

# INDIVIDUALIZED EDUCATION PROGRAM (IEP) IN INCLUSIVE EARLY CHILDHOOD EDUCATION

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## Abstract

Inclusive education is the best option to overcome the various differences in learners. The problem is how to conduct an assessment in children with a variety of differences. Individualized Education Program (IEP) can services children with varying needs. The program is well suited to assist educators in child instruction learning needs, motivation and learning ability. It is the aim to optimize the potential of children in the learning process. The steps in learning to use this program for the first is team building IEDs. IED team consist of the interdisciplinary team such as teachers, principals, psychologists, parents, counselors, speech therapists, pediatric and counselors. Second, the assessment of special needs children in learning. Third, develop short and long term goals of learning. Fourth, design methods and procedures of learning. Fifth, to evaluate children's learning progress.

**Keywords:** early childhood, inclusive education, individualized education program

## 1. Introduction

People start to realize that life is beautiful in diversity. They try to care about people with special needs, especially children and set up to realize that the school or the school received the rights of every child without exception. In addition, living side by side with people with special needs be able to exercise empathy and develop the cooperation and ability to mutual help. Thus, the implementation of inclusive education is to develop students' character.

Many public schools began to change public education to Inclusion because the principle of inclusion will promote student character. The problem is many teachers do not understand how to make an children assessment with different stages of development. Can the ability of abnormal child is equated with the ability of a normal child? How to develop assessment and measure the success rate of education if the children have different abilities? This paper describes a variety of subject inclusion for early childhood programs and individual assessments to measure achievement of the development of children in inclusive schools.

## 2. Individualized Education Program in Inclusive Early Childhood Education

In the elaboration of a workshop on inclusive education in Yogyakarta, Marpinjun said that the inclusion education urgent to be developed in Indonesia because we see that Indonesia has a variety of differences such as culture, religion, ethnicity and race. The difference becomes

discrimination, many people are left, living in poverty, less concerned with others, and declining moral values [1]. In addition, the number of children with special needs in Indonesia reach 1.5 million, or 0.7 percent of the total population of Indonesia. It means that in 1000 there were 7 people with special needs children. Data from Statistical Bureau on 12 May 2011 there were 317 016 children with special needs in school age. Of these only 117 000 children are in school and the rest yet [2]. Salamanca statement proclaim that regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building and inclusive society and achieving education for all [3]. Based on research, special need education cannot advance in isolation. It has to form part of an overall education strategy and, indeed, of new social and economic policies. It calls for major reform of the ordinary school [4]. Thus, inclusive education provides opportunities for children with special needs for proper school like normal children.

Inclusive has come to mean including children with disabilities in regular classrooms for children without disabilities. Children with disabilities such as children who have difficulties in seeing or hearing, who cannot walk, or who are slower to learn. It also means including all children who are left out or exluded from school because may not speak the language of the classroom, are at risk of dropping out because they are sick, hungry, or not achieving well, they belong to a diffrent religion or caste, may be girls who are pregnant,

children affected by HIV/AIDS, and all girls and boys who should be in school but are not [5]. Inclusive education is an approach that looks into how to transform education system in order to respond to the diversity of learners [6]. Inclusive education is education that changed the system so that every child with disabilities able to attend school like other children. Thus, inclusive education provide opportunities for all children to acquire the same education with all its limitations and teacher provide facilities for all children to learn.

Inclusive education would be better if started at an early age. Some of the reasons why inclusive education can be applied early on is, first, most early education programs expect children to mature at varying rates during these years of enhanced growth and development. Second, early childhood education focus more on process than on outcomes assessment. It gives opportunities for children with special needs to develop life skills not only to see the results. Third, early childhood teachers are better prepared to deal with children with a variety of different natural abilities. Likewise for inclusion school teachers must be sensitive to these differences. Fourth, early childhood play activities close to, the development of children develop through play. Children with special needs play activities such as early childhood. Child's developmental progress was observed while playing [7].

In inclusive education, each educator must recognize that every child is born with potential for very diverse. It is a challenge for educators to be able to perform the analysis program so that learning can still be made on an individual basis. The program can be developed is an educational program individualized or Individualized Educational Program (IEP). In this program, the child is in the learning center so that the program refers to the need, development and interests of children. Child control the program, not a program that set the child. This program is used for considering a child with special needs have equal and different obstacles. Educators are expected to accommodate those needs. This is important because if educators fail to accommodate the needs of children it will negatively affect the learning process further.

Steps to develop the IEP are 1) establish IEP team, 2) assessment (assess) the special needs of children, 3) develop short and long term goals, 4) designing learning methods and procedures, and 5) to evaluate a child's learning progress [8]. The first step is to form a team, this team called the IEP team. The team was tasked to design and develop learning programs that will be developed in class. The members of this team is one or both of the child's parents, at least one regular education

teacher if the child is participating in a regular education program, at least one special education teacher, or where appropriate, at least one special education provider of such child, any member of the school staff, other than the child's teacher, who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children disabilities, an individual who can interpret the instructional implications of evaluation results, an administrator who has the authority to make commitments on behalf of the school district, and other individuals whose expertise may be desired by the parent or school [9]. Examples of these team members are teachers, principals, psychologists, parents, counselors, speech therapists, pediatric and counselors. As for preparations to be made by each member in different teams. But each has a role to observe the child's development programs and services that can be given correctly.

Professional preparation to do as teachers is to give information about the child who observed a formal or informal. From the observation that the teacher can decide a child with special needs are included in what stage of development. Preparation of the specialists who carried out an evaluation of the results of observations made of teachers and other data to provide a diagnosis. Therefore, data on children should include a multidisciplinary observation. After obtaining a complete data about the child, the child placement specialists provide advice and services to be provided. The results of the expert report is information that can be used directly in the program and plan activities. Parents can also provide information related to the development of their children and hope to achieve adjusted to the ability of the child. The team discussed the program to be used in learning. Programs tailored to the expectations of parents towards their children's future development.

The second stage is to analyze the needs of children. IED team did an assessment of the child-related talents, interests, and lack of children. The results of this assessment is used to formulate the basis for learning purposes. Stage of data collection is done by the teacher through observation, interviews, resumes, and reports all aspects of child development. The data is then used to analyze what the child needs related to development in a holistic manner.

Development plan IEP must contain are 1) a statement of the child's present levels of educational performance (based on results of norm referenced and criterion-referenced tests), 2) a statement of annual goals and related benchmarks or short-term behavioral objectives, 3) a statement of specific special education and related services and supplementary aids to be provided to the child, and a statement of the program modification or supports

for school personnel that will be provided, 4) an explanation of the extent, if any, that the child will not participate with nondisabled children in the regular class, 5) the project dates for initiation of services and the anticipated frequency, location, and duration of services, 6) the appropriate objective criteria and evaluation procedures, 7) the schedules for determining whether the short-term instructional objective are being achieved [9].

The third stage is to develop learning objectives. This stage to align the needs of children at earlier stages of the curriculum used by the school. Learning objectives set out in the long-term goals and short term. Long-term goal is a goal that can be achieved in a long time. While short-term goals are goals that can be achieved in a relatively short time. Therefore, short-term goals should be written specific, operational and easily measured.

The fourth stage is to design learning methods and procedures. The design of learning methods and procedures must be able to describe the learning objectives that can be done to complete the assessment of specific learning success or referred to as a learning scenario. Teachers can change the learning to be more creative and fun for children. the success of this phase is determined by the ability of teachers to design creative learning.

The fifth stage of the evaluation. This stage is performed to measure the achievement of learning objectives formulated in the short term. This activity is important to look at changes in children's behavior before and after learning. Evaluation is to compare the ability to take their children but to measure the achievement of development of each child. Evaluation techniques can be performed with a variety of forms such as oral, written, action in the form of observation. Evaluation not only see the results but also to assess the process. Assessment of the results is performed to see the achievements of the specified learning objectives. Assessment process undertaken to make changes in teaching strategies. Reported in a qualitative evaluation of means in the form of pictures and a rill. Success of the program related to the ability of teachers to conduct the evaluation. The results of the evaluation made reference to further develop the program.

### 3. Conclusion

Inclusive education in early childhood education can be developed with individualized education program. The program studied child development and child-centered. As for the steps that can be done to develop this program is to form a team, analyze the needs of the child, determine short and long term goals, define procedures and methods of learning, and finally to evaluate the child's development. The core of this program is to observe the development of child development and

translate it in the long-term learning goals and short term. The aim is that children can be evaluated based on the observations and expectations from parents and teachers.

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