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INDIVIDUAL EDUCATIONAL PLAN IN PRESCHOOL PRACTICE

Abstract

In order to meet the educational needs of the child, it is necessary to create an individual educational plan or IEP for short, which will plan the support of the child in the educational process itself. The individual educational plan itself enables the teaching process to be adapted to the needs and abilities of children with special educational needs in inclusive groups. The paper first defines the term individual educational plan, types of individual educational plan and content of the individual educational plan. In the continuation of the paper, we present the opinions and attitudes of some educators in Macedonia and Croatia regarding inclusion and the use of individual educational plans. We conducted this research in the spring of 2023 in the Republic of Macedonia and Croatia. Along with these results, we also present the results of research from the region related to the challenges in using individual education plans.

Keywords: *individual educational plans, challenges, children with special educational plans*

1. Introduction

At the end of the eighties and the beginning of the nineties, there was a change in the creation of the curriculum, where institutions and educators are playing an increasingly important role. They are focused on the child, on the learning process, respect for individual differences, with widely given areas of activity (According to Klemenović, 2009 as cited in Tasić, Raspopović, 2021). Inclusion is the process of including children who have special developmental needs and children who do not have special developmental needs, who are of the same age, in the environment where they learn and play (According to Jordanovska & Canevska as cited in Stankovska Kolevska, 2020).

The inclusion of children with special educational needs in society begins with their inclusion from an early age in the educational group in kindergartens. Preschool institution and preschool group are a place where diversity, equality has been respected, it is a place where the interests of the children, the interests of the parents and the interests of the community are respected.

For every child/student who does not achieve the prescribed outcomes and standards, or it is observed that he/she does not achieve success in accordance with his/her capacities and possibilities, the educator/teacher plans support in upbringing and education, i.e. adjusting access and/or individualizing teaching. Personalization or customization may include: adaptation of space and conditions; adaptation of materials, teaching methods, techniques and forms of work; adaptation of testing, evaluation, adaptation of the content, outcomes and standards of achievement (Mrše & Jerotijević, 2012).

Respecting the principles of individualization of the teaching process, the curriculum can be: expanded, deepened, modified, minimized, adapted to the prior knowledge and capabilities of the specific student, as a basis for the development of the individual educational plan.

We can talk about at least three levels of adaptation to educational work:

Level I - the prescribed programs and recommended methods are suitable for the largest number of students (about 80%) and they do not need special adjustments in order to be able to follow the teaching successfully.

Level II – differentiated and individualized approaches are needed for part of the students (about 15%) who have learning difficulties (LD), as well as for students who can master the curriculum at a higher level than prescribed.

Level III – intensive support and work according to an individual educational plan is needed for a small part of the students (approx 5%), who have special educational needs due to disability, as well as those who have exceptional giftedness or talent (Розалија и др, 2018, 8).

When adapting to the teaching program for each individual, special attention should be paid to the following parameters (According to Isahi-Palosi, A., et al, 2014:59, as cited in Petrovska & Runceva, 2019)

Table 1. Parameters to which attention should be paid when adapting the teaching program for each individual

SIZE Adjusting the number of tasks that the student has to complete	EFFECT Adjustment of the effects expected of the student in response to the given instruction	PARTICIPATION Adjusting the level to which the student should be actively involved in the performance of tasks
WEIGHT Adapting to the level of skills required or the type of problem	SUPPORT Increasing the support given to each student	ALTERNATIVE GOALS Adjusting the goals or expected results that the student can achieve, using the same materials
INPUT Adapting the method of instruction to each student	TIME Adjusting the time for the realization of a given task	ADDITIONAL PLAN AND PROGRAM Providing different instructions, materials and means that would enable the student to achieve the intended goals

For a child with developmental disabilities, as for any other child, it is important that while entering into relationships and actions, he feels that he is protected from physical and psychological harm (humiliation, labeling, underestimation), that he is ensured to constantly participate in games and learning situations through materials and to be actively involved in all events in accordance with his capabilities (According to Years of Ascension, 2019 as cited in Tasić, Raspopović, 2021). The educator builds relationships by recognizing the child's needs, feelings, interests and capacities, and accordingly provides him with support, while through planning, organization and procedures he maintains a balance between the child's dependence on the adult and independence (According to Pavlović Breneselović and Krnjaja, 2017 as cited in Tasić, Raspopović, 2021).

2. Individual Education Plan

Individual Education Plan is a document of the institution which, for a certain child/student and in a given period of time, corrects or replaces the prescribed educational or school program (Мрше & Јеротијевић, 2012).

In the document Guidelines on the Individual Education Plan Process from 2006, the Individual Education Plan (IEP) is defined as a written document prepared for a named student specifies the learning goals that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals.

The right to an individual education plan belongs to a child and a student who needs additional support in education and upbringing due to difficulties in accessing, including, participating in or progressing in upbringing and educational work, if these difficulties affect the achievement of the general outcomes of education and upbringing. The right to an individual education plan have also the students with exceptional abilities (the gifted students). (Јањић, 2010, 35).

According to the educational needs of a child, the Individual Educational Plan can be:

- *Individual Educational Plan 1 (IEP 1)* – adapted teaching and learning program in which is planned (the aim of providing support, adapting and enriching the space, the learning conditions), and adjustment of (work method, textbooks, teaching aids) during the education process, adjustment of the activities in the educational group, their schedule as well as the persons who provide support;
- *Individual Educational Plan 2 (IEP 2)* – modified teaching and learning program, in addition to the IEP 1, it is planned to adjust the outcomes of education and upbringing and adjust the content for one, more or all subjects;
- *Individual Educational Plan 3 (IEP 3)* - extended and deepened teaching and learning program for students with exceptional abilities (Pravilnik o bližim uputstvima za utvrđivanje prava na individualni obrazovni plan, njegovu primenu i vrednovanje).

According to its structure Individual Educational Plan can be (Јалова и Стојковска Алексова, 2013, 17; Станковска Колевска, 2020, 51)

- Long-term IEP and
- Medium-term individual education plan.

Required components of the Individual Educational Plan

The IOP is written in forms that contain (Jovanovic et al, 2021, 6):

- personal information about the child and about the team for additional support;
- pedagogical profile of the child;
- plan of individualization measures - assessment of the need for support;
- Personalized teaching and learning program with defined areas, goals, outcomes, steps and their duration and frequency, implementers as well as the way of checking achievement
- monitoring and evaluation of IEP
- parental/guardian consent to the IEP
- Transition plan.

The pedagogical profile is compiled by the kindergarten educator, parent and professional associate, and contains a description of the educational situation of the child with developmental disabilities and represents the basis for planning individualization measures. If they judge that the individualization measures do not lead to the expected outcome, then the development of an individual educational plan is started. Individual education plan is prepared by a team. The team consists of a kindergarten educator, the parent, a professional associate, an associate in a preschool institution, and if the child needs it, a pedagogical assistant and a personal companion, an expert outside the institution at the suggestion of the parents (Tasić, Raspopović, 2021).

3. Implementation of the Individual Education Plan

The authors of the paper Individual Education plan – Implementation Challenges, had an aim to point out the challenges, obstacles and problems in the implementation of the individual educational plan (IEP) in Serbia. The paper used a literature review in domestic and foreign journals and their overview of the results of numerous researches on the quality of IEP highlights serious gaps in the planning, implementation and application of this type of additional support. The authors highlight that, Although the IEP was regulated by legislation back in 2009, even a decade later, the implementation of this document is not without certain problems and challenges (Matić, Škrbić, Ivezić, Vrućinić, 2021).

In 2014, in the conducted research among 46 kindergarten teachers in Stip, Macedonia, was pointed out that, a large part of the kindergarten teachers who have work experience with children with special needs (74.19%) represent the opinion that the inclusion of children with special educational needs in the regular group makes it difficult for them to carry out every day educational activities. This is probably why a large part of kindergarten teachers (80.65%) do not develop a special individual education plan for each child with SEN, but rather work according to the same plan and program as with the other children in the group (Bocvarova, Sivevska, 2014).

Reforms and challenges of inclusive education in North Macedonia is a document with the aim of addressing, critically observing and offering proposals and solutions for inclusive education for children

with disabilities in North Macedonia, with a focus on primary education. According to a study by the Education Development Bureau from 2018, To a large extent, teachers are not trained in preparing and monitoring an individual educational plan, applying differentiation, adapting conditions, methods and activities to the needs of students with disabilities and monitoring their achievements (Шашевски, 2022).

In 2022, 98 kindergarten teachers were part of a research about the process of inclusion in kindergartens in Macedonia. Still there is a situation where a large part of educators who have work experience with children with special needs (78%) are of the opinion that the inclusion of children with special educational needs in regular groups makes it difficult for them to carry out daily educational activities. Maybe this is the reason why a big number of kindergarten teachers (86%) said that they do not create a separate individual educational plan for each child with SEN, but they work according to the same plan and program as with the other children in the group (Petrovska, Runceva & Sivevska, 2022).

4. Methodology

In order to see what knowledge educators have about the application of the Individual Educational Plan in inclusive groups in kindergartens in the Republic of North Macedonia and in Croatia, we conducted a survey in April 2023. The purpose of this research was to see what the situation is regarding the application of the Individual Educational Plan in kindergartens in both countries and where we should act in the future in order to improve the given situation.

Because from the previously mentioned researches, we notice that when it comes to the application of the Individual Educational Plan in educational institutions, the educational staff itself has difficulties when it comes to the correct application of the IEP.

This research was conducted by filling an online questionnaire, where, in addition to the educators' knowledge of the application of the Individual Education Plan, a broader picture was perceived regarding the entire process of inclusion in kindergartens in both countries.

The sample of our research was composed of 110 kindergarten teachers from Croatia and 146 kindergarten teachers from R.N. Macedonia.

In the research in Macedonia, kindergarten teachers aged 20 to 30 comprise only 2.7% of the total number of kindergarten teachers covered in the research. Educators aged 41 to 50 years are represented in the largest percentage, 45.2% (Chart 1).

In the research in Croatia, most of the kindergarten teachers are younger in terms of age, i.e. more than 70 percent of the kindergarten teachers are under the age of 40, i.e. 44% of the kindergarten teachers are between the ages of 20-30 (Chart 2).

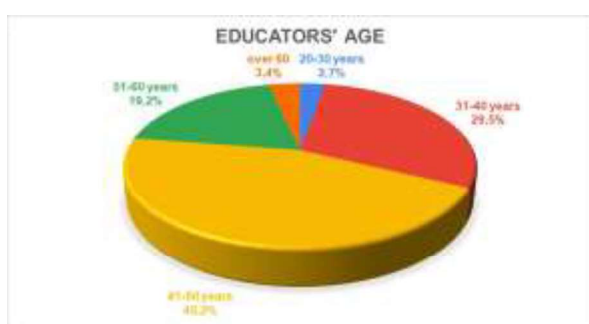


Chart 1. Educators' age in Macedonia

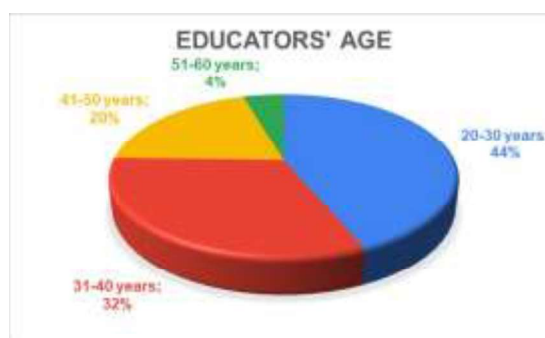


Chart 2. Educators' age in Croatia

What we have emphasized in this research is to see if the kindergarten teachers have a need to improve their knowledge in the field of individualized support plan.

First, we wanted to see kindergarten teachers views about the areas in which they need additional training. In Chart 3 and Chart 4, we can see that the most prominent is the need of the kindergarten teachers to receive training in the area of the Individualized support plan. And compared to the other suggested areas (assistive technology or to get to know the characteristics of the children with

developmental disabilities) the area training about Individualized support plan is most necessary for the kindergarten teachers in both countries in Croatia and in Republic of North Macedonia.

In both countries, we can notice from chart 3 and chart 4, that most of the kindergarten teachers who need training in the area Individualized support plan are the kindergarten teachers who declared previously that they have knowledge, i.e. that they have partial knowledge for working with children with special educational needs.

These results lead us to the conclusion that kindergarten teachers need training in the area of Individualized support plan and it is necessary to take steps to strengthen their skills and knowledge in this area, because we can not talk about inclusion if we don't have prepared educators when it comes to this issue.



Chart 3. Kindergarten teachers experience in the work with children with special educational needs and their need for a training in a specific area (Situation in Croatia)

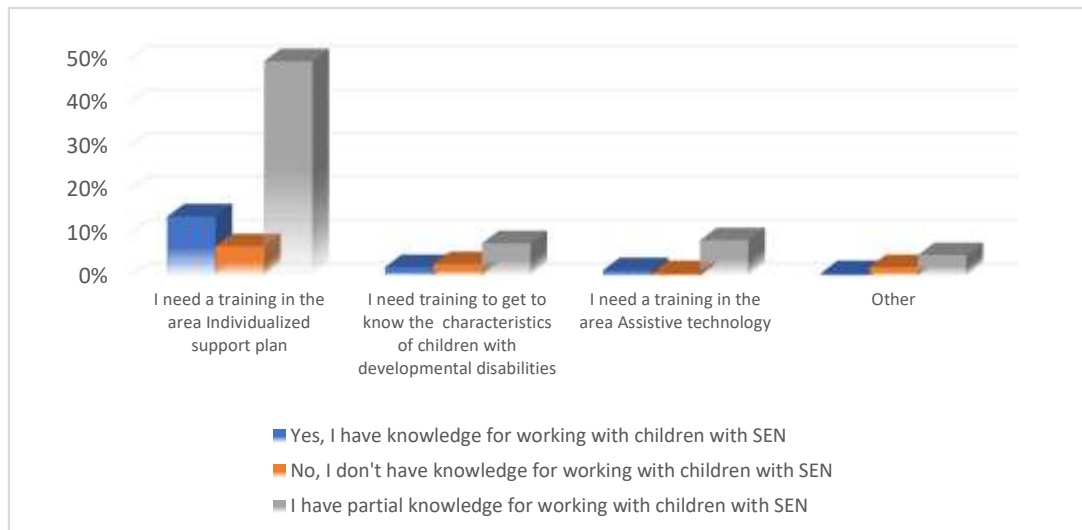


Chart 4. Kindergarten teacher experience in the work with children with special educational needs and their need for a training in a specific area (Situation in R.N. Macedonia)

Conclusion

We cannot talk about inclusive education, we cannot achieve the inclusive education without respecting the basic principle in educational work - individualization. This includes taking into account the individual differences of students/children in terms of learning style, learning method and pace, as well as the speed of achieving the intended goals. Here we need to respond to the different needs of the child. To respond to their needs properly the implementation of the individual education plan is a necessity in the inclusive context.

(According to UNESCO, as cited in Andric, Dobric, Kovacevic, 2021) It is undeniable that teachers, as carriers of the educational process, play a very important role in the creation of quality educational work, and inclusion, as a guiding principle, has a great influence on the creation of their practice and attitudes. In this regard, it is very important that the teacher's focus in his work is precisely on creating optimal conditions for learning, so that all students can realize their full potential. Teachers must definitely possess a certain set of knowledge in order to meet the expected standards, so here we can not miss the knowledge about the proper use of Individual Education Plan. Educators need to be well prepared when it comes to the Individualized Support Plan. Children need this. The results have shown that educators need training in the area Individualized support plan, even though they have already emphasized that they have partial or complete knowledge in working with children with special educational needs.

Here we need to react, it is necessary for the faculties that prepare kindergarten teachers to react and they would react in such a way that the subject programs would be strengthened and enriched with this topics. Kindergartens need to react by providing training for employees in the direction of enriching the skills and knowledge of educators in this area, experts in this area to be connected with the kindergarten teachers.

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