

# INCLUSION IN SCHOOL AND INDIVIDUAL EDUCATION PLAN: evaluation of a program of continuous training for educators.

## PROBLEM

In several countries that adopt education inclusion policy, there is a device, usually provided by the legislation, called Individual Educational Plan (IEP). Its purpose is to monitor the course of the students with disabilities throughout their schooling process. In the Brazilian federal legislation, there is no policy device to ensure that these students have an IEP based on their needs. The present study raised the question of how to qualify teachers for this task.

## OBJECTIVE

Develop, to implement and to evaluate a continuing training program for special education teachers, focusing on IEP for disability students, in a public school system.

## METHOD

The study was conducted with 34 Special Education teachers in 2012 based on collaborative action-research and involved five steps:

- 1) Conduction of ethical procedures; 2) Diagnosis of the initial stage of assessment procedures and educational plan of the selected municipality; 3) Development of the training program; 4) Implementation; and 5) Evaluation of the program's social validity.

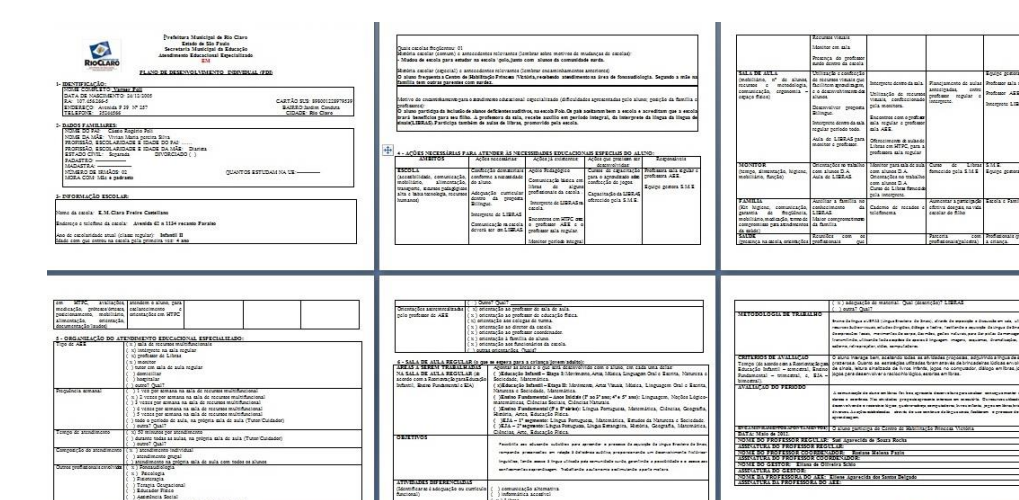
## DATA ANALYSIS

The data analysis, based on content analysis was carried out to present as results:

## DATA COLLECTION

- 1) Interviews were conducted and 200 planning documents were analyzed, named as individual development plan (IDP), existing before the program.
- 2) The interviews aimed to describe how educators planned to target public education Special Education before program.
- 3) There were realized observation and recording in field's diaries, based on theoretical content and application to real cases of students, besides filming to record plan making during the course.
- 4) Recourse was had collective interview and closed questionnaire to evaluate the program with the participants.

### A) Individual Development Plan (IDP) before the program



IDP before program

### B) Description of the assessment process and collaborative planning performed during the program, with the presentation of 12 case studied



### C) Analysis of appreciation measures by the participants about the training program.



Application to social validity questionnaire

## Results

Results indicated that, existing IDP before the program referred only to special instruction in multifunctional resources class (MRC), with few indications for teaching in regular class. Planning was often incomplete and/or repetitive. The participants studied various models based on the literature of the area, and built collaboratively 12 IEP documents for their students with disability. At the end, they indicated that they appreciated the training program. The results indicated that the quality of IEP affected by lack of articulation and collaboration across professionals of Education, Special Education and Health. This kind of initiative is generally dependent on the will of professionals since there is no requirement to have this practice. The lack of training and working conditions enabling multidisciplinary meetings with were factors that difficulted the implementation of the IEP. In regard to the program, this type of training requires more time for participants to review and improve its practices. The implementation of the IEP development of practice is complex, as it requires the involvement of all the people involved in the situation to think how to systematically plan the short, medium and long term throughout the school career of each TSSE.



## Future studies

Could be to increase the knowledge about how the IEP can be implemented, the impact of the adoption of this practice in the schooling process of TSSE. Legal dispositions to ensure the IEP should be adopted in our country, to improve and monitor the quality of TSSE education, both in inclusive settings as in those specialized.