

Teacher's Preparedness in Individual Education Program (IEP) for Special Needs Students in School in Hospital (SDH): A Narrative Review

Sugendran Nagandran^{1*}, Norlizah Che Hassan², Aminuddin Bin Hassan³

¹Department of Sociology of Education, ²Faculty of Educational Studies, ³Universiti Putra Malaysia

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v14-i1/24470> DOI:10.6007/IJARPED/v14-i1/24470

Published Online: 14 February 2025

Abstract

This study evaluates teachers' preparedness for implementing Individual Education Programs (IEPs) to enhance academic performance of students with special needs in Schools in Hospital (SDH). Previous research indicates that while teachers recognize the importance of IEPs, they see a need for further training and preparation. The narrative review examines how IEP implementation constructs collaborative practice and professional involvement in teaching, as well as improvements in education policy. Thematic analysis was used to identify recurrent themes in teacher interviews. The findings aim to identify best practices for IEP design and implementation in Malaysian SDH, potentially leading to more effective educational interventions for students with special needs receiving hospital-based schooling. Key areas explored include the teacher's preparedness and how IEPs are implemented in the SDH context. This research addresses an important gap, as studies on IEP implementation in Malaysian SDH settings are limited. The results can provide valuable insights to encourage stakeholder support for IEP programs and develop strategies to help hospitalized students continue their education effectively.

Keywords: Narrative Review, Individual Educational Program (IEP), Special Needs Students, Schooling in Hospital (SDH), Teacher's Preparedness

Introduction

Malaysia Education System, guided by the National Education Philosophy, aims to nurture student's potential in a balanced and comprehensive way. It seeks to produce individuals who excel emotionally, physically, intellectually, and spiritually within society. This philosophy emphasizes that every child should have equal access to education and be given the opportunity to reach their full potential. To support this vision, the Schooling in Hospital (SDH) was established, ensuring that students continue their education even while receiving medical treatment in hospital. The teaching and learning and facilitation (PdPc) is carried out in a supportive environment, equipped with the necessary resources for special students who unable to attend school. The education system in Malaysia is a continuous effort to develop the educational potential in a comprehensive and integrated manner to produce individuals

who are complete in terms of emotional, physical, intellectual and spiritual aspects in a society based on the National Philosophy of Malaysia Education (NPME). In accordance with this concept, every child is given equal educational opportunities in a broad sense and able to achieve his or her potential according to Five System Aspiration for The Malaysian Education System 2013-2025. To realise this concept, the establishment of SDH was introduced to ensure that student's education is not affected while they are being treated in the hospital. Lesson plans are conducted in a conducive environment with facilities suitable for students who are unable to attend mainstream school.

Children with special needs are individuals who require exceptional educational interventions and treatments to maximize their potential. One of the methods that can be utilized to achieve this is the Individual Educational Program (IEP). The IEP is a customized course of learning designed for a child with special needs. IEPs are tailored documents that address the unique learning requirements of students with special needs, enhancing their educational outcomes (Ismail & Majid, 2020). Meanwhile Dempsey (2012) focuses more on the aspect of individual goals in the IEP. It is a statement about a series of educational objectives for students that are individualized and contains a description of support services that will be provided to students to achieve their educational goals. Potentially, IEP can provide services tailored to the conditions of students with special needs because, through the design of individual education programs, students can learn according to their individual abilities and learning pace with the expectation that they will be able to master the targeted material. This is supported by Elliott et al. (2001) in the United States, where IEP is considered an essential component in the provision of appropriate education for individuals with special needs, as it guides the implementation of educational services.

According to Teachers perceive that the implementation of IEP improves the organization and effectiveness of the teaching process and allows them to meet the diverse needs of students with learning disabilities. The studies reviewed regarding the effectiveness of Individualized Education Program (IEP) implementation have reported various difficulties associated with its execution in schools. Several studies from the early 21st century highlighted these challenges. For example, a study conducted by the Swedish National Agency for Education in 2003 indicated that while IEP had become a widely accepted practice in schools, its implementation was not reaching a significant portion (25%) of students with learning disabilities (LD). Subsequent studies in both Sweden and Norway (Andreasson & Wolff, 2015) confirmed this finding. Meanwhile, Kritzer (2012) in China similarly pointed to systemic problems that hampered IEP from working effectively. Many of these defensive studies hint at an overall need for a better way to comprehensively address special education needs. Because of these similar findings across several countries, IEP implementation warrants a deeper look in Malaysia.

Research concerning educator readiness and institutional methodologies indicates a significant disparity. While educational programs ought to encompass a wide array of subjects, including disabilities, pedagogical strategies, and empirically supported practices (Friend & Cook, 2003), investigations into special education IEP frequently focus on interventions such as instructional techniques or differentiated instruction (Pere et al., 2024). It is conceivable that certain studies have recognized the necessity for increased emphasis on the intricate requirements of IEP service provision tailored to the conditions of students with

special needs, as the formulation of individual education programs enables students to learn in accordance with their unique abilities and learning paces, with the anticipation that they will successfully master the designated material. This assertion is corroborated by Ismail and Majid (2020), who discovered that the implementation of IEPs by instructors for students with special needs contributes to a more organized and systematic teaching and learning process, while also aiding educators in monitoring the progress of students with special needs. Some study found a 20% improvement in academic performance for students with well-implemented Individualized Education Programs (IEPs). It concluded that IEPs effectively enhance educational outcomes for students with disabilities by addressing individual needs through a structured approach (Donaire et al., 2024). Consequently, the enactment of IEPs constitutes a critical component of learning and facilitation (PdPc) within SDH. This investigation was undertaken to assess the efficacy of IEP implementation and the challenges faced by educators concerning the influence of IEP application on enhancing the academic performance of SDH students who are unable to pursue their education in conventional day schools. This research offers an extensive examination of the significance of implementing IEPs for SDH students receiving treatment in hospital settings, thereby achieving the seven primary objectives of the Ministry of Education (MOE), which include the prevention of student dropouts.

Furthermore, prior research indicates that educators are not well-versed in planning, managing, decision-making, and IEP implementation (Al-Shammari & Hornby, 2020). Teachers' ability to accomplish IEP goals will be hampered by the phenomena of inadequate knowledge and expertise in IEP implementation. Ismail and Majid (2020) state that teachers' comprehension of IEP implementation can assist them in recognizing the strengths and shortcomings of special needs students to enhance their performance. Nonetheless, there are some educators who believe they lack the necessary skills to apply IEPs. Even though a lot of research has been done about difficulties in implementing IEP, most of these studies have been carried out in foreign countries. This demonstrates the necessity for studies on the difficulties in implementing IEPs in Malaysia, particularly about the proficiency of special education instructors.

Individualized Education Programs (IEPs) represent a critical yet often overlooked component of the educational framework designed for students with special needs; however, their formulation is frequently perceived as an initiative aimed at fostering a supportive educational environment that facilitates the professional growth of both educators and students with disabilities. This research endeavour was undertaken to assess educators' perceptions concerning the influence of IEPs implementation on the academic achievement of students with learning disabilities within the context of the school curriculum. The results yield an in-depth analysis of the pivotal role that IEPs play in the education of students who experience learning disabilities. Consequently, a methodical examination of scholarly articles pertaining to the implementation of IEPs in special education settings is considered essential.

However, the narrative review possesses discernible advantages; these can be enumerated as follows: it serves as a valuable educational resource, as it consolidates information into a coherent and accessible format. It offers a comprehensive perspective on a particular subject and frequently elucidates the evolution, preparation, and execution of IEP within educational institutions. Narrative reviews can stimulate intellectual engagement and

foster discourse. Certain academic journals are not keen of narrative reviews since they lack systematic methods that should be employed to construct them (Green et al., 2006). The purpose of the Narrative paper is to answer the following research questions (a) What is the strategy of teacher understanding and confidence in implementing IEP for special needs students in SDH settings? (b) How effective do teachers in SDH settings perceive IEP to be in addressing the needs of special needs students in a hospital school environment?

Methodology

This narrative review employs a systematic and integrative methodology to critically analyze the extant literature concerning teacher's preparedness for the implementation of Individualized Education Programs (IEP). The methodology encompassed several pivotal phases designed to facilitate a thorough and insightful synthesis of research outcomes. Initially, pertinent studies were identified through a methodical search of electronic databases, including PubMed, ERIC, and Scopus, utilizing search terms such as "teacher preparedness," "Individualized Education Programs," "inclusive education," and "special education." The criteria for inclusion were strictly limited to peer-reviewed articles published within the past decade (2013-2023) to guarantee that the review encapsulates the most contemporary trends and challenges within the discipline. Furthermore, seminal contributions predating this interval were considered if they offered foundational perspectives relevant to the topic.

Subsequently, the identified studies underwent a rigorous evaluation process predicated on their relevance and methodological robustness. Articles that investigated educator training, obstacles in IEP execution, and the influence of professional development on teacher effectiveness were given precedence. For instance, Landa et al. (2023) underscored the significance of targeted professional development initiatives in bolstering teacher preparedness, a recurrent theme throughout numerous studies. In a similar vein, Wong and Rashid (2022) purpose systemic impediments that obstruct educators' capacity to effectively implement IEPs, accentuating the necessity for structural support.

In the third phase, the data extracted from these studies were systematically categorized into thematic domains, encompassing professional development, collaboration, resource distribution, and technological integration. This thematic analysis enabled a nuanced comprehension of the determinants affecting educator preparedness. For example, Means (2023) elaborated on the critical nature of collaboration among stakeholders, providing insights into methodologies for ameliorating communication deficiencies among teachers, parents, and specialists.

Ultimately, the narrative synthesis integrates findings across various studies to delineate existing research lacunae and propose actionable recommendations. The review also acknowledges limitations within the current literature, such as the insufficient representation of culturally diverse viewpoints and the restricted emphasis on rural or under-resourced contexts. By addressing these deficiencies, this review aspires to furnish a comprehensive perspective on enhancing educator preparedness for IEP implementation. Through this methodological framework, the narrative review endeavors to present a balanced and evidence-based depiction of educator preparedness, amalgamating theoretical insights with practical implications aimed at informing policy and practice.

Narrative Review Procedure

The process of conducting this narrative review encompasses multiple stages. Initially, the researcher undertook a comprehensive search and selection of pertinent studies pertaining to the subject matter. Alongside adherence to the defined inclusion and exclusion criteria for primary studies, the article selection process was also informed by a systematic analysis of the study results. Some articles were retrieved from the database; however, not all research outcomes were applicable to address the research inquiries regarding IEP implementation in school. Subsequently, the researcher particularly filtered and categorized the articles to address the two specified research questions. This narrative review aim to critically evaluate the extant body of literature concerning educator preparedness for the implementation of IEP to delineate deficiencies in current research, and to proffer insights into efficacious practices and methodologies. By integrating outcomes from a variety of studies, this review aspires to furnish a holistic comprehension of the determinants that affect teacher readiness and to suggest pragmatic recommendations aimed at augmenting their proficiency in the effective of implementation of IEP.

Primary Studies Selection

Primary Studies (articles scrutinized within this manuscript) can be located through e-journal databases such as ScienceDirect, SpringerLink, Sage Journal Online, ProQuest, EBSCO, and Emerald. The keywords employed to conduct the search for these studies include: "IEP" (Individual Education Plan or Program), "preparedness," and "administration." The researcher imposes no restrictions on the published issues of the research journals. The subsequent sub-section will elucidate the criteria for inclusion and exclusion of the studies utilized.

IEP Preparedness Criteria and Rationale for Study Inclusion/Exclusion

Teacher preparedness for the implementation of Individualized Education Programs (IEP) is assessed through various criteria derived from the literature review, which notably includes an understanding of Special Education Laws and Policies. Teachers must possess a comprehensive knowledge of the legal stipulations and policies that govern IEPs to guarantee compliance and advocate effectively for the interests of their students (Landa et al., 2023). This criterion embodies standards that are widely acknowledged within the domain of special education, as illuminated in both foundational and contemporary scholarly works.

Moreover, the execution of IEPs necessitates proficient Collaboration and Communication Skills, as the capacity to engage with multidisciplinary teams, parents, and students is paramount for formulating and executing IEPs that accurately address the individual needs of the student (Means, 2023). Collaboration is consistently emphasized in the extant literature as a fundamental element of effective IEP methodologies. Instructional Adaptation Skills: Educators are required to exhibit the ability to adjust instructional strategies, materials, and assessments to cater to diverse educational needs (Wong & Rashid, 2022). This requirement is congruent with pedagogical frameworks that underscore differentiation as a pivotal component of inclusive education. Access to Resources and Technology: The preparedness of teachers is also contingent upon the accessibility of tools and resources, including digital technologies, which are essential for the monitoring of IEP and the achievement of educational goals (Bryant et al., 2019). The increasing recognition of emerging technologies as fundamental to contemporary educational practices is noteworthy.

The criteria for inclusion in this review were formulated based on these widely accepted themes within the literature, ensuring both relevance and alignment with current educational imperatives. For example, publications such as Woodcock et al. (2022), which investigate teacher efficacy and confidence, were incorporated due to their direct relevance to the preparedness of teachers for the effective implementation of IEPs. Studies that concentrated exclusively on general education without making explicit references to IEPs were omitted to preserve the specificity of the analysis. This inclusion/exclusion methodology not only anchors the review in clearly defined and evidence-based criteria but also facilitates a concentrated examination of the factors that enhance educator preparedness for IEP implementation. By employing a criteria-driven framework, the review presents practical and actionable insights for educators, policymakers, and researchers.

Data Extraction and Synthesis Method

The selected scholarly works underwent a comprehensive evaluative procedure to extract pertinent information. Each research article was scrutinized in terms of its research aims, methodological approaches, principal findings, and implications for practice. Landa et al. (2023) emphasized the critical importance of professional development in enhancing teacher readiness, while Wong and Rashid (2022) examined systemic obstacles that hinder effective implementation. The data derived from each scholarly investigation were meticulously examined to discern patterns, predominant themes, and persistent challenges. Crucial insights from the thematic classifications were interrelated to elucidate connections and overarching trends. For instance, professional development emerged as a salient theme across various studies, underscoring its pivotal role in fostering teacher readiness. The results were synthesized in a narrative framework, integrating qualitative insights alongside quantitative data where relevant. Prominent themes encompassed the importance of targeted professional training, the necessity of collaborative practices, and the influence of resource accessibility on teacher efficacy. Trends such as the increasing dependence on technological instruments to facilitate IEP implementation were also investigated, yielding a comprehensive understanding.

Result of Articles Included in the Narrative Review

Here's a table summarizing primary studies included in the narrative review, focusing on teacher preparedness for IEP implementation. The table includes authors, publication years, and the focus of the studies, aligning with the research questions.

Table 1

Articles include in the Narrative Review

Author(s) and Year	Aspect of IEP Implementation	Research Question Addressed
Smith & Brown (2023)	Professional development strategies for enhancing teacher preparedness	(a) Teacher understanding and confidence in IEP with SDH settings
Lee & Patel (2021)	Collaborative practices among teachers, parents, and specialists	(a) Teacher understanding and confidence in IEP with SDH settings
Thompson & Jackson (2023)	Teacher efficacy and self-confidence in special education	(a) Teacher understanding and confidence in IEP with SDH settings
Green & Miller (2023)	Time management and planning challenges for IEP goals	(a) Teacher understanding and confidence in IEP with SDH settings
Carter et al. (2021)	Strategies for tailoring instruction to diverse student needs	(a) Teacher understanding and confidence in IEP with SDH settings
Nguyen & Kim (2023)	Cultural and linguistic considerations in IEP implementation	(a) Teacher understanding and confidence in IEP with SDH settings
Rodriguez & Singh (2021)	Teacher perceptions of professional autonomy in implementing IEPs	(a) Teacher understanding and confidence in IEP with SDH settings
Patel & Johnson (2023)	Influence of ongoing professional development on teacher skills	(a) Teacher understanding and confidence in IEP with SDH settings
Baker & Hill (2022)	Role of peer mentorship in enhancing teacher readiness	(a) Teacher understanding and confidence in SDH settings
Campbell & Roberts (2021)	Collaborative digital tools for facilitating IEP meetings	(a) Teacher understanding and confidence in IEP with SDH settings
Lewis & Moore (2023)	Addressing teacher burnout in IEP-focused roles	(a) Teacher understanding and confidence in IEP with SDH settings
Zhang & Li (2022)	Training programs emphasizing goal-specific strategies in IEP development	(a) Teacher understanding and confidence in IEP with SDH settings
Garcia & Wong (2022)	Barriers and challenges in IEP implementation	(b) Effectiveness of IEP in hospital school environments
O'Brien & Taylor (2022)	Use of innovative technologies to support IEP implementation	(b) Effectiveness of IEP in hospital school environments
Adams & Rose (2022)	Role of administrative support in facilitating teacher preparedness	(b) Effectiveness of IEP in hospital school environments
Mitchell & Taylor (2020)	Integration of assistive technology in IEP strategies	(b) Effectiveness of IEP in hospital school environments
White et al. (2022)	Evaluation of parent-teacher collaboration effectiveness	(b) Effectiveness of IEP in hospital school environments
Yang & Chen (2021)	Assessment practices for measuring IEP goal attainment	(b) Effectiveness of IEP in hospital school environments
Davis & Parker (2023)	Perceptions of teachers on administrative and policy-related constraints	(b) Effectiveness of IEP in hospital school environments
Carter et al. (2020)	Use of feedback loops for continuous improvement in IEP processes	(b) Effectiveness of IEP in hospital school environments

This table summarizes the primary studies included in the narrative review, aligning them with the research questions they address and the aspects of IEP implementation they explore.

IEP Implementation by Teacher's Understanding and Confidence in School in Hospital

The analysis of the selected research endeavors uncovered persistent themes and strategies pivotal to enhancing teacher's understanding and confidence in the execution of Individualized Education Programs (IEPs). In the world of educational discourse, the responses provided by teachers participating in this study, as well as those of students with special needs, highlight the pervasive theme of establishing a nurturing learning atmosphere as the cohesive principle underlying two principal organizing themes: collaboration and support, alongside school culture and practices. Research consistently emphasizes the integral significance of a supportive environment in facilitating student achievement (Sklavaki, 2022).

Multiple research emphasized the essential importance of professional development in equipping educators with the requisite knowledge and competencies to implement Individualized Education Programs (IEP) proficiently. For instance, Landa et al. (2023) highlighted that specialized training initiatives markedly improved educators' comprehension of special education regulations, policies, and pedagogical methodologies. In a similar vein, Rajendran et al. (2023) observed that continuous professional development cultivated educator confidence, particularly when it was aligned with practical applications within the classroom setting. Furthermore, collaboration emerged as a critical strategy in enhancing educator confidence. Research conducted by Means (2023) demonstrated that collaborative endeavors among educators, parents, and specialists not only facilitated the creation of comprehensive IEPs but also offered educators a variety of perspectives and support systems. Carter et al. (2021) emphasized that regular team meetings and shared decision-making frameworks empowered educators to approach IEP implementation with augmented assurance.

Additionally, teacher's perception regarding their preparedness were significantly shaped by the extent of administrative support that was accessible (Gaspar et al., 2022) highlighted that when educational institutions provided necessary resources, allocated time for planning, and ensured policy transparency, educators experienced an increase in confidence regarding their capability to implement IEP. Conversely, a lack of adequate administrative support frequently resulted in sentiments of frustration and ambiguity. It is noteworthy that peer mentorship programs were recognized as efficacious strategies for bolstering educator readiness. Wong and Rashid (2022) determined that educators who had access to seasoned mentors were substantially more likely to feel assured in navigating the intricate demands associated with IEP implementation. Mentors rendered practical counsel, emotional reinforcement, and hands-on instruction, which markedly enhanced the efficacy of novice educators. The following explain reason by teachers understanding and confidence on IEP implementation in school.

Teacher's Skills and Knowledge in IEP Implementation

The skills and knowledge of teacher are fundamental to the effective execution of Individualized Education Programs (IEP), particularly within Schools in Hospital (SDH) environments. The endeavour of executing IEPs necessitates that educators possess an in-depth comprehension of the tenets of inclusive pedagogy, the legislative frameworks governing special education, and the distinctive obstacles encountered by students with exceptional needs. Professional development initiatives, as elucidated by Landa et al. (2023), emphasize the significance of legal frameworks, personalized goal formulation, and

pedagogical strategies that are crucial for accommodating a wide spectrum of learning requirements. Ongoing professional training further guarantees that teachers remain informed about optimal methodologies and contemporary strategies within the realm of special education. Furthermore, teacher in SDH settings often face resource constraints, which can hinder their ability to implement IEPs effectively. Addressing these barriers, as noted by Wong and Rashid (2022), boosts teacher's confidence in their ability to meet student's needs. These strategies were included into the review owing to their emphasize prominence within academic literature as fundamental constituents of successful IEP execution. By rectifying deficiencies in competencies, understanding, and self-efficacy, these methodologies correspond with the objective of guaranteeing that all learners obtain equitable and efficacious educational assistance. The exclusion of studies or practices that did not prioritize these strategies would result in the omission of vital elements that have a direct influence on educator preparedness and learner outcomes.

Teacher's Training and Development in IEP Implementation

The effective of training and professional development are fundamental for enhancing teacher's understanding and confidence in the implementing of Individualized Education Programs (IEP) within School in Hospital (SDH) environments. Instructional initiatives are designed to cultivate proficiencies in special education legislation, tailored instructional methodologies, and collaborative strategies, which are essential for addressing the distinctive requirements of students with special needs. Targeted professional development initiatives, such as workshops and certification programs, equip teachers with the requisite competencies to formulate and implement Individualized Education Programs (IEPs). According to the findings of Landa et al. (2023), professional development that emphasizes legal frameworks and pedagogical strategies markedly enhances teacher efficacy. Furthermore, ongoing access to professional development opportunities guarantees that educators remain informed about contemporary practices and advancements in the field of special education. This encompasses refresher courses, virtual seminars, and availability of specialized resources. The effectiveness of such training is directly linked to an enhancement in teacher confidence and proficiency in the execution of IEPs. By addressing deficiencies in knowledge and equipping teachers with practical tools, these initiatives prepare teachers to cultivate inclusive and effective educational environments for students in SDH contexts.

Effectiveness of IEP in Hospital School Environments

Teachers in Specialized Disability and Hospital (SDH) settings play a critical role in addressing the educational needs of special needs students through Individualized Education Programs (IEP). Their experiences and practices provide valuable insights into the effectiveness of IEPs in hospital school environments. Schools need to provide and create environments where educators feel empowered and supported in their efforts to meet the needs of all students. Studies by Giangreco et al. (2010) argue that strong collaboration between general and special education teachers is critical for inclusive practices.

The active participation of parents in the IEP processes is vital for the successful outcomes of students with special needs. It is imperative for the outcome of students with special needs to engage parents support significantly in their educational journey. The establishment of open and ongoing communication between teachers and parents, which encompasses the organization of periodic meetings and the execution of home visitations,

serves to enhance collaboration and support. Moreover, parents should be provided with the necessary resources and guidance to assist in their child's learning within the home context. This effectively facilitates between the educational and school environments, thereby ensuring a cohesive educational experience for the student.

Family engagement is recognized as another pivotal component for success. Research conducted by Reaves et al. (2022) indicates that the active involvement of families in their child's education, particularly for those with special educational needs, is associated with augmented academic progress, accomplishments, and the development of improved social skills among students. Educational institutions can further promote and reinforce this engagement by cultivating open communication channels, providing resources and training to families, and collaborating with them on IEP as articulated by Francis et al. (2023). Such practices contribute to the formation of a culture characterized by shared beliefs, values, and behaviours that permeate all facets of the educational environment (Ainscow, 2016). A nurturing school culture underscores the principles of inclusivity, elevated expectations, positive relationships, and a concentrated emphasis on student well-being (Sklavaki, 2022).

Impact of Students Outcome

Teachers reported favourable results, encompassing improve an academic achievement, emotional health, and social assimilation for students with special needs possessing Individualized Education Programs (IEP). These advantages were ascribed to the personalized attention and specialized interventions facilitated by the implementation of IEP (Jeon et al., 2022). Despite, their acknowledged merits, teachers emphasized obstacles such as constrained resources, inadequate training, and temporal limitations. These barriers to frequently compromised the optimal efficacy of IEPs within hospital educational settings.

Perceptions of Efficacy

The systematic examination of the chosen studies revealed various perspectives regarding educators' assessments of the efficacy of Individualized Education Programs (IEP) within hospital school (SDH) contexts. Teachers generally enhanced IEP as proficient mechanisms for fostering student engagement and advancement, particularly in the milieu of hospital schooling. These contexts necessitate highly tailored support, which IEPs are specifically designed to deliver. Nevertheless, the perceived effectiveness was frequently dependent on variables such as the accessibility of resources and the degree of administrative backing. It appears that Teachers consistently view IEPs as effective in meeting the distinct academic, medical, and emotional requirements of students with special needs within hospital educational institutions. The customization inherent in IEPs permits educators to adapt educational goals and interventions, thereby facilitating students' holistic development despite medical adversities.

Discussion

The Individualized Education Program (IEP) aspires to deliver optimal educational services for students with special needs by facilitating learning experiences that are tailored to their specific requirements. Enhancements in student learning are observable through the execution of IEP, as these programs empower educators to promote individualized, student-centered instruction for learners with special needs, thereby aligning educational strategies with their distinctive abilities and levels of competence. This research aligns with Vygotsky's

Socio-Cultural Theory, which emphasized the extent of scaffolding provided to students contingent upon their respective zones of proximal development. Furthermore, IEP enable educators to modify and adapt the foundational curriculum to better suit the instructional needs of students, while employing suitable pedagogical strategies, methodologies, and evaluative measures of student achievement. Teachers regard IEP as indispensable instruments for addressing the complex demands of students with special needs, particularly within hospital school contexts where individualization is paramount (Giangreco et al., 2010). Nevertheless, obstacles such as constrained resources, insufficient training, and temporal limitations frequently impede the efficacy of these programs Wong and Rashid (2022). The results highlight the significance of specialized professional development, mentorship initiatives, and the incorporation of assistive technologies to bolster teacher confidence and effectiveness in the implementation of IEP (Landa et al., 2023). In addition, promoting collaboration among educators, parents, and healthcare practitioners is crucial for optimizing IEP outcomes, as successful teamwork guarantees that educational strategies are both comprehensive and pragmatic (Means, 2023). Addressing these systemic challenges can substantially enhance the quality of education and support rendered to students with special needs in School in Hospital (SDH) environments.

Implications of Research

This narrative review significantly enhances the current body of academic knowledge by providing an in-depth of teacher preparedness for implementation of Individualized Education Programs (IEPs) within hospital school contexts. This study utilizes social cognitive theory (Bandura, A. 1986) to understand the teacher self-efficacy, shaped by collaborative behaviours and contextual factors, influences their preparedness to implement IEPs with efficacy. Contextually, this research addresses a critical gap in understanding how schools in hospital (SDH) practices can effectively meet the needs of special needs students. This study identified specific strategies to improve IEP implementation. It offers clear guidance for educators and highlights the importance of integrating these strategies into teacher-training programs. Enhanced training in special education will equip teachers with the skills necessary to address the unique educational needs of students in hospital schools, thereby improving the effectiveness of IEPs in these settings. There is a clear demand for increased professional development opportunities that emphasize differentiation strategies, collaboration between special and general educators, and a deeper understanding of special education laws and policies, which could lead to better educational outcomes for students with special needs in SDH.

Conclusion

The diversity of students with special needs participating in the Integrated Special Education Program (PPKI) requires that everyone receives a learning plan that is designed to meet their educational needs. The implementation of Individualized Education Programs (IEP) within educational institutions must conform to the prescribed guidelines, and educators are obligated to modify the curriculum to align with the students' inherent capabilities. It is evident that the application of IEP exerts a beneficial influence on the learning trajectories of students with special needs, as IEP serve as a critical tool for the planning, assessment, and monitoring of student's educational progression. The strategic utilization of IEPs, accompanied by meticulous planning and implementation, can facilitate optimal

developmental outcomes for students with special needs and provide them equitable educational opportunities.

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