

Abstracts

The objective of this research is to study the process for different special education teacher to plan and to implement the Individual Education Program (IEP), as well as the requirements, difficulties and the ideas that occur in between.

This research adopted the methods of questionnaires and interviews of which the instrument is the "Questionnaire for IEP Implementation by Special Education Organization." The object of the mentioned questionnaire includes special education teacher from private and public schools as well as the Community Non-profit organization which makes up a sample of 75. Interviews with special education teachers from private schools, public schools and Community Non-profit organization has also been made, two from each organization. Information derived from the questionnaires is reflected by frequency as well as percentage.

Followings are the main discoveries obtained from this research:

- 1 The development and implementation process of the IEP by different special education organization.
 - A. The majority that is currently using IEP is special education teacher from public and private schools while only half of the community non-profit organization make use of it. As a general, 70% of special education teachers are now using IEP.
 - B. Lack of school principal's enforcement is the main reason for not using IEP.
 - C. The subjects on which different organization plan with IEP are similar, with higher percentage on subjects as Chinese, social education, general knowledge and mathematics, while public schools and community non-profit organization includes English subject in addition.
 - D. Contents of IEP composed mainly of students' personal identification, students' current level of performance, long-term and short-term instruction objective, evaluation standards and evaluation on students' participation, while topics on specific educational services to be provided are of less percentage.
 - E. Most of the special education teacher develops implementation plan for IEP before school term starts, and the time it takes varies. A higher percentage falls in the group between one to two hours.
 - F. Participants who participate IEP's evaluation are mainly composed of special education teacher while school principal's participants is rather high in community non-profit organization only.

- G. Time requires in evaluating a student's IEP short-term objectives varies from 11 to 30 minutes.
- H. 70% of teachers will include transitional services in IEP's development.

2. Evaluations on IEP

- A. 59.26% of teachers believe that it is necessary to design IEP.
- B. Over 80% of teachers believe that their IEP can determine a student's level objectively which correspond to student's need.
- C. Over 70% of teachers believe that IEP can determine a student's difficulties.
- D. Over 70% of teachers believe that IEP helps in the instruction process.
- E. Over 60% of teachers believe that IEP helps to increase their job satisfaction.

3. Difficulties on IEP Implementation and Assistance Requirements

A. Difficulties

- a. Lack of sources and references.
- b. Student levels and standards varies too much
- c. Lack of specialist consultation
- d. Teaching work load is heavy
- e. Difficult to determine a student's starting level and special requirements
- f. Time and effort consuming

B. Assistance Requirements

- a. Adequate and useful references to be provided
- b. A data bank of teaching objective needs to be established
- c. A clear IEP format and written guide needs to be set up
- d. A clear evaluation method to be set up
- e. Information supplies to be provided by parents and professionals
- f. Reduce job burden.