

Efficiency of planning and implementation of individualized educational program for students with disabilities from the point of view of parents in Jeddah

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Abstract: This study aimed to determine the level of efficiency of the planning and implementation of individualized educational program for students with disabilities in Jeddah city from parents' point of view. The study sample consisted of 150 of parents of students with disability in Jeddah city. A questionnaire was prepared for this purpose and applied to the sample. The results indicated that parents' estimation of both efficiency and obstacles of the planning and implementation of individual educational program was moderate. The results also indicated that there were no statistically significant differences in parents' opinions about the efficiency and the obstacles of the planning and implementation of individual educational program regarding the variables of type of disability, parent education, and income.

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Key words: Individualized educational program, views of parents.

Introduction:

Principles and concepts of special education has been established over the past decades due to the clarity of philosophies and theoretical frameworks and maturity of experiences and practices in this field and which is based on that every child with special needs a unique case of its own characteristics and capabilities and their own needs require provision of special education services under the scheme and orderly precisely in the context of the individualized educational program individualized education program (IEP).

The individualized educational program considered as one of the main development manifestations in special education where its principles and procedures form the basis for all educational and training activities for children with special needs '(Haron, 2004)'. 'Huefner (2000)' revealed that (IEP) is a program of action which must be submitted in the framework of services for students with special needs because its arrangements quite accurately determine time frames for procedures, and responsibilities of parents, students, teachers, and the actors in it from the relevant educational institutions.

The guide of the Office of Special Education and Rehabilitation Services of the US Department of Education stated that every child with special needs must have an individualized educational program, and that the program should be custom-designed for each

child, and formulated in a document made available through which opportunities to improve educational outcomes for students with special needs '(Office of Special Education and Rehabilitative Services, US Department of Education, 2000: 3-4)'

Therefore, (IEP) is based on the development of an educational plan related to the needs of the student, and identify the most appropriate setting to make learning more effective in the context of least restrictive environments, and the program team including the father disabled student, teacher of general education, teacher of special education, representative of the educational institution, official for support services, and the disabled student if exceeded fourteen old '(Individuals With Disabilities Education Improvement Act of 2004.IDEA)'

Recent studies confirm that the cooperation between teachers and parents supported by a minimum of legislative obligations is a necessary requirement to achieve the desired (IEP) effectiveness (Garriott, et.al., 2000; Simpson, 1996), and that the meetings of (IEP) provide ideal opportunities to consolidate this cooperation and make parents able to active participation and exercise meaningful roles (Drasgow, et.al, 2001; Salas, 2004), as well as being reinforce their understanding of the tasks and the procedural rights in the planning and implementation processes of the program (Kalyanpur, et.al., 2000; Yell, et.al., 2003).

Therefore longer define the role of the parents of the most important what should be contained in the (IEP) as well as a report on annual objectives and short-term goals, and report on the current performance level of the disabled student, and identification of special education services necessary for him, and time schedules for the program and participation of students with disabilities in regular programs, and the appropriate assessment methods, which would result in the need for their participation in the meetings and enable them to choose the times and appropriate places for coordination with all members of the program team especially teachers, as key and equal partners in decision-making during all phases of the program (Simpson, 1996; Johns, et.al., 2002). In addition, the coordinators of the program meetings should allow enough time to consult with parents before the meetings so that does not hold in a hurry, and so that parents do not feel weary or aversion from the program '(Johns, et. al, 2002)'.

'Span, et.al., 2003)' mentioned that the participation of parents of students with special needs in the planning and implementation of the (IEP) involving significant benefits, where increasing their knowledge and deepen their understanding of the educational situation, and the teacher become more aware about the student's family environment, and moreover generate communicative relationship between parents and the school gradually grow enhanced mutual trust and feelings, thus creating a better climate for increasing the possibility of achieving the program's objectives. '(Dabokouksi, 2004)' stressed the importance of providing sufficient guarantees for the participation of parents in their children's programs, and highlighted the impact of the culture of the program team in identifying trends and practices of its members toward parental participation in decision-making.

The researchers conducted a preliminary interviews on a sample included (15) of teachers of students with hearing impairment, mental retardation, autism disorder in Jeddah school district during the period between (1-10 Jumada II 1435 H), the interviews which related to the extent of their participation in the planning and implementation of individualized educational programs revealed the presence of a wide variation in the views of teachers about their satisfaction with the efficiency of the planning and implementation of individualized educational program.

Statement of the problem:

The study identified a problem in that there are many obstacles that adversely affect the efficiency of the individualized educational program for students with special needs in Jeddah governorate. To address

this problem, the study seeks to answer the following main question:

How efficient planning and implementation of the individualized educational program in the institutes and programs of special education for students with disabilities as perceived by parents in Jeddah governorate?

Research questions:

1. What is the efficiency level of planning and implementation of the individualized educational program in the institutes and programs of special education as perceived by parents?

2. What are the obstacles of planning and implementation of the individualized educational program in the institutes and programs of special education as perceived by parents?

3. Are there differences in parents' estimate of the efficiency of the planning and implementation of the individualized educational program in the institutes and programs of special education due to the variables of type of disability, parent's education, and income?

4. Are there differences in parents' estimate of the obstacles of the planning and implementation of the individualized educational program in the institutes and programs of special education due to the variables of type of disability, parent's education, and income?

Research limitations:

– This research was applied in the first semester 2014-2015.

– A sample of parents of students with special needs in Jeddah city.

Definition of Terms:

Individualized educational program: A written document describing the needs of each student individually, and contain special education services such as curriculum adaptation, teaching methods, and support services that help take advantage of the special educational services, whether psychological, or social, as well as linguistic and functional therapy.

The views of parents: What is expected from information obtained through the questionnaire applied to the parents of students with disabilities.

Literature review:

'Vaughn et al (1988)' pointed in their study about the importance of parental involvement that verbal interaction rate of parents in the meetings of individualized educational program preparation averaged 14.8% of the amount of time of the meeting which arrived in the present study to 42 minutes. The average of the questions raised by the parents in these meetings did not exceed an average of 24.5%, this ratio is considered a negative indicator of the role of parents to participate.

‘Lovitt & Cushing (1999)’ supported this findings in their study on the parents' perceptions of the programs of their children with disabilities, and what offered through curricula and models of service delivery and other educational aspects in secondary schools, where results showed that parents involvement rate ranged from very low to very high according to the sense of parental satisfaction, and that the parents bear a big role in the success of the individualized educational program by supporting school and student and the team of special education program, and that most of the teachers are asking parents to be aware of the needs of their children, and that the extra-curricular activities useful as an important part of the school experience.

‘Pruitt et al (1998)’ in a study based on interviews with 73 parents of children who receive special education services about the individualized educational program noted that was common is the unwillingness of educators to listen to the views of parents.

‘Salas (2004)’ agree with the above in his study which dealt with the views of American parents of Mexican descent, about their participation in the meetings of autism programs; the results showed that parents have complained about - and repeatedly - that their views were not estimated during the special autism meetings.

‘Fish (2006)’ addressed the perceptions of parents of autistic children during the meetings of the individualized educational program and revealed the presence of negative expertise in most of the interviewed as a result of the negative experiences of therapeutic interventions for their children during the preparation of the individualized educational program.

As it turns out in the study of ‘Stoner, et. al (2005)’ which dealt with perceptions of teachers about special education services, the results showed that all the participants noted that the first meeting of the educational program for their children was tragic, confusing and complicated, and that perception led them to dissatisfaction with the special education system, and the lack of knowledge about the difficulties facing students contributed to the lack of participation among many teachers.

‘Alkoshrami (2001)’ revealed that the most important problems facing the application of the individualized educational program is the lack of a multi-disciplinary team, and palaces to benefit from of diagnostic results, as well as the lack of family involvement. The study also revealed dissatisfaction of teachers about their experiences in the preparation of educational programs, and their need for training courses on the use of computers to cope with the difficulties faced by those specialists in the individual programs.

‘(Gordon & Miller, 2003)’ in their study on the effectiveness of the role of parents as active members in the individualized educational program concluded that 45% of households expressed a sense of happiness to participate in such programs, and the need of individualized educational program services for their children, also concluded that parents assess individualized educational program was not built on objective criteria, but they are just positive trends and limited evaluation for the services that contribute to the education of their children.

‘Abdullah (2003)’ in his study that aimed to identify the steps for setting up individualized educational plan in schools and institutes of the mentally retarded students and their conformity with the scientific steps revealed that there is a weakness in the specialist team and participating in the individual educational plan, it turned out that most of the participants are special education teachers and psychologists, there is an absence of family involvement in the plan, and mainly rely on access to information through observation and interview, while rarely rely on formal and informal tests. With regard to the cooperation between the staff and families it has emerged that workers in educational institutions were more cooperative and participation than families. Half of the respondents emphasized the need to establish training courses, and the need for utilize of software for the development of individualized educational plans for students with mental retardation.

In ‘Martin, Marshall, and Sale (2004)’ consecutive study which dealt with individualized educational programs in five schools over three years revealed that special education teachers were more spoken in interviews of (IEP), and more cooperative in the decision-making of all participants except administrators, and that the teachers were more talked about students' interests of all participants except students. Results related to students showed that they know the reason for the meeting and what is required from them and all that is going on in the meeting, as was pointed out, but to a lesser extent from all participants except the teachers of public education, and students were more talked about their concerns, and that the teachers of public education were less help in decision-making especially with regard to the needs and the strengths and weaknesses of the students, such as parents and teachers of special education.

‘Fish (2008)’ in his study that aimed to examine the perceptions of parents of children with special needs who were receiving special education services concluded that most of the participants 'responses showed that the overall experience was positive, and that they have positive perceptions about the individualized educational program because educators

appreciated the parents' contributions, and treated them with respect, and as equal partners in decision-making, and most parents acknowledged that they have a clear understanding of the operations of the individualized educational program.

'Al-Waili (2000)' in his study that aimed to investigate the views of the teachers in special education programs with respect to the requirements of the use of the individualized educational program and the importance of its basis, components and procedures in the field of education and training of students with mental retardation in Saudi Arabia revealed that there is almost a consensus on the requirements of the use of the (IEP) in the field of education of students with mental retardation ranging from 83% -87%, with regard to the extent of the differences on the importance of the three aspects between teachers depending on the variables of profession, qualification, and practical experience no significant differences were appear except in the first aspect in favor to general education teachers.

'Mcnicholes (2000)' in his study which aimed to find out how teachers of multiple and severe learning disabilities planning for individualized educational programs and the relationship between the curriculum, evaluation and the (IEP) concluded the following:

1. Individualized educational programs were not based on accurate foundations in 50% of the schools visited by the research team, also did not match with good professional practice.

2. There were clear differences between schools regarding the details of the individualized educational program, and often such programs were not linked to lesson plans.

3. The individualized educational program was revised each semester, and others decided they retreat if necessary.

4. The goals of the individualized educational program were long-term rather than short-term goals.

5. 45% of the participants believe that specialists and advisers psychiatric reports are not useful.

'Narayan & Myreddi (1996)' in their study which aimed to find out the views of teachers on the feasibility of writing individualized educational programs to form the basis for educational programs showed that 43% of teachers indicated that the writing of individual educational programs need long time, and 24% pointed to the difficulty of their application in groups, and 32% indicated that they were calling for repetition.

'Gretchen (1997)' in his study which aimed to investigate the perception of teachers and school principals of the effectiveness of individualized educational programs in directing decisions relayed to behavior adjustment of disabled students concluded that the individualized educational programs often related to the academic needs of students not to the social, emotional and behavioral needs. And that the organization of students behavior in their opinion a waste of time and effort and needs to more efforts where students with emotional and behavioral disorders often do not find the education that best fits their needs.

Research procedures:

1. Sampling:

A random sample of parents of disabled students in Jeddah was selected totaling (150) as shown in Table 1:

Table (1): Sample distribution according to the variables of the research

Variable	Categories	Number
Type of Disability	Learning Disabilities	30
	Visual Impairment	30
	Mental Retardation	30
	Autism	30
	Hearing Impairment	30
Parent's Education	Illiterate	10
	High school or below	62
	Bachelor or equivalents	78
Income	Less than 30.000 SAR. annually	78
	31000 – 50000 SAR. annually	28
	51000 – 70000 SAR. annually	16
	More than 70000 SAR. annually	28
Total		150

2. Research tool:

A questionnaire was designed to investigate the perceptions of parents of students with special needs

about the efficiency of planning and implementation of the individualized educational program where it consisted of five domains:

First domain: Make parents ready to participate in the individualized educational program output, including 4 items.

Second domain: Parents awareness of the procedures of individualized educational program, including 5 items.

Third domain: The relationship with the team of individualized educational program, including 7 items.

Fourth domain: The views of parents about the individualized educational program output, including 3 items.

Fifth domain: impediments to the planning and implementation of the individualized educational program, including 6 items, the sum of all items are 25 items.

Validity and reliability of the tool: the questionnaire was presented to 10 arbitrators at the department of special education and the department of educational psychology at King Abdul-Aziz University. According to the views and suggestions of the arbitrators all the items of the questionnaire were retained after modification in some items. Likert scale was used including five levels; Strongly Agree (five degrees), agree somewhat (four degrees), I do not know (three degrees), I refuse somewhat (two degrees), strongly refuse (one degree). The teacher assessments of the

level of efficiency were classified into three levels: high (3.68 – 5), medium (2.34 – 3.67), low (1 – 2.33). Test-retest was used to ensure consistency of the tool where Pearson correlation coefficient was calculated between the first and second application. The total reliability coefficient of the tool was (0.89).

3. Application of the questionnaire:

Jeddah Department of Education has been addressed on the application of the questionnaire, and then the questionnaire was distributed to parents during the first semester 1435—1436 H, and was recovered after a month through the Department of Education in Jeddah, then using of averages, standard deviations and variance analysis quartet to answer the questions of the research.

Results and Discussion:

First question: What is the efficiency level of planning and implementation of the individualized educational program in the institutes and programs of special education as perceived by parents?

To answer this question averages and standard deviations of the responses of parents of students with special needs on the six domains in general were used as shown in table 2:

Table (2): Averages and standard deviations of the responses of special education parents of students with special needs on the domains of the questionnaire of efficient planning and implementation of the individualized educational program

No.	Area	Mean	St. Deviation	Efficiency
3	The relationship with the team of individualized educational program	3.81	1.01	High
2	Parents awareness of the procedures of individualized educational program	3.56	0.86	High
4	The views of parents about the individualized educational program output	3.39	0.99	Medium
1	make parents ready to participate in the individualized educational program output	3.01	1.08	Medium
Total		3.40	0.63	Medium

From Table (2) it is evident that the estimate of parents for efficient planning and implementation of individualized educational program was generally moderate with a mean (3.40) and a standard deviation (0.63), as can be seen also from the table estimate of teachers for the efficiency and planning of the (IEP) was high in two domains and moderate in three domains, the best domains from the perspective of parents is the field of The relationship with the team of individualized educational program with a mean (3.81) and a standard deviation (1.01), then the field of Parents awareness of the procedures of individualized educational program with a mean (3.56) and a standard deviation (0.86), then the field of The views of parents about the individualized educational

program output with a mean (3.39) and a standard deviation (0.99), and lastly the field of making parents ready to participate in the individualized educational program output with a mean (3.01) and a standard deviation (1.08).

The high level of appreciation of the field of relationship with the program team may return to the keenness of the team and the appreciation of the fundamental role that parents play in the successful implementation of the individualized educational program, These results agreed with the results of 'Lovitte & Cushing (1999)' which indicated that parent involvement rate ranging from very low to very high, according to the parents' sense of satisfaction while disagreed with 'Salas (2004)' which indicated

that parents have complained about - and repeatedly - that their views were not estimated during meetings.

Second question: What are the obstacles of planning and implementation of the individualized educational program in the institutes and programs of special education as perceived by parents?

To answer this question averages and standard deviations of the responses of parents on the domain of "impediments to the planning and implementation of the individualized educational program" as a whole and for each item as shown in table 3:

From Table (3) it is clear that parents' estimates for impediments to the planning and implementation of individualized educational program was generally medium with a mean (3.04) and a standard deviation (1.04), as can be seen from Table (3) that parents' estimates of the obstacles to the implementation of individualized program was medium in all items, the

most frequent obstacles to the implementation of the individualized educational program consisted in item (4) which reads (My job hampering me from participating in the individualized educational program.) with a mean (3.27) and a standard deviation (1.42), and item (5) which reads (Lack of good preparation for meetings is a main reason for not participating in the program) with a mean (3.13) and a standard deviation (1.39), while the least frequent obstacles to the implementation of individualized program consisted in item (1) which reads (There is difficulty in communicating with The team of the individualized educational program) with a mean (2.77) and a standard deviation (1.39), and item (2) which reads (The team of the individualized educational program used unclear terms) with a mean (2.91) and a standard deviation (1.30).

Table (3): Averages and standard deviations of the responses of parents on the items of the domain of impediments to the planning and implementation of individualized educational program

No.	Area	Mean	St. Deviation	Efficiency
4	My job hampering me from participating in the individualized educational program.	3.27	1.42	Medium
5	Lack of good preparation for meetings is a main reason for not participating in the program	3.13	1.39	Medium
6	The lack of clarity of the role of parents in the individualized educational program is a main reason for not participating in the program	3.09	1.43	Medium
3	The lack of transportation hampering me from participating in the program	3.08	1.46	Medium
2	The team of the individualized educational program used unclear terms	2.91	1.30	Medium
1	There is difficulty in communicating with The team of the individualized educational program	2.77	1.39	Medium
impediments to the planning and implementation of individual educational program		3.04	1.04	Medium

This result agreed with 'Gordon & Miller(2003)' which indicated that 45% of households recognized that than happy to participate in such programs, and that their children are in need of individualized educational program services, while

differed with 'Vaughn et al (1988)' which indicated that verbal interaction rate for parents in the meetings of the individualized educational program preparation averaged 14.8% of the amount of time allocated to meeting.

Table (4)@ Averages and standard deviations of parents' estimate for efficiency of the planning and implementation of individualized educational program according to the variables of type of disability, parent's education and income

Variable	Categories	Number	Mean	St. Deviation
Type of Disability	Learning Disabilities	30	3.26	0.21
	Visual Impairment	30	3.36	0.76
	Mental Retardation	30	3.41	0.55
	Autism	30	3.62	0.70
	Hearing Impairment	30	3.34	0.76
Parent's Education	Illiterate	10	3.08	0.80
	High school or below	62	3.44	0.70

	Bachelor or equivalents	78	3.40	0.55
Income	Less than 30.000 SAR. annually	78	3.36	0.54
	31000 – 50000 SAR. annually	28	3.23	0.59
	51000 – 70000 SAR. annually	16	3.21	0.67
	More than 70000 SAR. annually	28	3.79	0.75
Total		150	3.40	0.63

Third question: Are there differences in parents' estimate of the efficiency of the planning and implementation of the individualized educational program in the institutes and programs of special education due to the variables of type of disability, parent's education, and income?

To answer this question averages and standard deviations of the responses of parents on the efficiency of the planning and implementation of the individualized educational program according to the variables of type of disability, parent education, and

income. 3-Way ANOVA was used to judge the significance of differences between variables categories, the following is a presentation of these results:

Table (4) shows the presence of apparent differences between the averages of parents' estimate for the efficiency of planning and implementation of individualized educational program between variables categories, 3-Way ANOVA was used to determine whether these differences are statistically significant as shown in table 5:

Table (5): Results of 3-Way ANOVA to the significance of differences in the estimation of parents for the efficiency of planning and implementation of the individualized educational program according to the variables of type of disability, parent's education and income

Variable	Sum of Squares (SS)	Degree of Freedom (df)	Mean of Squares (MS)	F	Significance
Type of Disability	0.36	4	0.09	0.25	0.912
Parent's Education	1.90	2	0.95	2.58	0.079
Income	5.18	3	1.73	4.69	0.004
Error	51.52	140	0.37		
Total	1790.86	150			

Table (5) shows that there were no statistically significant differences in parents' estimate of the efficiency of the planning and implementation of individualized educational program attributable to the variables of:

- Type of disability, where F value (0.25), which is not statistically significant at the level of significance ($\alpha \leq 0.05$).

- Parent's Education, where F value (2.58), which is not statistically significant at the level of significance ($\alpha \leq 0.05$).

- Specialization, where F value (1.49), which is not statistically significant at the level of significance ($\alpha \leq 0.05$).

Table (5) also shows that there were statistically significant differences in parents' estimate of the efficiency of the planning and implementation of individualized educational program attributable to the variables of income, LSD Test for Post Hoc Comparisons was used to find out in any of the categories of income variable these differences found as shown in table 6:

Table (6)@ Results of LSD Test for Post Hoc Comparisons of parents' estimate for efficiency of the planning and implementation of individualized educational program according to the variable of income

Income	Less than 30.000 SAR. annually	31000 – 50000 SAR. annually	51000 – 70000 SAR. annually
31000–50000 SAR. annually	0.13		
51000–70000 SAR. annually	0.15	0.02	
More than 70000 SAR. annually	-0.43*	-0.56*	-0.58*

It is evident from Table (6) that the estimate of parents who earn more than 70 thousand riyals for the efficiency of planning and implementation of individualized educational program was higher than the estimate of parents with lower incomes. There was no impact attributable to father's education as well as

to the type of disability and perhaps this return to the great trust of parents and their dependence on specialist in the planning and implementation of the individualized educational program team. For income variable, it may due to the ability of high-income to communicate through frequent visits, thus see the

progress of the planning and implementation of individualized educational program.

Fourth question: Are there differences in parents' estimate of the obstacles of the planning and implementation of the individualized educational program in the institutes and programs of special education due to the variables of type of disability, parent's education, and income?

To answer this question averages and standard deviations of the responses of parents' on the obstacles of the planning and implementation of the individualized educational program according to the variables of type of disability, parent education, and income, 3-Way ANOVA was used to judge the significance of differences between variables categories, the following is a presentation of these results:

Table (6) shows existence of apparent differences between the averages of parents' estimate for the obstacles of planning and implementation of individualized educational program between variables categories, 3-Way ANOVA was used to determine

whether these differences are statistically significant as shown in table 8.

Table (8) shows that there were no statistically significant differences in parents' estimate of the obstacles of the planning and implementation of individualized educational program attributable to the variables of:

– Parent's Education, where F value (0.53), which is not statistically significant at the level of significance ($\alpha \leq 0.05$).

– Income, where F value (0.45), which is not statistically significant at the level of significance ($\alpha \leq 0.05$).

Table (5) also shows that there were statistically significant differences in parents' estimate of the obstacles of the planning and implementation of individualized educational program attributable to the variable of Parent's Education, LSD Test for Post Hoc Comparisons was used to find out in any of the categories of income variable these differences found as shown in table 9.

Table (7): Averages and standard deviations of special education parents' estimate for obstacles of the planning and implementation of individualized educational program according to the variables of type of disability, parent's education and income

Variable	Categories	Number	Mean	St. Deviation
Type of Disability	Learning Disabilities	30	2.58	0.95
	Visual Impairment	30	3.29	1.00
	Mental Retardation	30	2.72	1.02
	Autism	30	3.43	1.00
	Hearing Impairment	30	3.18	1.03
Parent's Education	Illiterate	10	2.88	1.03
	High school or below	62	3.24	1.03
	Bachelor or equivalent	78	2.90	1.04
Income	Less than 30.000 SAR. annually	78	2.92	0.97
	31000 – 50000 SAR. annually	28	3.21	0.96
	51000 – 70000 SAR. annually	16	3.05	1.19
	More than 70000 SAR. annually	28	3.20	1.22
Total		150	3.04	1.04

Table (8): Results of 3-Way ANOVA to the significance of differences in the estimation of parents for the obstacles of planning and implementation of the individualized educational program according to the variables of type of disability, parent education and income

Variable	Sum of Squares	Degree of Freedom	Mean of Squares	F	Significance
Type of Disability	11.33	4	2.83	2.78	0.029
Parent's Education	1.07	2	0.54	0.53	0.592
Income	1.37	3	0.46	0.45	0.720
Error	142.64	140	1.02		
Total	161.93	149			

Table (9): Results of LSD Test for Post Hoc Comparisons of parents' estimate for obstacles of the planning and implementation of individualized educational program according to the variable of Parent's Education

disability	Learning Disabilities	Visual Impairment	Mental Retardation	Autism
Visual Impairment	-0.71*			
Mental Retardation	-0.13	0.57*		
Autism	-0.85*	-0.14	-0.72*	
Hearing Impairment	-0.59*	0.11	-0.46	0.26

It is evident from Table (9) that the estimate of parents of students with visual impairment for the obstacles of planning and implementation of individualized educational program was higher than the estimate of parents of students with learning disabilities or students with autism disorder. It is also evident that the estimate of parents of students with autism disorder for the obstacles was higher than the estimate of parents of students with learning disabilities or mental retardation, perhaps this return to the great trust of parents and their dependence on specialist in the planning and implementation of the individualized educational program team.

Recommendations

- Educators need to listen and pay adequate attention to the views and opinions of parents of students with special needs where parent's observations for their children performance is very importance as a feedback when designing individualized educational program.

- Ensure the provision of a multi-disciplinary team with adequate training to them.

- Activate the participation of families because communication with them and follow-up to their children ensure the success of the individualized educational program.

- Interest in conducting studies and research on the roles and responsibilities of the team of the (IEP) specifically parents and psychologists to determine how best to ensure the success of the implementation of the individualized educational program.

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