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Professor Jianhong Ma

Vice Dean of the Department of Psychology

and Behavioral Sciences, Zhejiang University

UNIVERSITAS SURABAYA
FAKULTAS PSIKOLOGI
Jalan Raya Kalirungkut, Surabaya, 60293, Jawa Timur, Indonesia
Telp. +62 31 2981140, Fax. +62 31 2981271
Email. psikologi@ubaya.ac.id

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NPK	:	197026
Unit Kerja	:	Fakultas Psikologi - Lab. Psikologi Pendidikan
Jabatan Fungsional	:	Lektor - 300
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Tembusan :
1. Ketua Lab. Psikologi Pendidikan
2. Yang bersangkutan

THE NEEDS TO DEVELOP THE APPROPRIATE INDIVIDUALIZED EDUCATION PROGRAM FOR STUDENTS WITH BORDERLINE INTELLECTUAL FUNCTIONING IN INCLUSIVE SCHOOLS

Aniva Kartika

Ph.D. Students Airlangga University; Indonesia

University of Surabaya, Indonesia

Email Contact : anivakartika@gmail.com

What is Borderline Intellectual Functioning (BIF) ?

the categorization of intelligence that shows cognitive abilities under the normal range (IQ range between 70-85)

'slow learner' → fails to learn at the same rate as the majority of other pupils learn.

They still be able to do daily functional work without any help, including doing simple jobs and daily home task (Alloway, 2010)

Their ability in abstract thinking is limited
Their logics is more appropriate to be able to think in a concrete manner

They don't have any difficulty in adapting social situation: they reveal normal emotional expression according to their age

What is the problem of Borderline Intellectual Functioning Student? (1)

- In Indonesia, lots of students with *borderline intellectual functioning* → educated in inclusive schools.
- > 50% students in inclusive schools → students with borderline intellectual functioning (Special Education Department, 2014)

What is the problem of Borderline Intellectual Functioning Student? (2)

BIF students' learning needs:

- Their learning needs are more varied than the regular students; → a variety of curriculum areas (intellectual, academic, medical, motor, self-help, social, emotional and behavioral)

VS

Previous research:

- more focused on the academic side (Panjaitan & Kartika, 2014)
- learning objectives are established on the basis of regular curriculum → apparently it was students who adapts to the curriculum, not vice versa (Rudiyati, 2010)
- unaccomplishment of the learning objectives → impact to students' comprehension → demonstrated off-task behaviors in the classroom (Panjaitan & Kartika, 2014)

Why IEP is considered appropriate for them?

- The individual learning needs can be met through the Individualised Education Programme

IEP → the child's present level of performance, learning goals/objectives, the necessary services and efforts to perform educational stimulation in the least restrictive environment.

IEP should have been prepared for all students with special needs who enroll in inclusive schools.

Elliot, et al. (2001) → IEP is able to meet the learning needs of students with special needs → preceded with an assessment of the condition of individual students (description of baseline data / strength and weakness profile of the students)

What is the problem of IEP implementation? (1)

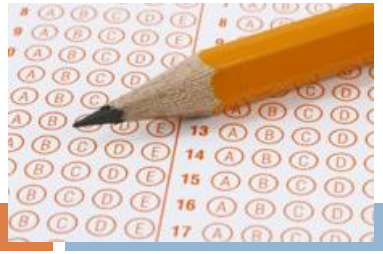
- Not all inclusive schools developed IEP
- IEP → guideline for educating students with special needs
- There is a need to examine the implementation of Individualized Education Program (IEP) for students with borderline intellectual functioning in inclusive schools.

What is the problem of IEP implementation? (2)

- This paper → examining the practices and belief of special needs teachers when implementing IEP.
- The research question is how special needs teachers describe their experiences in implementing individualized education program for students with borderline intellectual functioning?

Methods of the study (1)

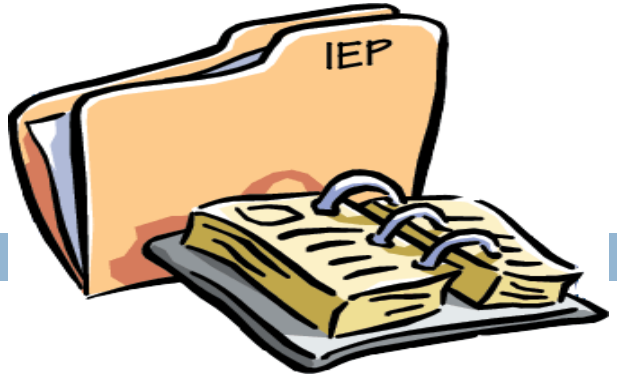
- Participants: 3 special needs teachers from 3 different public inclusive primary schools → taught several students with borderline intellectual functioning, from grade 1 to grade 6.
- The gender of teacher participants: 2 females and 1 male.
- None of the teachers had formal special education coursework in their initial teacher preparation programs.
- 2 special needs coordinators and 1 principal were also interviewed and their information were used as triangulation data.
- Data was gathered through interviews.



Methods of the study (2)

- Topics of interview guide → the general questions on how teacher prepares the IEP:
  - how was the procedure of IEP preparation
  - what the constraints in implementing the IEP (including: constraints in referrals, assessments, writing/planning the IEP, the implementation of the IEP, the IEP evaluation)
  - how did the reference / guide book of IEP help the teacher doing the job.
- A thematic analysis method was used in this case study.

Results



Phases were considered essential components of implementing IEP in the inclusion classroom: IEP planning, IEP applying and IEP evaluating.

1. IEP Planning
2. The learning process using IEP
3. IEP evaluation
4. Other obstacles in the application of IEP

IEP Planning

a.To whom IEP is addressed

- IEP→ depends on the level of severity of the special needs students.
- IEP → children who are not so capable in academic and have behavioral problems → only for students in the resource classroom or in a special class (with moderate & severe special needs).
- Students with Borderline Intellectual functioning → placed in the full inclusion classroom → they don't have IEPs

b.Assessment before IEP planning

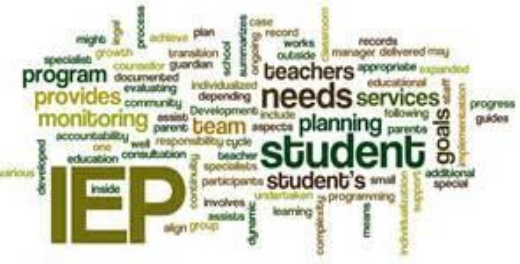
- Teachers faced difficulty to assess behavioral and attention problems→ did it based on experience alone.
- IEP guideline at present focused for identification assessment of special needs, especially in academic problems.
- Teachers need the guideline of the assessment of behavioral problems, such as problems with concentration or disruptive behavior.
- IEP was drafted after the student had been placed on certain learning provisions, e.g. full inclusion classes, pull out classes or special classes. VS placement → is specified in IEP (Payne, in Mercer, 1997)

c.The current IEP Guide

- There is a guide for preparing IEP from the Ministry of Education → more focused on the academic aspect.
- There are IEP forms → only related to planning, there is not any forms related to implementation and evaluation phase.
- Trainings on IEP planning, but there is not any training on modification / differentiation of instruction.

d. Writing the Individual Education Plan

- Difficulties to set comprehensive targets → usually focus on academic → difficulties in creating IEP target on life skills, or behaviors that support learning, e.g. concentration, or on-task behavior.
- Difficulties to modify the National curriculum to be adjusted to the appropriate learning targets for students with borderline intellectual functioning
- *"When asked to choose, yes.... I prefer to omit the learning objectives derived from National curriculum, then there will be more visible results (of learning outcome)".*
- Teachers believe that the Department of Education requires IEP have to be "derived" from the National curriculum.



The learning process using IEP

- In the learning process, teachers looking for the right methods through trial and error → rely on the learning media and repetition
- The available teaching aids do not support the needs of the teachers, as well as the lack of socialization designation on how to use the teaching aids.
- No any daily lesson plan which is derived from the IEP. Daily lesson plan for students with Borderline Intellectual functioning follow daily lesson plan of regular students

IEP Evaluation

- For special needs students, teacher also had to fulfilled the online evaluation report provided by the Department of Education.
- This online report has evaluation standart which is derived from the national curriculum. Teachers did not change these standard of learning outcomes.
- Evaluation is based on achievement of the objectives. For students with borderline intellectual functioning, their learning targets are similar to regular students, with lower difficulty levels
- If a learning target is not achieved then it will be repeated again → determination of learning targets that are less appropriate to the baseline / students' present level of performance

Other obstacles in the application of IEP

- Teachers did not have the same perceptions about inclusion and IEP.
- Views of regular classroom teachers → inclusion → placing the special need students in the regular classroom was considered inclusion.
- Teacher appropriate knowledge on inclusive education is important.
- "*If teacher understanding of the special needs students is inappropriate, the teacher can be antipathy, because they consider students with special needs in the regular classroom will disrupt the learning process of regular students*".
- Regular classroom teachers are also not involved in making IEP

Discusssion

- Current constraints of the application IEP during planning, implementation and evaluation phases.
- There were: discrepancy in the procedure of execution, lack of clarity in the scope of responsibility of learning management for students with special needs, and administrative burden caused by IEP.
- Teacher need a revised IEP guide that contains detailed steps that give the solution for obstacles of IEP implementation and evaluation.
- The emergence of a model that is able to accommodate the IEP weaknesses encountered in the field seems to be required of teachers.

Implication

- The proposed IEP model should contain the following aspects :

  a. The IEP Flowchart Diagram

  b. Job description of person in charge of activities stated in IEP

  c. Comprehensive Resources Guide and Assistance in implementing IEP, from assessment to evaluation phase

  d. Comprehensive IEP forms

  e. An easy and simple IEP administration system

The needs to develop the appropriate Individualized Education Program for students with Borderline Intellectual Functioning in inclusive schools.

Aniva Kartika
(anivakartika@gmail.com)

Ph.D Student, Faculty of Psychology, Airlangga University, Indonesia
Faculty of Psychology, University of Surabaya, Indonesia

Students with Borderline Intellectual Functioning (BIF) who studied at inclusive schools were susceptible to having low academic performance. Their learning objectives were likely to be defined based on the regular curriculum, regardless of the conditions and needs of individual students. Even if there were any adjustments, teacher usually lowered the difficulty levels of the learning materials and the exams. Fulfilling individual learning needs of these students can be done through the Individualized Education Program (IEP). Previous studies have indicated that only several inclusive schools developed IEPs for students with BIF. Instead of having IEP, most of students with BIF were likely to follow lesson plans from regular curriculum with a lower level of competence. Whereas at schools that have devised IEP, the instruction were not in accordance with the IEP that have been prepared.
The purpose of this study was to describe the teachers' perspectives of the needs of IEP for students with borderline intellectual functioning in inclusive school. A qualitative study with in-depth interview was conducted with special needs teachers, special needs coordinators and headmaster as the participants. The interview data was analysed using thematic analysis.
The results revealed that there were obstacles in the implementation of IEP, namely: the teachers perceived that they lacked the ability to develop IEP (both in the identification / assessment, planning, implementing, and evaluation phases). Actually, there were some manuals / guidance to create IEPs. Teachers viewed that the IEP manual did not meet the teachers' needs in conducting the instruction for special needs students. The expected IEP manual should contain practical strategies to overcome the constraints and were equipped to accommodate the weaknesses of previous manual. The need for revisions of the IEP form, the flowchart of IEP procedure, and the division of responsibilities of teaching, were stated as well. Through an appropriate revision of IEP, lesson plan which considers the present level of performance of students would be obtained. Thus, teachers could conduct the instruction according to the needs of students appropriately.

Keywords: Individualized Education Program (IEP), Students with Borderline Intellectual Functioning, Inclusive Schools

I. Background of the study

Slow learners. Many terms have been used over the years for slow learners: mildly mentally handicapped, dull normal, at risk children, etc (Kaznowski, 2004; Alloway, 2010) refers Slow Learners as *Borderline intellectual functioning*, or *borderline mental retardation*, which is the categorization of intelligence that shows cognitive abilities under the normal range (IQ range between 70-85). This is technically a cognitive impairment. However, the DSM-IV-TR codes borderline intellectual functioning as V62.89, which is generally not a billable code, unlike the codes for mental retardation/intellectual disability. In DSM V, it is

still categorised in “V-code” Schroeder (2014) said that A V-code is an “other condition that may be a focus of clinical attention.”

While studying in schools, a person with borderline intellectual functioning often shows a condition of "slow learners." Griffin (1978) questions in what way the meaning of slow ? The term ‘slow learner’ is usually regarded in a deprecating way. Slow to learn what? In most cases, a child is called ‘slow learner’ since he fails to learn at the same rate as the majority of other pupils learn. He fails to learn, in an academic setting, what teachers feel he should learn. Lots of students fall in the category failed in finishing High School and later on they will only reach low socio-economic status. However, they don’t have any difficulty in adapting social situation. Person in this category generally reveal normal emotional expression according to their age, eventhough their ability in abstract thinking is limited. Their logics is more appropriate to be able to think in a concrete manner. Meanwhile, they still be able to do daily functional work without any help, including doing simple jobs and daily home task (Alloway, 2010).

In Indonesia, lots of students with *borderline intellectual functioning* are generally educated in inclusive schools. Data from Special Education Department (BP Diksus, 2014) stated that more than 50% students in inclusive schools are students with borderline intellectual functioning. The result of the study that was conducted with teachers from public primary schools that implemented inclusive education showed that more than 50% of special needs students in those schools were ‘slow learners’(Panjaitan & Kartika, 2014). Furthermore, te study from Krishnakumar, et. al (2006) revealed that about 5-15% of school-age children have problems in learning in schools and one of the reason is borderline intellectual functioning. They described that from all of school population, around 8-9% of the children had IQ has a below average IQ. Those who showed borderline IQ is often referred to as a slow learner.

Inclusive education to accommodate students with special needs, have the purpose of optimizing the potential of students with special needs. Children with special needs have the characteristics of diverse abilities so that their learning needs also vary. Regarding the variations in abilities and learning needs of special needs students, inclusive schools should have a standard competency / learning objectives are different, when accommodating students' learning needs, both regular students and special needs students (Farrell, 2003; Friend & Bursuck, 2012).

As an educational institution, inclusive schools also apply evaluation study to assess student progress. But so far, the system of assessment of learning outcomes for children with special needs was quite similar with other learners (Sukinah, 2014). Therefore, their learning outcome often did not show a lot of progress. The learning outcomes are a reflection of the targets / learning objectives set for these students with special needs.

At the inclusive school, the purpose of learning more focused on the academic side (Panjaitan & Kartika, 2014). Meanwhile, considering the characteristics of students with special needs, their learning needs are more varied than the regular students, some experts emphasized the need for targeting learning in a variety of curriculum areas (intellectual, academic, medical, motor, self-help, social, emotional and behavioral) with a baseline of data based on prior knowledge of students (Mercer, 1983, Hallahan & Kaufmann, 1994, Rosenberg, 2004).

In addition, the learning objectives for students with special needs (including students with Borderline Intellectual Functioning) often established on the basis of regular curriculum, regardless of the conditions and needs of individual students, so apparently it was students who adapts to the curriculum, not vice versa (Rudiyati, 2010). The unaccomplishment of the learning objectives had an impact to students’ understanding of the material being taught and they demonstrated off-task behaviors in the classroom (Panjaitan & Kartika, 2014).

The individual learning needs can be met through the Individualised Education Programme / IEP (Mercer 1983; Hallahan & Kauffman, 1994; Ontario Ministry of Education, 1998; Farrell, 2003; Wearmouth 2009). In the IEP, several things has to be stated, such as the child's present level of performance, learning goals/objectives, the necessary services and efforts to perform educational stimulation in the least restrictive environment.

Elliot, et al. (2001) suggested that the IEP is able to meet the learning needs of students with special needs since it was preceded with an assessment of the condition of individual students (description of baseline data / strength and weakness profile of the students). Accommodations or modifications to the objectives, materials, methods of learning will be done based on the assessment. IEP should have been prepared for all students with special needs who enroll in inclusive schools. However, the results of some studies showed that not all inclusive schools developed IEP for all special needs students. Students with mild special needs (including children with Borderline Intellectual Functioning) who learn in a fully inclusive classroom are unlikely to have an IEP so that they follow a regular lesson plan with a special teacher assistance, if necessary. They get learning objectives with easier difficulty level the regular students (Wahyuningsih 2010, Panjaitan & Kartika, 2014). Only students who are placed in special classes that get IEP (Wahyuningsih, et al, 2010) so that it can be said IEP is developed only for students who have the characteristics of more severe special needs.

Considering the condition stated above, there is a need to examine the implementation of Individualized Education Program (IEP) for students with borderline intellectual functioning in inclusive schools. This paper begin to address this need by examining the practices and belief of special needs teachers when implementing IEP. The research question is how special needs teachers describe their experiences in implementing individualized education program for students with borderline intellectual functioning?

II. Methods

Three special needs teachers from three different public inclusive primary schools who taught several students with borderline intellectual functioning, were the participants of this study. The borderline intellectual functioning students they taught were varied, from grade 1 to grade 6. The gender of teacher participants were two females and one male. None of the teachers had formal special education coursework in their initial teacher preparation programs. Two special needs coordinators and one principal were also interviewed and their information were used as triangulation data.

Data was gathered through interviews. The interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions related to implementation of IEP. The interviews focused on the general questions on how teacher prepares the IEP, how was the procedure of IEP preparation, what the constraints in implementing the IEP (including: constraints in referrals, assessments, writing/planning the IEP, the implementation of the IEP, the IEP evaluation), how was the reference / guide book of IEP help the teacher doing the job.

A thematic analysis method (Braun & Clarke, 2006) was used in this case study. Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. According to Braun & Clarke, there are several phase in doing the analysis, i.e. familiarising with the data (by reading the data in an active way - searching for meanings, patterns, marking ideas for coding, and transcribing the data), generating initial codes (coding will to some extent depend on the themes which are "theory-driven"), searching for theme, reviewing themes, defining and naming themes and the last phase is producing the report.

III. Results

This section features elements that describe teacher experiences in implementing IEP, i.e. on IEP planning, applying and evaluating. These three phases were considered essential components of implementing IEP in the inclusion classroom.

III.1. IEP Planning

a.To whom IEP is addressed

According to the teacher of participants while expressing issue whether schools create the IEP, the teacher stated it depends on the level of severity of the special needs students. When he entered the full inclusion classroom then the child will not have an IEP, it's just a child's learning targets will be easier. IEP will be given to children who are not so capable in academic and have behavioral problems, namely those who get education in the classroom or in a special class source. Meanwhile, for students with Borderline Intellectual functioning mostly get learning provision in the full inclusion classroom, only if they have behavioral problems or concentration, they will be placed in pull-out classes.

Another teacher stated that the IEP is developed based on various conditions associated with indicators of competence. The teacher created indicators of learning objectives, by refering to national curriculum and learning objectives for reguler students. Teacher, then, make it easier or eliminates the objectives they thought were unsuitable for the special needs students. But the learning topics being provided remains the same for both reguler and special needs students, so they learned the same topic.

b.Assessment before IEP planning

Teachers also faced difficulty to assess behavioral and attention problems, so they did it based on experience alone. The content of IEP guideline for teachers focused for identification asesmen of special needs, especially in academic problems. Teachers need the guideline of the assessment of behavioral problems, such as problems with concentration or disruptive behavior. IEP was drafted after the student had been placed on certain learning provisions, e.g. full inclusion classes, pull out classes or special classes. Payne (in Mercer,1997) stated that which learning provision are delivered to the students depend on students' present level of performance and the learning targets that is specified in the IEP.

c.The current IEP Guide

Teachers said that there is a guide for preparing IEP from the Ministry of Education, but this guide is more focused on the academic aspect. Department of Education provides IEP forms but the forms only related to planning, there is not any forms related to implementation and evaluation phase. Department of Education provide trainings on IEP planning, but there is not any training on modification / differentiation of instruction.

d. Writing the Individual Education Plan

In writing the IEP, the teacher faced difficulties to set comprehensive targets. Target IEP usually focus on academic. Teacher had constraints in creating IEP target on life skills, or behaviors that support learning, e.g. concentration, or on-task behavior. Teachers found it difficult to modify the National curriculum to be adjusted to the appropriate learning targets for students with borderline intellectual functioning. What they mostly did is lowering the difficulty level of learning objectives, or even eliminating them. Such as teacher comments, *"When asked to choose, yes.... I prefer to omit the learning objectives derived from National curriculum, then there will be more visible results (of learning outcome)"*. Teachers believed

that the Department of Education requires that the IEP "derived" from the National curriculum.

III.2. The learning process using the IEP

Teacher hardly differentiated the curriculum when planning the IEP, so in the learning process, teachers looking for the right methods through trial and error. Teachers rely on the learning media and repetition. But the available teaching aids do not support the needs of the teachers, as well as the lack of socialization designation on how to use the teaching aids provided from Department of Education. The resource room was also considered in adequate to carry on the learning process. There was not any daily lesson plan which is derived from the IEP. Daily lesson plan for students with Borderline Intellectual functioning follow daily lesson plan of regular students.

III.3. IEP Evaluation

Teacher evaluated students' learning outcome every half semester. For special needs students, teacher also had to fulfilled the online evaluation report provided by the Department of Education. This online report has evaluation standart which is derived from the national curriculum. Teachers do not change these standard of learning outcomes. Evaluation is based on achievement of the objectives. For students with borderline intellectual functioning, their learning targets are similar to regular students, with lower difficulty levels so that the learnng target from curriculum 2013 can not be achieved. If the target is not achieved then it will be repeated again. This condition is related to the determination of learning targets that are less appropriate to the baseline / students' present level of performance.

III.4. Other obstacle in the application of IEP

Teachers did not have the same perceptions about inclusion and IEP. Many regular classroom teachers had the notion that the students being placed in the regular classroom was considered inclusion, since they will socialize with reguler students, eventhough these special students were placed without any IEP or differentiation of instruction. Teacher appropriate knowledge on inclusive education is important. As one of the teacher said, "*If teacher understanding of the special needs students is inappropriate, the teacher can be antipathy, because they consider students with special needs in the regular classroom will disrupt the learning process of regular students*". Regular classroom teachers are also not involved in making IEP, most of who are involved in the preparation of an IEP is a special assistant teacher.

IV. Discussions and Implications

A study conducted by Research and Education Ministry (Ballitbang DepDikNas, 2008) on the implementation of inclusion policy showed some weakness in the implementation of the IEP, namely:

a. IEP less describe aspects regarding student learning outcomes
b. There is no guidelines for teachers to modify or adapt the national curriculum in accordance with the learning needs of students
c. For Children with special needs, academic material should be adjusted to the speed and abilities of children. In addition they should receive a special material in accordance with special needs. This particular material should be designed in a format of individualized learning program (IEP).

The results of this study revealed the current constraints of the application IEP during planning, implementation and evaluation phases. There were incompatibility in the procedure of execution, lack of clarity in the scope of responsibility of learning management for students

with special needs, and the complaints of administrative burden caused by IEP.

Based on the execution of the IEP in public primary inclusive schools, as stated in the result section, the IEP guidelines of the Department of Education is insufficient to meet the needs of teachers when they face the constraints in IEP implementation. They need a revised IEP guide that contains steps that discuss the solution for obstacles of IEP implementation and evaluation, as well as containing the completeness of forms ranging from planning, until the evaluation. The flowchart of the procedure, including the division of responsibilities of teaching, also seem necessary.

The emergence of a model that is able to accommodate the IEP weaknesses encountered in the field seems to be required of teachers. Through the appropriate IEP, education program that considers the present level of performance of students, so that the target of learning / objectives specified will also be adjusted with the prior knowledge of students. Thus, according to Vygotsky's theory, in the learning process, teachers can make more precise scaffolding. Hopefully, at the time of evaluation, learning targets can be achieved so that the learning outcomes also show improvement.

The proposed IEP model should contain the following aspects :

IV.1. The IEP Flowchart Diagram

The result data showed that special needs students were placed in an educational services (whether it be special class, pull out class or full inclusion classroom) before teacher developing IEP, and IEP only being developed for students with more severe special needs characteristics. IEP should be given to all students with special needs in inclusive schools. The development of the IEP should be done before students are placed in specific educational services (Bateman, in Hallahan & Kaufmann, 1994). The presence of the IEP procedure flowchart will further clarify the steps that need to be done, from the stage planning to the evaluation phase.

IV.2. Job description of person in charge of activities stated in IEP

Inclusion classroom teachers / reguler teacher tend to have difficulty in instructional strategies (Stephenson et al, 2012) More over, inclusion classroom teachers tend to leave the learning process to a special teacher assistant (Rudiyati, 2010, and Dipa Dewanty, 2011) There was a lack of clarity of whos is in charge to teach students with special needs, so that the possibility of overlapping execution of tasks, and "throwing" responsibility. The existence of job descriptions 'person in charge' on each learning activity will minimize it.

IV.3. Comprehensive Resources Guide and Assistance in implementing IEP, from assessment to evaluation phase

The ability of teachers in assessment, the ability to recognize and establish basic skills will be the reference for the creation of learning targets that are better suited to the conditions and needs of students. Results of this study showed that it is difficult for teachers to evaluate the learning progress of the students who are placed in a full inclusion class since they did not defined learning targets based on students' present level of performance but it is derived from National Curriculum.

Present level of student's ability will be the baseline data in preparing lesson plans that can meet the needs of individual students. Pierangelo & Giuliani (2008) argued that the importance of the detailed information obtained from the assessment is that it can be used to prepare Individual Education Plan according to the needs of students, as well as placement or designing appropriate learning programs. Boavida (2010) noticed that students will be at the level of frustration (if measured through Competence Based Measurement according to National Curriculum); with difficulty levels that are too high compared to the present level of performance. In that sense,

teachers need to be familiar with the measurement of students' current conditions, strengths and challenges, both in the scope of academic or in behaviors related to school functions

Teachers usually have positive attitudes towards inclusion, but teachers lack the skills in applying learning strategies that are appropriate for inclusion classes, including developing daily lesson plan which is concistent with the IEP. Teacher also have constraints in evaluating the IEP (MacKenzie, 2012) Factors affecting the ability of teachers to adapt instruction according to the needs of students are developing teacher skills and experience of teachers in providing instruction to students who have an IEP (LeMaster et al, 1998). This is probably due to the teachers' to identify and define the characteristics of the students and the basic ability of students based on baseline / current profile, as it revealed from Kosko and Wilkins' study (2009). Another difficulty raised by teachers is a problem in evaluating test items with open ended question, essay and performance test for special needs students (Hussu &Strle, 2010). This is also probaly due to the indistinctness of establishing the appropriate learning target for borderline intellectual functioning students so that teacher confused on how to evaluate them.

Teachers who are less skilled and less capable of teaching will have an impact on the learning process of the students with borderline intellectual functioning. They hardly achieved the learning targets according to National Curriculum.. Therefore they articulate their needs for assistance in implementing the IEP, from assessment to evaluation, along with IEP comprehensive resource guide.

IV.4. Comprehensive IEP forms

The Department of education has provided some IEP forms, particularly the form for the assessment. There is a need for referral process form, which describe the child's condition from professionals' perspectives. Psychological examination results are not much help for teachers in preparing IEP. In developing IEP and daily lesson plans, teacher needs psychological examination report that emphasizes the skills / specific abilities and behaviors observed, as reported by D'Amato & Dean (1987).

Obstacles also arise in daily teaching plan. Dudley-Marling (1985) said that IEP will affect students with special needs if there is guidance for the daily teaching process (daily teaching implementation plan). To translate the IEP in teaching activities, it is necessary to develop the daily lesson plan / daily teaching plan for borderline intellectual functioning students.

Development of suitable forms required to assist in the process of IEP implementation, starting from referral process, assessment, planning, teaching and evaluating. These forms will be more applicable if dsertai use guidelines based on the conditions of inclusive schools.

IV.5. An easy and simple IEP administration system

Teachers perceive that preparing and implementing IEP become an administrative burden. Bandu & Jelas (2012) stated that the preparation of an IEP requires a lot of administrative tasks (paper work) and time consuming. According Tod (1999) if the IEP is not applied properly, then it will only meet the mere administrative functions but are less able to be a valuable tool to facilitate the learning progress of students with special needs. Therefore, it is necessary to formulate the IEP administration system that helps reduce the teachers' administrative burden.

At last, researcher quotes the Krishnakumar, Geeta & Palat's (2006) research result, that reveals that students with Borderline Intellectual Functioning showed significant improvements after receiving IEP intervention. Based on the exposure stated above, developing an appropriate IEP model is needed to help students with Borderline Intellectual Functioning reach the learning targets.

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