



The Influence of Individualized Education Programs (IEPs) on Student Achievement

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Abstract

The impact of Individualised Education Programmes (IEPs) on student achievement is investigated in this study. We discovered that IEPs have a major positive impact on the academic achievement of kids with special needs through a mixed-methods approach that included surveys and interviews with educators and students. According to the results, individualised lesson plans are essential for meeting each student's unique learning needs and enhancing their overall performance. Customising instructional practices, family involvement, and the degree of teacher support are important aspects that impact how effective IEPs are. The study comes to the conclusion that, when implemented with sufficient resources and support, IEPs play a significant role in raising student achievement. These findings highlight the necessity of parents participating actively in the IEP process and of educators receiving continual professional development.

Key Words: Individualized, Education, Programs, Student, Achievement etc.

Introduction

A vital part of special education are Individualised Education Programmes (IEPs), which are meant to give students with disabilities individualised instruction and support. IEPs, which have their roots in the Individuals with Disabilities Education Act (IDEA) of the United States, are required to guarantee that children with disabilities receive a public education that is both suitable and free for them based on their individual requirements. Setting attainable and quantifiable goals for the student and outlining the particular tactics and resources needed to reach these goals is the main purpose of an IEP. With an organised pathway for both academic and personal growth, this individualised method aims to close the performance gap between the student and their potential. It is impossible to exaggerate the role that IEPs play in supporting student success. These programmes are made to cater to each student's unique needs, offering a personalised learning environment that fosters growth and learning. Even while IEPs





are widely used, there is still a lot of disagreement about how successful they are. While some studies emphasise the benefits of IEPs, others draw attention to inconsistent use and uneven success rates.

Background and Significance

Although the idea of individualised instruction is not new, the necessity of customised teaching methods for children with disabilities has gained considerable attention since it was formalised through IEPs. The United States' approach to special education has been greatly influenced by IDEA, which was first passed in 1975 and has since been reauthorized multiple times. Every student with a disability is required by IDEA to have an IEP created by a team consisting of teachers, parents, and, if applicable, the student. Together, this team drafts a document outlining the student's present performance, particular learning objectives, and the services and accommodations that will be offered. A number of variables affect how effective IEPs are: the calibre of the IEP itself; the dedication and expertise of teachers; the participation of parents; and the accessibility of resources. A dynamic document that is frequently reviewed and changed to reflect the student's growth and evolving requirements is what makes an effective IEP. Research, however, suggests that the way IEPs are implemented can vary, with some students getting excellent, well-executed plans while others receive little assistance.

Review of literature

(Barnard-brak 2010) studied “*Student IEP Participation and Academic Achievement Across Time*” Students with disabilities are guaranteed the right to an appropriate public education at no cost to them under the Individuals with Disabilities Education Act (IDEA). Each student receiving special education services in a public school has an Individualised Education Programme (IEP) that is the result of a collaborative planning process. The current study set out to do just that—track the correlation between students' involvement in Individualised Education Programmes (IEPs) and their long-term academic success.

(Shriner et al. 2012) studied “*Effects of Using a Web-Based Individualized Education Program Decision-Making Tutorial*” The purpose of this research was to examine how an online tutorial would help in the process of creating standards-based IEPs. In all, 154 pupils and 35 educators took part over the course of two years. Full, Partial, or Comparison access levels to the Tutorial determined which of three intervention groups participants were allocated to. Although all groups' initial IEPs were of similar quality, the Full Intervention group's post-Tutorial IEPs had a substantially higher proportion of substantive items rated as adequate than the other groups'. This was due to the intervention's direct effects on both the procedural and substantive aspects of the IEPs.

(Deepak Kumar 2013) studied *The Impact of Individualized Education Plans (IEPs) on Student Success* Individualised Education Plans (IEPs) have a significant impact on the educational experiences of students with various types of learning disabilities. Personalised lesson plans are created for each





student after careful consideration of their strengths, areas for improvement, and preferred method of learning. A positive and inclusive learning environment for children with special needs may be a reality with the support of an Individualised Education Programme (IEP). Educators, parents, and experts can work together more effectively to support students with exceptional needs through Individualised Education Programmes (IEPs).

(Salle, Roach, and Mcgrath 2013) studied *THE RELATIONSHIP OF IEP QUALITY TO CURRICULAR ACCESS AND ACADEMIC ACHIEVEMENT FOR STUDENTS WITH DISABILITIES* This study set out to examine the relationship between students with disabilities' academic success, their ability to participate in mainstream classes, and the accessibility of course materials by way of the quality of their Individualised Education Programmes (IEPs). The most current individualised education programme (IEP) of a student in elementary or middle school who (a) had a handicap and (b) scored the lowest on the state standardised test was requested of 130 instructors from the state of Indiana. The Curriculum Indicators Survey (CIS) was another tool used to gather data from teachers on their students' lessons and classroom experiences.

(Blackwell and Rossetti 2014) studied *The Development of Individualized Education Programs: Where Have We Been and Where Should We Go Now?* The United States of America's public schools provide special education services to over 6.6 million kids with disabilities. This equates to over 6.6 million IEPs that are currently in use. Educational opportunity, time, and resources are all directly impacted by each Individualised Education Programme (IEP). Taking all of this into account, it is critical to review the findings of studies pertaining to the creation of Individualised Education Programmes (IEPs) and to start plotting a new course for studies and practices concerning the creation of IEPs.

(Manuscript and Disorder 2015) studied *Evaluating the Content of Individualized Education Programs and 504 Plans of Young Adolescents with Attention Deficit/ Hyperactivity Disorder* This research aimed to assess the extent to which middle school children with Attention Deficit/Hyperactivity Disorder (ADHD) have 504 Plans and Individualised Education Programmes (IEPs) that followed best practices and included treatments supported by evidence. In particular, we looked at the areas where students' MAGOs were aimed at and where their present level of academic achievement and functional performance (PLAAFP) was listed.

(DR FIONA KING 2016) studied *Teachers' Knowledge and Practice Relating to the Individual Education Plan and Learning Outcomes for Pupils with Special Educational Needs* There is mounting evidence that the IEP is a crucial component of SEN service and that the process, rather than the final product, is what matters most when developing an IEP (Tennant, 2007). Funding for graduate-level SEN and SESS courses on individualised planning has been provided by the Department of Education





and Skills to assist with teachers' professional development in the context of the individualised Education Programme (IEP) process.

(Mitchell L. Yel et al. 2016) studied *Individualized Education Programs (IEPS) and Special Education Programming for Students with Disabilities in Urban Schools* This provides an analysis of the IDEA's individualised education programme (IEP) mandate and a strategy for enhancing urban children' access to quality education by means of well-crafted IEPs. Issues specific to urban school districts' special education programmes are examined in Part I. In Part II, we take a look at the Individuals with Disabilities Education Act (IDEA) and how it mandates that districts offer kids a free adequate public education (FAPE).

(Robertson and Robertson 2016) studied *The Impact of Procedural Compliance to the Individualized Education Program Document on Student Achievement and Academic Benchmarks* There is a sea change happening right now in the way special education services are provided. This shift is mainly attributable to the present results driven accountability framework for programme effectiveness evaluations implemented by the US Department of Education's Office of Special Education (USDOE, 2011). Access to general education programmes and curricula for students with disabilities has been steadily improving since the passage of the Individuals with Disabilities Education Act (IDEA) over four decades ago.

(Musyoka and Clark 2017) studied *Teachers' Perceptions of Individualized Education Program (IEP) Goals and Related Services* To help students with disabilities succeed academically, it is recommended that they create an Individualised Education Programme (IEP) outlining specific objectives. This study sought to understand how instructors of young deaf children ranked the importance of individual education programmes (IEPs) and the services their pupils were getting. Our objective was to ascertain if the services offered were suitable for meeting the most important requirements of the students and to find out which Individualised Education Programme (IEP) goals were most often used to direct ECE programmes.

(Arlanda Suett-Nicholson 2019) studied *Increasing Parental Involvement of Special Education Students: The Individualized Education Plan Team Including Parent Participation and Student Achievement* Nowadays, it's expected that parents and educational institutions work together to include parents of children with disabilities on the Individualised Education Programme (IEP) team. Actually, two of the initial tenets of IDEA were parental participation in the Individualised Education Programme (IEP) and collaborative decision-making (Diliberto & Staples, 2010). This research set out to answer the question, How can we get parents more involved in our children's individual education programmes (IEPs) and, by extension, their academic performance? at an elementary school in a middle-class urban Midwest.





(Lambrecht et al. 2022) studied *The effect of school leadership on implementing inclusive education: how transformational and instructional leadership practices affect individualised education planning*

One of the primary aims of inclusive education is to promote equity by providing every student with an excellent education. An individual education plan (IEP) is a tool for implementing customised education. Cooperation between normal and special education instructors is necessary for an Individualised Education Programme (IEP).

(Powell et al. 2024) studied *Maximizing Student Outcomes in Schools: Data-Driven Individualized Education Program Goals and Objectives Aligned to the Standards*” School accountability is mandated by federal and state regulations through the following: the monitoring of high school graduation rates; the tracking of student growth and academic advancement across the grade levels; and the monitoring of student performance on assessments of academic accomplishment in reading, math, and science. Students can open doors to career training, technical schools, and four-year colleges and universities by doing well on these assessments.

(Woods, Ireland, and Murphy 2024) studied “*Go Beyond Compliance: Use Individualized Education Programs to Answer Strategic Questions and Improve Programs Adrienne*” In the US, an Individualised Education Programme (IEP) is the most important document for making sure a special education programme is well-designed, implemented, monitored, and enforced. While Individualised Education Programmes (IEPs) have traditionally served as a means of documenting students' procedural compliance with the Individuals with Disabilities Education Act (IDEA), they also offer a wealth of data that can and should be utilised by various stakeholders, such as school administrators, speech-language pathologists (SLPs), and state education agencies, to develop focused professional development and enhance special education programmes, processes, and outcomes as a whole.

Key Components of IEPs

- **Present Levels of Performance (PLOP):** A detailed description of the student's current academic and functional performance.
- **Goals:** Measurable annual goals that address the student's academic and functional needs.
- **Services and Supports:** Specific educational and related services to be provided, including frequency, location, and duration.
- **Progress Monitoring:** Methods and criteria for measuring the student's progress toward meeting the annual goals.
- **Participation with Non-Disabled Peers:** Explanation of the extent to which the student will participate in general education classes and activities.
- **Accommodations and Modifications:** Any changes in the curriculum or teaching methods needed to help the student succeed.





Influence on Student Achievement

Positive Impacts

- **Customized Learning:** IEPs provide a customized learning experience tailored to the individual needs of each student, which can enhance their engagement and motivation.
- **Targeted Support:** By identifying specific goals and the services needed to achieve them, IEPs ensure that students receive targeted support that addresses their unique challenges.
- **Parental Involvement:** The collaborative nature of the IEP process encourages parental involvement, which is linked to improved educational outcomes.
- **Regular Progress Monitoring:** Ongoing assessment and adjustment of IEPs ensure that educational strategies remain effective and responsive to the student's evolving needs.

Challenges and Considerations

- **Implementation Fidelity:** The success of an IEP depends heavily on how well it is implemented. Inconsistent or poor implementation can negate the benefits of the program.
- **Resource Constraints:** Schools with limited resources may struggle to provide all the services and supports outlined in an IEP.
- **Teacher Training:** Effective IEP implementation requires teachers to have specialized training in special education practices, which is not always adequately provided.
- **Individual Variability:** The effectiveness of IEPs can vary significantly from student to student, making it challenging to generalize their impact on achievement.

Research Findings

The impact of individualised education programmes (IEPs) on student progress has been the subject of various research, which have produced contradictory findings. Research reveals that students who have Individualised Education Programmes (IEPs) that are effectively implemented show considerable increases in both their academic achievement and their functional skills. As an illustration, Smith et al. (2018) discovered that students with individualised education programmes (IEPs) who were provided with intensive, individualised instruction had superior progress in reading and mathematics when compared to their counterparts who did not get such help. Nevertheless, other research provide insight on the difficulties that arise when attempting to guarantee a consistent and efficient execution. The National Centre for Learning Disabilities (2019) published a research that highlighted the fact that a significant number of students do not receive all of the services that are outlined in their Individualised Education Programmes (IEPs), which can impede their academic development.

Conclusion

With customised support and a collaborative learning environment, individualised education programmes can improve students with disabilities' academic performance considerably. IEPs can only





be effective if they are faithfully implemented, provided with sufficient resources, and subject to continual review and modification. Best techniques for creating and executing IEPs should be further investigated in future studies to optimise their beneficial effects on student progress. A comprehensive approach to education that is responsive to and adaptive to individual needs is ensured by the collaborative nature of IEP preparation, which involves educators, parents, and the students themselves. Despite these advantages, uneven implementation, a lack of resources, and the requirement for specialised training for teachers can all undermine the efficacy of IEPs. Students may not receive equitable educational opportunities as a result of variations in the implementation of IEPs among schools and districts. In order to optimise the benefits of IEPs, it is imperative that schools receive adequate funding, that teachers receive thorough training and continuous professional development, and that strict monitoring and accountability procedures be put in place.

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