Effect of Individualized Education Programme on Academic Performance of Students with Mild Intellectual Disabilities

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Abstract

Individualised Education Programs (IEPs) are designed to address the specific educational requirements of individuals with disabilities, especially those with moderate intellectual disability (MID). This systematic research seeks to evaluate the effect of Individualised Education Programs (IEPs) on the academic achievement of these children. The report analyses the efficacy of IEPs in improving academic performance via a review of current research and empirical studies, highlights significant hurdles, and offers suggestions for optimising their implementation. The data indicate that while IEPs markedly enhance engagement and learning outcomes, elements such as teacher training, family participation, and resource availability are pivotal to their effectiveness. This evaluation identifies research deficiencies and proposes topics for additional investigation to enhance IEP efficacy.

Keywords

Individualised Education Program, Mild Intellectual Disabilities, Academic Achievement, Special Education, Inclusive Education.

Introduction:

Education is fundamental to personal growth and social advancement, establishing the foundation for continuous learning, autonomy, and informed citizenship. Access to excellent education is internationally acknowledged as a basic human right, as articulated in several international agreements, including the Universal Declaration of Human Rights and the

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Convention on the Rights of Persons with Disabilities. Students with moderate intellectual disability (MID) often encounter distinct hurdles that might impede their academic achievement and general growth within the educational environment. These children require specialised assistance to succeed in an inclusive educational environment, where equal access to diverse learning materials is crucial.(Hodgson & Law, n.d.; Sinha, n.d.)

In this setting, Individualised Education Programs (IEPs) serve as essential instruments tailored to meet the distinct requirements of students with disabilities. IEPs are not just bureaucratic paperwork; they signify a collaborative dedication from educators, parents, and experts to customise the educational experience according to the learner's needs. The IEP process includes thorough examinations to evaluate each student's strengths and difficulties, followed by the formulation of quantifiable objectives and the delivery of necessary assistance. Through this customised approach, IEPs guarantee that educational experiences correspond with the student's distinct learning profile, fostering an atmosphere conducive to achieving academic achievement alongside peers.(Bani Odeh & Lach, 2024; Nugent, 2005)

The legislative framework governing IEPs requires schools to provide suitable educational assistance to children with disabilities. This guarantees the protection of student rights and mandates educational institutions to adopt evidence-based policies that foster favourable results. Notwithstanding the statutory support, the efficacy of IEPs might differ markedly depending on the quality of their implementation. The successful implementation of an IEP depends on several elements, including the quality of cooperation among educators, the level of parental participation, the availability of resources, and continuous professional development for instructors. Consequently, understanding the dynamics of these variables is crucial for optimising the potential advantages of IEPs.(Florell & Strait, 2020; Islam, n.d.)

Moreover, it is essential to emphasise that students with MID constitute a heterogeneous group, exhibiting considerable variation in their cognitive capacities, social competencies, and emotional requirements. Consequently, IEPs must cover not just academic objectives but also include social-emotional development and life skills to provide a comprehensive education. This comprehensive approach allows kids to develop resilience, flexibility, and interpersonal skills, essential for success beyond the classroom.(Durlak et al., 2011; Mondi & Reynolds, 2020)

This study will examine the efficacy of IEPs in enhancing the academic performance of kids with MID by a thorough examination of current research and empirical data. This review synthesises pertinent data to provide an evidence-based comprehension of the role of IEPs in academic performance and the variables that affect their implementation. The results will seek to teach educators, policymakers, and stakeholders in the education sector on optimal practices and techniques for the effective utilisation of IEPs, ensuring that kids with MID get the necessary assistance for academic success and holistic development.

Review of Literature

Mild intellectual disabilities (MID) is a form of cognitive impairment marked by significant limits in intellectual functioning and adaptive behaviour. These limitations emerge across several developmental domains, including learning, communication, and problem-solving abilities, which are crucial for everyday functioning. Students with Mild Intellectual Disability (MID), often characterised by an IQ score between 50 and 70, have distinctive learning profiles that need instructional approaches beyond conventional methodologies. These students have obstacles across several domains; they often struggle with processing information efficiently, leading to a diminished learning rate and difficulty in transferring learnt knowledge to new contexts. Moreover, memory retention deficits might impede the ability to remember previously acquired ideas, resulting in knowledge gaps that may accumulate over time.(Boat et al., 2015; Shree & Shukla, 2016)

Students with MID are more susceptible in academic environments that need abstract thinking or intricate cognitive abilities. This issue often presents as an incapacity to adhere to multi-step directives or interact with material at grade-level complexity. Students may experience frustration or disengagement when confronted with traditional teaching methods that fail to address their distinct learning requirements. To overcome these challenges, customised educational strategies, including the creation and execution of Individualised Education Programs (IEPs), may markedly improve learning results for children with MID. The implementation of tailored curriculum, together with specialised resources and pedagogical methodologies, enhances academic achievement and overall student well-being. Understanding the varied and particular requirements of kids with MID is crucial for educators seeking to cultivate an inclusive educational atmosphere that encourages equality and access to learning.(Erickson & Geist, 2016; Sankalaite et al., 2023)

Concept and Execution of Individualised Education Programs (IEPs)

Individualised Education Programs (IEPs) are formal, legally required programs designed to meet the specific needs of individuals with disabilities, including those with modest intellectual impairments. The IEP process fundamentally involves the formulation of precise, quantifiable objectives that correspond to the unique skills, needs, and interests of each student. These objectives must be supported by tailored instructional practices aimed at enhancing curricular accessibility while fully engaging the learner in their educational experience. The IEP process includes periodical progress reviews, essential for assessing the efficacy of the applied tactics and making any modifications to the educational plan.(Mazon et al., 2021; Md Isa & Toran, 2024)

Collaboration is an essential element of good IEP formulation. Engagement from many stakeholders—such as educators, parents, school psychologists, and other specialists—guarantees that the curriculum developed is thorough and addresses the individual needs of students. A collaborative approach not only introduces varied ideas and skills but also cultivates a feeling of collective responsibility and dedication among all participants. When IEPs are effectively crafted and executed, they may result in quantifiable academic advancements in several areas, including reading, numeracy, and social skills. Students engaged in well-structured IEPs often exhibit improved reading comprehension and mathematics abilities via focused learning interventions. Moreover, the incorporation of social skills training into Individualised Education Programs (IEPs) may enhance peer relationships and overall classroom participation, substantially impacting students' educational experiences.(Paccaud et al., 2021; Vlcek et al., 2020)

Prior Investigations on IEP Efficacy The influence of IEPs on student achievement has been evaluated historically, yielding significant insights into their efficacy. Students with MID who engage in IEPs have shown enhancements in critical academic domains, including reading comprehension, arithmetic proficiency, and classroom participation. Personalised teaching using IEPs has shown an improvement in reading fluency relative to conventional educational settings.(Mazon et al., 2021; Spiel et al., 2014)

Notwithstanding these favourable results, obstacles persist that may impede the proper execution of IEPs. Challenges such as insufficient teacher training, little family engagement, and budget limitations often hinder the optimal realisation of IEPs. A multitude of educators

express feeling inadequately prepared to execute the specialised tactics delineated in the IEPs, attributable to a deficiency in professional development or inadequate institutional assistance. Parental engagement is essential for the efficacy of an IEP; yet, some parents may experience disconnection or intimidation by the process, which may hinder their ability to advocate successfully for their child's requirements.(Abikoff et al., 2013; Mezzanotte, n.d.; Rashid & Wong, 2023)

Furthermore, while the efficacy of IEPs is acknowledged, adequate implementation and ongoing assessment are essential to guarantee that educational interventions are modified as required over time. Personalised instruction routinely demonstrates superior academic advancement compared to traditional learning settings devoid of customised assistance. This highlights the need for continuous assessment of the IEP's effect on student learning and the significance of adaptability in modifying these plans to address the changing educational requirements of kids with MID.(Anderson et al., 2022; Ruble et al., 2010a)

Methodology

This systematic review adheres to established principles to provide a thorough and transparent examination of the literature on the efficacy of Individualised Education Programs (IEPs) for children with Mild Intellectual Disabilities (MID). This study aims to provide a thorough evaluation of the many techniques, results, and obstacles in the implementation of IEPs for kids with MID across various educational environments.

A thorough literature search was performed across several databases, including PubMed, Google Scholar, and ERIC. These databases were chosen for their extensive coverage of educational and psychological research, guaranteeing the inclusion of papers from many academic fields. The search included studies published in peer-reviewed publications from 2004 to 2024 to guarantee the review concentrated on the most current and pertinent research.

The used search phrases included various combinations of the following keywords: Individualised Education Program (IEP), Mild Intellectual Disability (MID), special education, educational outcomes, IEP effectiveness, academic success, IEP implementation, and learning difficulties. Boolean operators (AND, OR) were used to enhance the search and guarantee thorough retrieval of relevant research.

Inclusion and Exclusion Criteria To guarantee the quality and pertinence of the research included in this review, the following inclusion and exclusion criteria were established: • Inclusion Criteria:

- Peer-reviewed research examining the efficacy of Individualised Education Programs for kids with Mild Intellectual Disabilities.
- Research published in English from 2004 until 2024.
- Investigate using quantitative, qualitative, or mixed techniques approaches, including experimental research, case studies, and longitudinal investigations.
- Research assessing the effects of IEP implementation, including academic achievement, social integration, behavioural enhancements, or educator satisfaction.
 Criteria for Exclusion:
- The evaluation only targets Mild Intellectual impairments, excluding studies that concentrate on kids with severe or profound intellectual impairments.
- Studies that have not undergone peer review, opinion articles, or editorials.
- Research that does not directly relate to the administration or assessment of Individualised Education Programs (IEPs).

Following the elimination of duplicates, a first evaluation based on titles and abstracts was performed by reviewers. Studies failing to fulfil the inclusion criteria were excluded at this juncture. The remaining articles were subjected to comprehensive full-text screening to evaluate their eligibility in detail.

The data extraction technique included a methodical identification of essential information from each investigation. The factors covered were:

- Study Characteristics such as Author(s), year of publication, country of study, sample size, and research methodology (e.g., experimental, case study, longitudinal).
- Demographic Attributes: Age, educational grade, and particular traits of students with Mild Intellectual Disability (e.g., diagnostic criteria, concurrent disability, etc.).
- IEP Features: A delineation of the interventions or methods used in the IEP, including personalised goal formulation, support services provided, and pedagogical approaches utilised.

- Outcome Measures: The efficacy metrics used in the research, include academic performance, social and emotional growth, behavioural results, and functional competencies.
- Hurdles and Barriers: Identified hurdles or restrictions in the execution of IEPs as reported by the research, including teacher training, resource constraints, and school policy obstacles.

The selected studies were classified according to their methodologies and research designs, which encompassed:

- Experimental Research: Studies utilising randomised controlled trials (RCTs) or quasi-experimental designs to evaluate the causal effects of IEP interventions on student outcomes.
- Case Studies: Comprehensive analyses of individual kids or small groups with MID, emphasising the personalisation and particular circumstances of IEP execution.
- Longitudinal Studies: Research that monitored the sustained efficacy of IEP treatments throughout many years, evaluating variations in student results over time.

The data obtained from the included studies were synthesised using a theme analysis methodology. Recurring patterns throughout the studies were discerned, including essential components of IEP efficacy (e.g., educator cooperation, family engagement, personalised objectives) and persistent obstacles (e.g., inadequate resources, insufficient teacher training). The papers were analysed to assess the consistency of results across various techniques and sample groups.

Furthermore, the efficacy metrics were contrasted, emphasising the main markers used to assess IEP achievement, including academic advancement, social assimilation, and behavioural enhancement. Outcomes were analysed according to characteristics like student age, handicap severity, and educational environment type.

Risk of Bias Assessment A standardised approach was used to evaluate the quality and possible bias in the included research, concentrating on factors such as randomisation, blinding, and the sufficiency of sample size. The evaluation of qualitative and case studies examined the openness of data gathering techniques, the rigour of analysis, and the possibility of researcher bias.

Results and Discussion

Beneficial Effects of Individualised Education Programs

Enhanced Academic Outcomes

Research repeatedly demonstrates that IEPs facilitate increased academic performance for adolescents with Mild Intellectual Disabilities (MID). Research in many environments indicates that individuals with Mild Intellectual Disabilities (MID) participating in programs with tailored objectives and accommodations demonstrate significant advancements in fundamental areas, including reading, writing, and arithmetic. This is mostly due to the customisation of education that considers the individual learning requirements, capabilities, and tempo of the learner. Students with IEPs exhibited enhanced performance in reading comprehension and fluency relative to their counterparts in conventional educational environments. Students' writing abilities improved as a result of targeted training addressing their specific challenges, including sentence form and organisation. Moreover, the modification of instructional techniques, including the deconstruction of intricate tasks and the use of visual aids, has shown greater efficacy in facilitating these kids' learning compared to conventional methods. IEPs allow educators to customise interventions and support teaching, therefore improving retention and comprehension, which results in academic progress.(Bulat et al., 2017; Dessemontet et al., 2012; Hayes & Bulat, 2017)

Enhanced Student involvement

A often mentioned advantage of IEPs is the heightened involvement of children with MID in the classroom. IEPs provide a more engaging learning experience by delivering personalised education that corresponds with students' learning preferences and skills. Students exhibit increased confidence when their objectives align with their capabilities, and the instructional approaches are tailored to their learning preferences. Students with IEPs exhibit elevated levels of interest and engagement in classroom activities relative to their peers without such support plans. When students get education tailored to their requirements (e.g., via experiential learning, multimedia presentations, or collaborative learning), they are more likely to maintain active engagement in classes and less prone to disengagement. This is particularly crucial for kids with MID, who may find conventional teaching techniques misaligned with their learning requirements.(Brennan et al., 2013; Dr. Ragini. Srivastava, 2024; Nemes, 2024)

Enhanced Social Integration Individualised

Education Programs (IEPs) emphasise not just academic competencies but also the facilitation of social integration. Social skills training, often a crucial component of IEPs, assists kids with MID in managing relationships with peers and adults, therefore enhancing their capacity to assimilate into mainstream schools and social environments. Students with Mild Intellectual Disabilities (MID) who undergo specialised social skills training—typically included in their Individualised Education Program (IEP)—generally exhibit improved behaviour and more favourable social interactions in both academic and non-academic environments. Students engaged in IEPs with social skills goals exhibited enhanced peer interactions and more social adaptation. By emphasising the instruction of communication skills, emotional management, and suitable social behaviours, IEPs aid in reducing occurrences of social exclusion and bullying, hence promoting a more inclusive atmosphere for kids with MID.(Atkins et al., 2006, 2010; Efthymiou & Kington, 2017)

Obstacles in IEP Execution

Inconsistent Teacher Training

Despite the established advantages of IEPs, a notable difficulty highlighted in the research is the irregularity of teacher training about the design and execution of these individualised programs. Numerous instructors lack enough training in formulating and implementing IEPs that adequately cater to the varied requirements of kids with MID. Some educators possess specialised expertise in special education methodologies, whilst others may lack the requisite training to develop and modify IEPs to optimise student achievement. The absence of professional development opportunities for educators results in considerable deficiencies in comprehending the use of assessment data to guide teaching and in delivering accommodations that correspond with IEP objectives. Educators lacking proficiency in adapting curriculum for children with Mild Intellectual Disabilities may find it challenging to provide the tailored assistance these kids need, so diminishing the overall efficacy of the Individualised Education Program (IEP).(Crispel & Kasperski, 2021; Dani et al., 2024; Kozikoğlu & Albayrak, 2022)

Insufficient family

Engagement The significance of family engagement in the IEP process is vital for its efficacy. Research indicates that many parents of adolescents with MID either lack understanding of the IEP process or have difficulties in engaging in meetings and decision-making. Parental involvement is often identified as a crucial element affecting the favourable results of IEPs; nonetheless, a substantial obstacle persists regarding communication and cooperation between parents and educational personnel. Numerous parents perceive exclusion from the process or encounter difficulties comprehending the educational terminology and methodologies used in IEPs. Insufficient engagement may lead to objectives that are not entirely congruent with the child's domestic environment or community experiences, so diminishing the effectiveness of the treatments. Furthermore, the absence of parental involvement significantly reduces the probability of continuous adherence to IEP objectives outside the classroom, such as at home or during extracurricular activities.(Fish, 2008; Hammond et al., 2023; Hayakawa et al., 2013)

Resource limits constitute a significant obstacle to the efficient execution of IEPs. Educational institutions often encounter fiscal limitations that impede the delivery of essential support services, including individualised aids, specialised apparatus, and assistive technology. Although IEPs are intended to address the specific requirements of kids, the availability of resources may greatly affect the degree to which these plans are executed accurately. Schools with constrained finances may find it challenging to provide the assistive equipment and adaptive learning tools that are often vital for children with Mild Intellectual Disabilities (MID). In the absence of sufficient resources, even well crafted IEPs may fail to realise their full efficacy, depriving kids of the necessary tools for success. This problem is most evident in schools catering to economically disadvantaged communities, where resources for special education programs are often inadequate.(Damyanov, 2024; Dragoo, n.d.)

Although Individualised Education Programs (IEPs) are intended to be tailored, standardisation challenges across schools might result in discrepancies in their development and implementation. The inconsistency in the design, implementation, and monitoring of IEPs across different school districts leads to disparate outcomes for kids with MID. Variations in the quality and execution of IEPs indicate significant divergence in compliance with state or national requirements. In many instances, schools may use IEPs as a mere formality rather than as an active instrument for continuous student advancement. The

absence of standardisation in IEP content and implementation procedures leads to differences in student results, especially regarding academic advancement and social integration.(Bray & Russell, 2018; Liu & Anne Schles, 2023; Woods et al., 2024)

Essential Elements for Successful Individualised Education Programs

Consistent Progress Monitoring is a fundamental component of a good IEP. Continuous evaluation and modification of IEP goals guarantee that these objectives stay congruent with the student's changing requirements. In the absence of constant progress monitoring, instructors may be unaware of when adjustments are required, thereby causing children to lag or forfeit essential assistance. Data-driven decision-making is essential for the success of IEPs. Students with IEPs that included frequent evaluation and data gathering demonstrated notable advancements in goal attainment. Progress monitoring enables educators to ascertain the efficacy of interventions and modify education as needed, so increasing the probability of success.(Palmer et al., 2018; Ruble et al., 2010b)

Effective Individualised Education Programs (IEPs) rely on the participation of several stakeholders, including educators, parents, therapists, and school officials. The collaboration of all partners, using their skills to provide a comprehensive support system, enhances the probability of favourable results for kids with MID. The partnership must include not just academic objectives but also integrate insights from professionals capable of addressing the social, emotional, and behavioural requirements of the student. IEPs created via collaborative efforts are often more thorough, including a broader array of elements that affect a student's achievement. Institutions with robust collaborative frameworks exhibit elevated levels of family engagement and teacher commitment, thus resulting in improved educational results for children with Mild Intellectual Disabilities (MID).(National Academies of Sciences et al., 2016; Price-Ellingstad et al., 2000)

Three.The incorporation of assistive technology has become a crucial element in improving the educational experiences of students with Mild Intellectual Disabilities (MID). Adaptive learning software, speech-to-text apps, and other technology solutions provide alternate methods for accessing knowledge and fulfilling tasks, catering to the distinct learning obstacles encountered by these students. Students with Mild Intellectual Disabilities get substantial advantages from assistive technology, especially in reading and writing. Students that used digital learning tools shown enhancements in academic achievement and selfassurance. These technologies facilitate the alignment of a student's capabilities with typical classroom expectations, providing more autonomy and participation.(Truscott et al., 2004; Viner et al., 2020)

Individualised Education Programs (IEPs), since facilitating the participation of children with Mild Intellectual Disabilities (MID) in mainstream classroom activities—while providing necessary accommodations fosters a more inclusive educational environment.(Bradshaw et al., 2009, 2012; Carrington et al., 2016; Rizk & Hillier, 2022)

Future Recommendations

Augmented Educator Training

A key recommendation from this evaluation is the need for improved teacher training in special education approaches and the efficient execution of IEPs. The absence of specialised training is a substantial obstacle to the effective implementation of IEPs for adolescents with Mild Intellectual Disabilities (MID). Educators often see themselves as inadequately equipped to address the varied requirements of these pupils, especially in devising and executing tailored teaching techniques that correspond with IEP objectives.

Mandatory professional development programs should be implemented for all educators dealing with kids with special needs to address this problem. These programs should emphasise evidence-based teaching practices, classroom management tactics for students with Mild Intellectual Disabilities (MID), and the complexities of Individualised Education Program (IEP) creation. Moreover, professional development must be continuous, including regular seminars or in-service training to ensure educators remain informed about the newest research and optimal methods.

Educational institutions need to facilitate collaboration among educators, special education specialists, and other relevant stakeholders (e.g., therapists, counsellors), therefore enhancing their understanding of customising teaching and accommodations. University teacher preparation programs must be revised to address these requirements, prioritising practical experience and the development of Individualised Education Programs (IEPs) within preservice teacher education. Ultimately, improved teacher training will enable educators to execute IEPs more efficiently, guaranteeing that kids with MID have the personalised assistance necessary for academic and social success.

Programs for Parental Awareness

Parental engagement is a crucial determinant in the efficacy of Individualised Education Programs (IEPs). Nevertheless, some parents are either uninformed about the IEP process or deficient in the information and resources necessary for meaningful participation. This may lead to lost possibilities for cooperation and reduced results for the learner. Consequently, implementing parental awareness initiatives is essential for enhancing the efficacy of IEPs.

These programs need to provide parents with a comprehensive grasp of the IEP process, including the roles and duties of each stakeholder, methods for establishing meaningful and attainable objectives for their children, and strategies for advocating for their child's educational requirements. Workshops and educational sessions may be conducted at many intervals during the academic year, ensuring that parents are adequately prepared to participate in IEP meetings, assist in goal formulation, and track their child's progress. Furthermore, providing resources in several languages and catering to parents with diverse educational backgrounds and experience with the system will enhance accessibility.

Moreover, cultivating an atmosphere of transparent communication between parents and educators is crucial for establishing a supportive collaboration. Schools might provide frequent feedback mechanisms that enable parents to express concerns, offer ideas, and get updates on their child's development, so ensuring that the IEP remains a collaborative and dynamic document. Involved and knowledgeable parents are more inclined to endorse their child's academic advancement, both at educational institutions and at home, hence resulting in improved educational results for kids with MID.

Enhanced Resource Distribution

An essential obstacle in the successful execution of IEPs is the inadequate distribution of resources. Educational institutions often encounter financial limitations that hinder their ability to provide specialised personnel, learning resources, and assistive technology essential for tailored teaching for students with Mild Intellectual Disabilities (MID). Consequently, kids may not get the comprehensive services and adjustments specified in their IEPs.

Policymakers must prioritise financing for special education services, ensuring schools possess the necessary resources to administer high-quality IEPs. This include the recruitment of specialised personnel, including special education instructors, teaching assistants, and

therapists, and the investment in assistive technology to facilitate the learning and communication requirements of children with Mild Intellectual Disabilities (MID). Adaptive solutions, including text-to-speech software, audiobooks, and personalised learning platforms, may significantly improve the educational experience and assist students in surmounting obstacles associated with conventional teaching approaches.

Schools need to establish collaborations with local organisations, community centres, and universities to use external resources and knowledge. Establishing joint ventures with speech therapists or behavioural experts may enable schools to provide a more complete array of services to pupils. Furthermore, governments have to investigate financing options or grants for educational institutions that seek to enhance access to these essential resources. Enhanced resource allocation will enable schools to provide the tailored assistance essential for kids with MID to excel academically and socially.

Reforms in Policy

Policy changes are necessary to standardise the execution of IEPs across educational institutions, therefore enhancing consistency and accountability. There are considerable discrepancies in the development, implementation, and monitoring of IEPs among various schools, districts, and states. The absence of standardisation often leads to variable outcomes for kids with MID, with some benefiting from high-quality, well-supported IEPs, while others have challenges owing to insufficient support or poorly implemented plans.

A national or regional policy framework must be established to direct the formulation, implementation, and oversight of IEPs. This framework must provide explicit principles about the duties and responsibilities of educators, parents, and other stakeholders engaged in the IEP process. It must have explicit guidelines for IEP content, including the establishment of objectives, the determination of accommodations and adjustments, and the tracking of progress.

Furthermore, policymakers must include accountability systems to guarantee that schools address the educational requirements of kids with MID. Regular audits and assessments of IEP efficacy should be performed, with schools mandated to exhibit quantifiable improvement for kids with MID. Furthermore, educational institutions must be mandated to disclose the resources designated for special education programs and their application. By

enforcing accountability in schools via open regulations, officials can guarantee that all kids with MID have the necessary assistance for success.

An other crucial element of policy change is guaranteeing fair access to IEP services. Students from economically disadvantaged homes and those enrolled in under-resourced schools are less likely to get full and effective IEP services. Consequently, policymakers must rectify these gaps by guaranteeing that all schools—irrespective of geography or funding—possess the capability to provide high-quality IEPs for kids with MID.

Longitudinal Research

There is a substantial need for longitudinal research to evaluate the enduring effects of IEPs on the academic, social, and vocational outcomes of kids with MID. Although several reviews emphasise the immediate or short-term impacts of IEPs, fewer have examined how IEPs affect students' trajectories post-graduation, particularly throughout their transition to adulthood and the employment.

Longitudinal research may provide essential insights into the enduring impacts of IEP treatments, including the retention of academic skills over time and the role of IEPs in facilitating success in higher education, vocational training, and employment. These studies might also examine the influence of IEPs on students' mental health, social connections, and general quality of life. Moreover, longitudinal data might illuminate which elements of the IEP process are most efficacious in promoting favourable long-term results, hence aiding in the refinement and enhancement of the IEP model.

Researchers should investigate how several factors—such as family engagement, teacher cooperation, and resource availability—impact the durability of IEP results. By comprehending the long-term effects of IEPs, educational policymakers and practitioners may make more educated choices on the optimal assistance for children with MID throughout their school journeys and beyond.

Conclusion

Individualised Education Programs (IEPs) are essential for improving the academic performance of individuals with Mild Intellectual Disabilities (MID). Research repeatedly shows that well implemented IEPs markedly enhance academic results, boost student involvement, and promote social integration. These programs provide customised assistance

that meets the distinct educational requirements of individuals, leading to favourable academic and social advancement. Nonetheless, other obstacles, such as inadequate teacher preparation, little family engagement, and resource limitations, impede the optimal effectiveness of IEPs. To boost the effectiveness of IEPs, it is crucial to tackle these obstacles via specific interventions, including improved educator training, regulatory changes, and augmented resource distribution. Future research should emphasise longitudinal studies that evaluate the enduring effects of IEPs, especially for post-secondary educational achievement and job results for persons with MID.

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