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## **Effectiveness of Individualized Educational Planning in Enhancing Academic Performance among Students with Mild Intellectual Disabilities**

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### **Abstract**

Individualised Education Programs (IEPs) are structured educational frameworks developed to address the unique learning needs of individuals with disabilities, particularly those with Mild Intellectual Disability (MID). The present systematic study aims to assess the impact of Individualised Education Programs on the academic achievement of children with MID. Through a critical examination of existing literature and empirical research, this study evaluates the effectiveness of IEPs in enhancing academic performance, identifies key challenges associated with their implementation, and provides recommendations for improving their practical application. The findings indicate that while IEPs significantly promote student engagement and learning outcomes, factors such as teacher preparedness, parental involvement, and availability of educational resources play a crucial role in determining their overall effectiveness. The review also highlights gaps in current research and suggests areas for future investigation to further strengthen the implementation and outcomes of IEPs.

**Keywords:** Individualised Education Program, Mild Intellectual Disabilities, Academic Achievement, Special Education, Inclusive Education

### **Introduction**

Education serves as a cornerstone for individual development and societal progress, laying the groundwork for lifelong learning, independence, and informed participation in civic life. The right to quality education is globally recognised as a fundamental human right, as outlined in international frameworks such as the Universal Declaration of Human Rights and the Convention on the Rights of Persons with Disabilities. However, students with Mild Intellectual Disability (MID) frequently face distinctive challenges that can hinder their academic success and overall development within educational settings. These learners often require targeted and specialised support to thrive in inclusive educational environments, where equitable access to learning opportunities is essential (Hodgson & Law, n.d.; Sinha, n.d.).

Within this context, Individualised Education Programs (IEPs) function as vital tools designed to accommodate the diverse needs of students with disabilities. Far from being administrative formalities, IEPs represent a collaborative commitment among educators, parents, and specialists to personalise educational experiences according to individual learner profiles. The IEP process involves comprehensive assessments to identify each student's strengths and challenges, followed by the development of measurable goals and the provision of appropriate supports. Through this personalised framework, IEPs ensure alignment between educational experiences and individual learning needs, fostering an environment that supports academic achievement alongside peers (Bani Odeh & Lach, 2024; Nugent, 2005).

Legislative provisions governing IEPs mandate schools to deliver appropriate educational services to students with disabilities, safeguarding their rights and requiring institutions to adopt evidence-based practices that promote positive outcomes. Despite this legal backing, the effectiveness of IEPs varies considerably depending on the quality of their implementation. Factors such as interprofessional

collaboration, parental engagement, resource availability, and ongoing professional development significantly influence IEP success. Understanding the interaction of these variables is therefore essential to maximising the benefits of IEPs (Florell & Strait, 2020; Islam, n.d.).

Additionally, it is important to recognise that students with MID represent a heterogeneous population with substantial differences in cognitive abilities, social skills, and emotional needs. Consequently, IEPs must extend beyond academic goals to include social-emotional development and life skills, ensuring a holistic educational approach. Such comprehensive planning supports the development of resilience, adaptability, and interpersonal competencies necessary for success beyond the classroom (Durlak et al., 2011; Mondri & Reynolds, 2020).

This study aims to evaluate the effectiveness of IEPs in improving the academic performance of children with MID through a systematic review of existing research and empirical evidence. By synthesising relevant findings, the study seeks to provide an evidence-based understanding of how IEPs influence academic outcomes and the factors that shape their implementation. The results are intended to inform educators, policymakers, and stakeholders about best practices for optimising IEP use, thereby ensuring that students with MID receive adequate support for both academic success and holistic development.

### **Review of Literature**

Mild Intellectual Disability (MID) is characterised by notable limitations in intellectual functioning and adaptive behaviour, affecting multiple developmental domains such as learning, communication, and problem-solving. These skills are critical for everyday functioning. Students with MID, typically identified by an IQ range of 50 to 70, exhibit unique learning profiles that necessitate instructional approaches beyond conventional teaching methods. Such students often experience difficulties in processing information efficiently, resulting in slower learning rates and challenges in transferring knowledge across contexts. Memory retention issues may further hinder the consolidation of previously learned concepts, leading to cumulative learning gaps (Boat et al., 2015; Shree & Shukla, 2016).

Students with MID are particularly vulnerable in academic contexts requiring abstract reasoning or complex cognitive processing. This vulnerability often manifests as difficulty following multi-step instructions or engaging with grade-level content. Traditional instructional methods that do not account for these learning differences may lead to frustration and disengagement. To address these challenges, tailored educational approaches—especially the development and implementation of Individualised Education Programs—have been shown to significantly improve learning outcomes. Adapted curricula, specialised instructional strategies, and appropriate resources contribute not only to academic progress but also to students' overall well-being. Understanding the diverse needs of students with MID is therefore essential for educators aiming to foster inclusive and equitable learning environments (Erickson & Geist, 2016; Sankalaite et al., 2023).

### **Concept and Execution of Individualised Education Programs (IEPs)**

Individualised Education Programs (IEPs) are legally mandated, formal educational plans designed to meet the specific needs of students with disabilities, including those with mild intellectual impairments. Central to the IEP process is the development of clear, measurable goals aligned with each student's abilities, needs, and interests. These goals are supported by customised instructional strategies aimed at improving curriculum accessibility while actively engaging the learner. Regular progress reviews are integral to this process, allowing educators to evaluate the effectiveness of interventions and adjust plans accordingly (Mazon et al., 2021; Md Isa & Toran, 2024).

Collaboration among stakeholders is a fundamental component of effective IEP development. The involvement of educators, parents, psychologists, and allied professionals ensures comprehensive planning that addresses the learner's multifaceted needs. Such collaboration fosters shared responsibility and collective commitment. When well-designed and properly implemented, IEPs lead to measurable academic improvements across domains such as literacy, numeracy, and social skills. Evidence indicates that structured IEP interventions enhance reading comprehension, mathematical performance, and peer interactions, thereby positively influencing students' overall educational experiences (Paccaud et al., 2021; Vlcek et al., 2020).

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### **Prior Investigations on IEP Efficacy**

Extensive research has examined the influence of IEPs on student achievement, consistently demonstrating their positive impact. Students with MID participating in IEP-based instruction show improvements in reading comprehension, mathematical skills, and classroom engagement. Individualised instructional approaches have been associated with enhanced reading fluency compared to traditional educational settings (Mazon et al., 2021; Spiel et al., 2014).

Despite these positive outcomes, several challenges continue to affect effective IEP implementation. Inadequate teacher training, limited parental involvement, and financial constraints frequently impede optimal execution. Many educators report insufficient preparation to implement specialised strategies outlined in IEPs due to limited professional development and institutional support. Similarly, parental participation—though essential—may be hindered by lack of understanding or confidence in navigating the IEP process (Abikoff et al., 2013; Mezzanotte, n.d.; Rashid & Wong, 2023).

Furthermore, consistent implementation and continuous evaluation are necessary to ensure that IEPs remain responsive to students' evolving needs. Research indicates that personalised instruction typically yields superior academic progress compared to non-individualised approaches, underscoring the importance of flexibility and ongoing assessment in IEP planning (Anderson et al., 2022; Ruble et al., 2010a).

### **Methodology**

This systematic review follows established methodological guidelines to ensure a transparent and comprehensive analysis of literature examining the effectiveness of Individualised Education Programs for children with Mild Intellectual Disabilities. The review aims to synthesise findings related to implementation strategies, outcomes, and challenges across diverse educational contexts.

A comprehensive literature search was conducted using databases such as PubMed, Google Scholar, and ERIC, selected for their extensive coverage of education and psychology research. Peer-reviewed studies published between 2004 and 2024 were included to ensure relevance and currency.

Search terms included combinations of “Individualised Education Program,” “Mild Intellectual Disability,” “special education,” “academic outcomes,” “IEP effectiveness,” and related keywords, using Boolean operators to maximise retrieval accuracy.

Inclusion and exclusion criteria were applied to ensure quality and relevance. Eligible studies focused on MID, were peer-reviewed, published in English, and employed quantitative, qualitative, or mixed-methods designs. Studies unrelated to IEP implementation or involving severe intellectual disabilities were excluded.

Data extraction encompassed study characteristics, participant demographics, IEP features, outcome measures, and reported barriers. Studies were categorised by design (experimental, case study, longitudinal) and synthesised using thematic analysis to identify recurring patterns in effectiveness and challenges.

Risk of bias was assessed using standardised criteria, considering methodological rigor, sample adequacy, and transparency of data analysis.

### **Results and Discussion**

#### **Positive Outcomes of Individualised Education Programs**

##### **Improved Academic Performance**

Research consistently demonstrates that IEPs enhance academic outcomes for students with MID, particularly in literacy and numeracy. Tailored instruction, task breakdown, and adaptive teaching methods significantly improve comprehension and retention (Bulat et al., 2017; Dessemontet et al., 2012; Hayes & Bulat, 2017).

##### **Increased Student Engagement**

IEPs foster greater classroom engagement by aligning instruction with learners' abilities and preferences. Personalised strategies promote confidence, motivation, and sustained participation (Brennan et al., 2013; Dr. Ragini Srivastava, 2024; Nemes, 2024).

##### **Enhanced Social Integration**

Incorporation of social skills training within IEPs supports improved peer relationships and social adjustment, contributing to inclusive learning environments (Atkins et al., 2006, 2010; Efthymiou & Kington, 2017).



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### **Challenges in IEP Implementation**

Inconsistent teacher training, limited parental involvement, resource constraints, and lack of standardisation across institutions hinder effective IEP implementation (Crispel & Kasperski, 2021; Fish, 2008; Damyanov, 2024; Bray & Russell, 2018).

### **Future Recommendations**

Recommendations include enhanced teacher training, increased parental awareness initiatives, improved resource allocation, policy reforms to standardise IEP implementation, and longitudinal research to assess long-term outcomes.

### **Conclusion**

Individualised Education Programs are essential tools for improving academic achievement, engagement, and social integration among students with Mild Intellectual Disabilities. While evidence strongly supports their effectiveness, addressing implementation challenges through targeted interventions and policy reforms is critical. Future research should prioritise long-term evaluations to better understand sustained outcomes and transitions beyond schooling.