

Unveiling IEP Challenges for Students with Hearing Disabilities: Insights from Special Education Teachers

M. A. Bukhary

Department of Special Education, Education Faculty, University of Jeddah, Jeddah, Saudi Arabia

Received: 2 Sep. 2023, Revised: 12 Oct. 2023, Accepted: 22 Oct. 2023.

Published online: 1 Nov. 2023.

Abstract: The objective of this study was to investigate the reality of the practices of applying the IEPs and its obstacles for students with hearing disabilities from teachers' perceptions of special education. The study employed a descriptive research design and utilized a qualitative methodology, wherein the primary data collection instrument was an interview, in order to accomplish the objectives of the research. The survey encompassed a sample of 8 teachers from schools in Jeddah. The study's findings revealed that individualized educational practices in schools within the Kingdom of Saudi Arabia were high. Also, the findings showed that there are obstacles facing teachers in applying individual educational practices, which can be classified into three basic dimensions: obstacles related to the teacher, obstacles related to the school, and obstacles related to the student's family.

Keywords: Individual Educational Plan, obstacles of applying IEPs, hearing disabilities, special education.

1. Introduction

The Kingdom of Saudi Arabia developed several reform plans recently and activated numerous programs that were inactive in the past. Additionally, in the educational field, the Ministry of Education in the Kingdom of Saudi Arabia focused on the advancement of special education services. This was one of the most important trends in the field of education at the time [1]. Due to the success of educational services provided to individuals with hearing disabilities, the sector is where Al-Amal institutes and integration classes concerned with providing instructive services at all levels have spread, including every stage of the education system in all parts of the Kingdom of Saudi Arabia. Therefore, the Ministry of Education has taken care of providing the best educational support services.

The Al-Amal Institute for the Deaf was established in (Riyadh) in 1963 for people with disabilities in line with their different and varying problems and abilities, such as educational, psychological, social, and health needs. Recently, the Ministry of Education developed the Regulatory Guide for Special Education in 2017, which aims to determine the nature of interactions between workers in special education institutes. The focus has also been on different types of educational plans, specifically the individual training strategy that should be available to every student with disabilities according to the organizational guidelines [2]. The roles of each member of the multidisciplinary team responsible for implementing the individual educational plan are well clarified. For individuals with hearing problems, their concerns are handled in line with international laws such as the one in the United States of America: Education for All Handicapped Children Act, which was retitled Individuals with Disabilities Education Improvement Act in 1990 (IDEIA 1990).

The local and global trend towards developing educational services for individuals with special needs and their families made the Individualized Education Program (IEP) a cornerstone in determining learning needs in special education, setting goals, defining required and supportive services, and a mechanism for student assessment [3, 4]. In addition, IEP serves as a roadmap in the work of a multidisciplinary team and their decision-making commensurate with the capabilities of each case to obtain a successful educational service [5]. Hard-of-hearing teachers aim, during their work, to provide the best educational practices and services for individuals with hearing disabilities.

As with the nature of any situation, there are many obstacles in the way of teachers that affect how to achieve the goals of the individual educational plan. Moreover, applying and activating the individual educational plan in the field requires ideal conditions suitable for achieving the learning process's desired goals [6]. The interaction between teachers and students is represented as the catalyst that pushes educators to improve teaching practices and thus implement the educational process in a coordinated manner to achieve the desired goals. Hence, a multidisciplinary team must contribute to the preparation of an individual educational plan according to the student's condition [1]. This team consists of teachers, specialist doctors, parents, mentors, social workers, and speech and rehabilitation specialists. With cooperation and planning among team members, a design is made: a strategy that includes all educational and support services that the

*Corresponding author e-mail: mabukhary@uj.edu.sa

student needs.

1.1. Aim of the Study

The purpose of this study was to examine special education teachers' perceptions toward applying IEP. Such an examination can assist in the establishment of strategies that satisfy the needs of learners with disabilities in regular and inclusive settings. Effective application of IEP should be student and family-centered and generated in consideration of recommended practice. Successful IEP application is fundamental in making teachers and other stakeholders understand what, when, where, and how to teach students with disabilities effectively (Cavendish et al., 2020). It assists in proper monitoring and assessment of learners' progress while suitably reporting on the impact of the interventions.

1.2. Research Questions

- What are the levels of applying IEP at schools for students with hearing loss in Saudi Arabia?
- How satisfied are teachers with their involvement in decision-making?
- What are the obstacles that teachers face when applying IEP?
- What are the promoters that teachers face when applying IEP?
- How can IEP be enhanced to improve special education teachers' knowledge and perceptions toward applying it successfully?

1.3. Significance of the Study

The significance of this study is to add to the Arabic library through the contribution of an improved understanding of the insights of special education teachers instructing students with hearing loss in Saudi Arabia. The study focuses on teachers' perceptions, knowledge, and skills for effective IEP application. Understanding the prerequisite skills and knowledge might assist in the demonstration of teachers' practices of improving special education for learners with hearing loss [7]. Furthermore, the study results will benefit the development of the field by providing research-anchored data for educators in Saudi Arabia and supporting the establishment of successful teaching programs that help in the proper implementation of IEP. In the long run, the findings of the study will create a window for future research in Saudi Arabia concerning special education teachers, learners with hearing loss, and informing other nations of the best way of improving their educators' skills.

1.4. Terminology

Individual Educational Plan: It is a different written record required for all students eligible to obtain special education programs. It is offered to the learner whose qualification for special education plans has been established after the process of measurement and diagnosis. It determines the nature of the needs for special education services because of that disability so that their learning and educational needs are provided containing the desired goals according to certain adaptations within a specified period [8].

Deafness: Deafness means severe hearing loss experienced by a child resulting in impairment in the processing of language acquisition through hearing, whether with or without auditory amplifiers [9].

Degrees of Hearing Impairment: This indicates the state of hearing impairment: healthy (10-15 dB), very slight (16-25 dB), slight (26-40 dB), medium (41-55 dB), above average (56-70 dB), serious (71-90 dB), and very serious / deaf (91+ dB) [7].

Hearing Impaired Students: Hearing impairment: This means hearing problem, whether continuous or intermittent, which negatively affects the educational performance of the child, but that was not encompassed in the explanation of deafness, meaning it did not reach the degree of hearing loss of 90 decibels [7].

Al-Amal Institutes: Schools that are specialized for providing educational services for students with hearing loss in Saudi Arabia

Special Education Teachers: Education professionals who work with children with disabilities and who are certified, early intervention specialists. Their work is to provide education services to children with special needs [10]. These individuals often have specialized educational, academic, or professional qualifications to do their work.

2. Literature Review

The literature review provides an impression of learners with hearing loss through the provision of understanding of the disability and proper application of IEP in the teaching approach. It provides a comprehensive synopsis of the IEP while discussing the perception, knowledge, and skills of special education teachers anchored on established standards. The

review of the literature centers on the special education system in Saudi Arabia and is guided by the research questions.

2.1. Concerns of IEP

IEP establishes a plan that enables educators, support staff, and parents to operate jointly to satisfy the needs of individual learners who necessitate additional support. It provides a more tailored teaching strategy for the learner. This may entail a group setting, unitization instructions (a step at a time), or quiet surroundings. IEP considers each student's method of learning, in addition to their strong and weak points. This approach has the benefit of targeting all students' points of interest and ability while enabling them to meet objectives past their existing skills. IEP integrates technology and other effective expertise to ensure an appropriate mode of learning [11]. It upholds a constant learning pace for all students, which facilitates comprehension and knowledge acquisition. Additionally, it makes the school setting comfortable for all learners while striving to enhance their enthusiasm for learning.

The IEP is promoted by a team from different educational fields, students with disabilities, parents, relatives, and delegated advocates to realize inherent benefits. Students studying teams could instigate IEP referrals in any learning institution, but there is usually direct appeal for special education assessment. Such referrals may come from an educator, parent, or any other stakeholder such as a school administrator [1]. School districts have the responsibility of ensuring adherence to IEP and provision of services as prearranged. In addition, the IDEIA demands that school districts have the accountability of detecting, checking, and assessing learners who reside within their borders and who are likely to have a disability, or child find.

However, unaddressed hearing loss results in retarded development of language and speech, with delays that are likely to result in learning difficulties, usually causing poor academic performance. Since inattentiveness and negative behavior normally accompany poor school performance, students with hearing loss are sometimes misidentified as having other learning disorders such as attention deficit hyperactivity disorder [8]. The need for IEP is not a matter of intelligence; the fact that some students have hearing loss does not signify that they are less able to perform more excellently academically than their well-hearing peers. In most instances, it is the classroom setting that fails to support them adequately. For example, busy educators in large classes, or teachers with poor comprehension of hearing loss, usually find it difficult to vary their teaching approaches or overlook some learners' disabilities while teaching and giving assignments.

2.2. Levels of IEP Application

The way processes are laid out during the development of IEPs may assist special education teachers in teaching students with hearing disabilities excellently. The United States Department of Education stipulates the following stages for the development of IEP. The IEP assessment team at school should begin by reporting the learner's present academic performance [12]. This often emanates from evaluative practices, for example, observations, examinations, and assignments. Evaluation results could be provided by parents, educators, associated service providers, and other stakeholders. Secondly, yearly objectives should be established. Such objectives include achievements that IEP teams consider reasonable for the learner to attain in a year. Thirdly, the IEP team should prepare a list of special education and associated services required by the learner. This comprises supplementary assistance and services, in addition to adjustments for personnel, for example, professional development and training necessary to help the learner [13]. Fourthly, the team should explain the degree to which learners with a hearing problem will not engage with their other peers in the inclusive classroom or activities within the school. Fifthly, the learner's involvement in the district and regional tests should be established.

Sixthly, the IEP team should indicate when the program will commence, how regularly it will be offered, the location of its provision, and the duration it will take. Seventhly, starting with students in their adolescence, transition strategies are crucial as a segment of the process. Therefore, the design should handle the approach in a way that will enable the student to complete the course successfully [14]. Eighthly, the plan should specify the necessary transition services to assist the learner in preparing for life and tasks after school adequately. Ninthly, the plan should include the rights that should be transferred to each student once they attain the age of adulthood. Tenthly, the IEP team should show how every learner's progress will be evaluated at each level and the way their parents/guardians will be notified of the progress.

After the planning phase, the next level entails IEP implementation. This level has numerous purposes, such as legal, educational, placement, liability, and resource provision. Once implementation commences, the IEP evaluation level begins [15]. This is carried out in three major steps, including assessment of the learner's progress, yearly review and necessary revision of IEP objectives, and an all-inclusive re-evaluation of the student. Since accountability involves checking whether the learner is making progress, the IEP team should explain all anticipations for the skills that students require to have in approaches that can be easily evaluated.

2.3. Teachers' Satisfaction with Their Involvement in Decision-Making

Teachers' contribution to decision-making is a vital recommendation for the success of IEP. Increased involvement of

educators in decision-making is a crucial factor of the decentralization approach to IEP application. In the early phases of IEP implementation, teachers' contributions should be encouraged to provide enhanced influence to learning institutions and facilitate administrative efficiency. Teachers' participation in IEP decision-making gives them motivation, thereby facilitating their contribution and application of agreed practices [16]. Teachers are the people close to students; therefore, they have adequate information on the required improvements, and above being better placed to implement obstacles. Teachers' participation builds their enthusiasm, accountability, and inventiveness, leading to dedication and job satisfaction. It encourages special education teachers to have increased responsibility for all that happens in the school [17]. Increased responsibility is facilitated by reinforcing educators' accountability for plans and changes by offering them a voice in school policymaking to apply their professionalism better.

Teachers' participation in decision-making generates cooperation, which is vital to the successful application of IEP. Additionally, it generates satisfaction, which eases the administration's challenges since many people join hands to intellectually resolve arising concerns that may have remained troublesome to just a few individuals [12]. On the contrary, where teachers are not adequately involved in decision-making, they are dissatisfied, which leads to absenteeism, unnecessary excuses, and complaints that result in overall ineffectiveness, increased inefficiencies, poor productivity, and nonattainment of IEP goals [6].

2.4. Obstacles in IEP Application

One of the challenges that teachers face in applying IEP is insufficient experience in inclusion settings. Some special education teachers do not have adequate exposure to inclusive classrooms, which can pose obstacles to successful IEP application. In addition, newly hired special education teachers might find their early years particularly difficult [18]. Therefore, there is a need for effective collaboration and coordination efforts for all teachers to effectively understand the needs of all learners and the individualization of teaching. Another obstacle in IEP application could be improper knowledge in dealing with students with severe disabilities. Learners with severe disabilities demand higher adaptation and medical care than their average counterparts.

Special education teachers should be skilled in addressing profound hearing disabilities by creating lesson plans anchored on their capabilities [19]. Teachers working collaboratively with a teaching assistant should reserve time to meet, strategize, and deliberate over lessons. Educators should consider that IEP is vital in the establishment of suitable cognitive, emotive, and social behaviors in learners with disabilities (Karaca et al., 2020). For educators who lack adequate knowledge, the students might not succeed in their academics. Additionally, learners could develop signs of the need for adverse medical attention, which an inexperienced teacher may assume and lead to negative effects on their health [20].

For students who have a severe hearing disability, there is a need for timely intervention. If the required intervention is delayed, the learners do not usually proceed past the third grade. There are numerous challenges that the students experience, and which have a tremendous impact [8]. For instance, if the educator turns their back on the learners when teaching, their voice will be channeled toward the chalkboard, thus making the students miss sections of the lesson. In addition, oral variations to assignments and classroom activities, unfamiliar pronunciation, or an educator who speaks fast may negatively influence the learning of students with hearing disabilities. Although hearing loss affects every facet of academic accomplishment, the areas that possibly experience the greatest impact are the ones concerning language concepts. For instance, vocabulary, sentence structure, idioms, and language arts are exceedingly hard for learners with hearing disabilities to grasp successfully.

Additionally, misunderstanding and frustration have a considerable role in causing poor academic attainment by students who have a hearing disability. Although such students may have normal speech, they usually have problems hearing the educator from a distance and being distracted by background noise. Apart from academic concerns in class, learners who have hearing disabilities go through social struggles while interacting with their peers. Effective communication is paramount to social interrelations and healthy peer relations. Attributable to the failure to communicate with their peers successfully, students who have hearing disabilities usually experience sentiments of unhappiness and seclusion [21]. When students who have hearing loss are isolated from social interrelations or are not willing to engage in group activities because of the fear of embarrassment, the outcome is that they may become socially reserved, which may contribute to further discontentment. Furthermore, students who have hearing disabilities are slow to develop socially, which affects peer relationships negatively.

The inability to create activities that engage all learners could hinder effective IEP application. Special education teachers should tackle the way learners interact with one another and promote every student's participation. If adaptive tools are insufficient, it becomes difficult for educators to ensure a properly inclusive classroom [12]. Another common obstacle in IEP application is addressing students' behavioral problems. Most of the learners with hearing disabilities are already frustrated with being in school. Be it attributable to the failure to suitably understand academic content or problems controlling their emotions, such students' frustrations mainly manifest as negative behavior. Creating time to understand

learners' disabilities and establishing coping techniques may enable students with hearing problems to develop proper control of their behavior [22]. Moreover, a reward-based approach for positive behavior can act as a suitable deterrent compared to punishing learners with hearing problems for negative conduct. Although negative behavior should be dealt with, supporting learners towards proper conduct with the use of incentives is beneficial to motivate excellent performance. Overcoming the arising obstacles and assisting learners with hearing problems to realize their potential makes the efforts of special education teachers meaningful.

2.5. Promoters that Teachers Face in IEP Application

Parents are essential participants in the IEP team. They understand their children excellently and can inform teachers regarding their needs, strengths, and practices that should be implemented to improve the student's education. Parents should provide knowledge of how their children learn, their interests, and other insights of students that they are the only ones who understand well [23]. They can also notify teachers how the skills that students are learning in class are being applied at home. The IEP team should also comprise additional professionals who have adequate knowledge and special expertise concerning hearing disabilities. Parents, for instance, might invite advocates who have sufficient knowledge of children's hearing disabilities or other experts who can share knowledge concerning such students' weaknesses and strengths [24]. Reliant on children's individual needs, other associated specialists who may attend IEP conferences may encompass speech and language pathologists, psychotherapists, and psychologists.

A characteristic IEP will encompass an evaluation of the student's current degree of performance, a record of quantifiable objectives for the future, and a plan of how learners will advance toward the attainment of set goals. Additionally, there is a need for considerable instruction and associated services vital to the realization of objectives [21]. Despite IDEA mandating the elements of IEP, federal laws guide different states to adopt practices, formats, and additional details for inclusion in the program. For effective implementation, IEP should concentrate on learners' special needs and essential curriculum values within each state. Making students' needs the center of focus eases the individualization plan to ensure the accomplishment of the envisioned aims.

2.6. Improving Special Education Teachers' Knowledge and Perceptions Toward Applying IEP

Educators' role in teaching students who have a disability has been highly restricted to the underlying needs and special education teachers in conveying lessons to the entire classroom. However, teachers' roles in teaching inclusive classes have continually been narrow since most educators feel that they are inadequately trained to deliver instructions to such students effectively. Moreover, many teachers feel overworked concerning their teaching responsibilities and may lack the enthusiasm to focus on students with hearing loss [2]. Particularly, educators who obtain sufficient training and support to provide necessary interventions have a positive perception and zeal in teaching inclusive classrooms. The positive attitude concerning teaching students who have special needs results in improved teachers' self-efficacy, which plays a vital role in the learners' academic performance.

Policy obstacles should engage institutions and tools that prepare educators to address hearing problems and teach learners with disabilities effectively. Previous studies affirm that teacher-initiated educational plans offer an increased influence on learners' success [25]. Special education teachers' training may be beneficial when the educators are free to review and revise practices attributable to quality responses and arising needs. Nevertheless, the quest for professional development for both students and educators should promote careful investment and develop instructional practices that make IEP applications effective. The more the teachers' knowledge, the higher the likelihood that they will properly support inclusive education [15]. This is attributable to the fact that when teachers are highly knowledgeable, they are exposed to a broad scope of approaches that improve their capacity to teach learners with special needs.

Additionally, special education teachers and the school administration with perceptions of discordance between plan intent and implementation guidelines might develop feelings of reduced effectiveness. Therefore, clear direction and maintained support for the application of policy directives and associated district programs are paramount for teachers to develop positive perceptions and meet their multifaceted duties and accountabilities [20]. Special education teachers affirm the necessity for supporting learners with hearing disabilities for a smooth transition from secondary school with substantial resources, for example, sufficient support and professionalism for the establishment and evaluation of self-determination proficiencies. Teachers articulate disappointment with the perceived restrictions in learning institutions and the available inadequate support, whereas they are responsible for successfully preparing learners with hearing disabilities for post-secondary experiences [5]. Many special education teachers express frustrations with how they even get to the point of using their finances to provide for some of the students' needs [6]. Sometimes the teachers are forced to start fundraisers to gather required resources.

For many students with hearing disabilities, most educational instruction is provided by the special education teacher. The general education teacher is not prepared with a wide-ranging set of knowledge and skills regarding hearing disability to address such students' varying needs in inclusive classrooms effectively. Teaching learners with hearing problems may

be complex and necessitate additional effort and time [25]. Therefore, there is a need for the Ministry of Education to assess each educator's preparedness for and perception regarding teaching students with hearing loss in an inclusive setting. General education teachers have numerous responsibilities that could hinder their successful teaching of students with hearing disabilities. Apart from teaching well-hearing learners, educators have to accommodate the different needs of diverse students, apply an alternative plan of instruction, ensure proper involvement of interpreters where necessary, and evaluate academic improvement.

In the study by Mngo and Mngo [2] that sought to underline hindrances and enablers to the inclusion of students with hearing problems, the findings were that learners at times do not obtain cooperation from educators in the provision of needed accommodations. The law directs special education teachers to create vital adjustments for students with hearing disabilities even when it could appear problematic. Nonetheless, sometimes educators feel that the recommended adaptations are impractical, unnecessary, or contrary to their practices and interests. For proper teaching in inclusive classrooms, teachers should prepare instructions anchored in diverse interests, needs, and learning approaches. Therefore, the teacher needs to use numerous teaching styles to suit the individual requirements and abilities of the learners. Implementation of all the recommended strategies by general teachers is paramount for the successful inclusion of learners who have hearing disabilities.

2.7. Previous Studies

Hamadneh and Aati [26] examined the implementation of individualized educational plans (IEPs) from the perspective of teachers specializing in learning impairments. It explores potential variations in the application of IEPs based on gender, academic qualifications, and years of professional experience. The study sample comprised 103 teachers, specifically female instructors specializing in learning disabilities. The participants were selected using a simple random sampling method from the Asir and Jazan provinces in the Kingdom of Saudi Arabia. The present study utilized a survey descriptive method, employing a questionnaire as the primary data collection tool. The questionnaire consisted of a total of 66 items, which were categorized into four distinct areas: preparation, implementation, evaluation, and follow-up of the individualized educational plan. Before data collection, the validity and reliability of the questionnaire were confirmed. The results indicated that the implementation of the personalized educational plan, as perceived by teachers specializing in learning difficulties, demonstrated a significant level of practical applicability across all aspects of the instrument. The results indicate that there were statistically significant variations in the responses of the participants based on their years of experience, namely for those with fewer than five years of experience. However, no significant differences were seen based on gender or academic degree.

Al-Zahrani and Al-Zahrani [27] identified the obstacles that hinder the implementation of individual educational plans for individuals with learning difficulties at the primary stage, as perceived by teachers in the Jeddah Governorate. Additionally, it seeks to determine the impact of gender, academic qualification, and years of teaching experience on teachers' assessments of these obstacles. In order to accomplish this objective, the researcher employed a descriptive methodology and developed a questionnaire encompassing four distinct dimensions of obstacles. These dimensions include obstacles faced by teachers, obstacles particular to the school environment, challenges related to families, and hurdles specific to students. The study population comprised both male and female educators who experience learning challenges within the Jeddah Governorate. The individuals were identified and subsequently administered a questionnaire. The total count of teachers, both male and female, was 220, with 160 of them being male teachers. There are a total of 60 female teachers. The findings of the study revealed that obstacles were prevalent across all dimensions, with family-related hurdles being the most prominent, followed by problems within the school environment, obstacles attributed to teachers, and finally, obstacles experienced by students themselves. The findings also demonstrated the presence of statistically significant disparities. The statistical analysis revealed that there were variations among the participants in their perceptions of the barriers to implementing individual educational plans for individuals with learning difficulties. These variations were found to be associated with the gender variable, with teachers being more inclined to perceive fewer obstacles. However, no statistically significant differences were observed among the participants in their perceptions of the barriers based on their academic qualifications or years of experience.

Ibeanusi [28] examined the perspectives of Hispanic parents of English language learners (ELLs) with disabilities and special educators regarding parent involvement in Individualized Education Program (IEP) meetings. A total of 12 Hispanic parents of English Language Learner (ELL) students with disabilities, together with 6 special education teachers, were chosen for participation in open-ended interviews. These individuals were picked from a suburban public school district, encompassing elementary, middle, and high schools. The results of the study revealed that the cultural background of Hispanic parents, their inadequate understanding of the special education system, and the absence of invitations from schools were factors that restricted their participation in Individualized Education Program (IEP) meetings. Other notable issues encompassed in the study were the challenges posed by language limitations in English, the rigidity of work schedules, instances of disrespect, the presence of stigma associated with disabilities, and the impact of immigration status. This study makes a valuable contribution to fostering positive social change by providing insights that might assist

educational practitioners in developing and executing strategies aimed at promoting the active involvement of Hispanic parents in Individualized Education Program (IEP) meetings. Such efforts have the potential to provide enhanced academic outcomes for Hispanic students.

Nellah et al. [29] identified the obstacles encountered during the implementation of individualized educational plans for students with hearing impairment at Ngala Secondary School for the Deaf in Nakuru County, Kenya. The study population consisted of 24 students, 13 teachers, and 1 administrator, resulting in a total of 38 participants. The research methodology employed several data collection tools, such as questionnaires, interview schedules, and document analysis. The results of the study indicated that a significant obstacle to the successful execution of Individualized Education Programs (IEPs) was the insufficient availability of teaching and learning materials. The study's findings indicate that addressing the obstacles encountered by teachers in the development and implementation of Individualized Education Programs (IEP) can be achieved by the allocation of sufficient resources. It is expected that this availability of resources will contribute to the improvement of academic outcomes for children with hearing impairment.

2.8. Research Gap

There have been no previous studies in the field of hearing impairment and teachers' application of IEP in Saudi Arabia. Of major concern to the study was the lack of studies concerning special education teachers' perception, and understanding of IEP application, and educators' perceived accomplishments in developing and implementing individual educational programs in Saudi Arabia. The lack of studies on the importance of the IEP in providing educational services necessitates research on enabling students with hearing loss and other disabilities to benefit from education just like their peers [30]. Regardless of some of the special education teachers in Saudi Arabia teaching and interacting with learners with disabilities, there is minimal information on what educators know concerning individualized education for such students. Particularly, there is no research on the perception of special education teachers concerning adequate knowledge of IEP application or vital skills required to develop and implement effective programs. Successful IEP application necessitates an understanding that individualized education is crucial to students with hearing loss and that educators require crucial skills to guarantee accomplishment.

3. Methodology

This study attempted to examine special education teachers' perceptions toward applying IEP. Such an examination can assist in the establishment of strategies that satisfy the needs of learners with disabilities in regular and inclusive settings. This study employed a qualitative approach in which data was collected by interviewing eight teachers. Moreover, the research questions that guided the investigation require a broad explanation of how IEP practices work. An effective procedure is valuable in carrying out data analysis, and interpretation since a better resolution of the underlying issue is realized [31]. The effective undertaking of the set methodology phases necessitates the research to have appropriate planning concerning how the research questions will be answered. The methodology part of this research offers a comprehensive plan that underscores the different procedures and processes that are essential in the realization of the goals of the study.

3.1. Research Design: Interviews

The researcher used a qualitative descriptive research design through the help of interviews. Interviewing participants was desirable for this study since it offered a holistic comprehension of the research as it involved varied, thorough, and diverse data [32]. Furthermore, since a qualitative descriptive research design allows the research to be completed in the respondent's natural setting, it guaranteed the collection of valuable and honest data in the form of interviews.

3.2. Data Collection Methods

The target population signifies all the people or units that suit a given condition under study. Additionally, it could represent all the members of a given well-distinct class of persons, subjects, or cases that may comprise living or non-living beings. For example, the population for this study comprises teachers who teach students with hearing loss in Saudi Arabia. To obtain the participants for the research, the researcher employed a convenience sample to recruit respondents for the qualitative study, 8 teachers, from a learning institution in Saudi Arabia. Consistent with Etikan et al. [33], the convenience sampling may be described as follows:

A type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate, are included for the study (p. 2).

Permission was obtained from the participants before the interviews commenced. After signing the informed consent document to show their agreement to participate, the researcher recorded the respondents' contact details. Despite being encouraged to complete the interview, all participants were assured that their contribution to the study was of their free

will and were notified that they had the freedom to withdraw from the study at any point, devoid of repercussions. The information obtained from the respondents was kept private, with their personal data safeguarded and not revealed to anyone. In addition, fictitious names were allocated to each respondent to protect their confidentiality further.

3.3. Research Instrument

The interview protocol was developed after reviewing the literature and reflecting upon current practices described in the studies. The length of the interviews ranged from 30 to 45 minutes. The method employed for this study was based on a semi-structured interview to allow the researcher to talk with the subjects and diverge from a particular question based on the flow of the conversation. This design is very commonly used in social sciences fields.

3.4. Procedure

Qualitative information was collected in the research using interviews as the data collection technique. These interviews aimed to investigate in-depth teachers' experience about IEPs practices. The interviews were conducted in person and over the phone (the time limit for the interviews was approximately 30-45 minutes). The qualitative method for this data collection phase was a semi-structured interview that allowed the researcher to interview subjects and smoothly deviate from each question based on the flow of the interchange. This interview technique was selected for the current study because it allows the researcher to gather more in-depth information than quantitative data collection techniques (Saldaña & Omasta, 2018). It also helps the researcher understand major themes.

3.5. Data Analysis Method

Data obtained during this stage of the research was analyzed using the thematic analysis method after answering the interview questions (see Appendix A). The researcher used phone calls and Facetime to collect the qualitative data. These findings were then organized as themes and analyzed through the thematic content analysis method, which Creswell [34] defined as a technique for analyzing thematic patterns that emerge in research investigations. The theme is a generalized and summarized description of a set of interrelated issues regarding the phenomena. According to Saldaña (2013), "a theme is an outcome of coding [and] categorization" (p. 14). The technique involves six key steps: (a) familiarization with the data; (b) ciphering (labeling the text); (c) probing for themes in wider patterns of connotation; (d) theme appraisals; (e) identifying themes; and (f) a brief account [35]. The benefits of a thematic method of data analysis were apparent in its provision of profundity and detail, which allowed a practical understanding of the underlying attitudes, behaviour, perceptions, and impact. This played a significant role in creating suitable solutions to alleviate the problems facing special education teachers while teaching students with hearing disabilities.

3.6. Trustworthiness Issues

Validity

Ensuring the accuracy of reported findings is a crucial aspect of qualitative research. Creswell (2015) identifies triangulation, member verification, and auditing as three commonly employed ways to accomplish this goal. To ascertain the credibility and reliability of the findings, a triangulation approach was employed to incorporate many data sources. The method of triangulation described in this work entails the utilization of different sources of data to validate findings. Consequently, a triangulation and corroboration approach were employed by utilizing data gathered from multiple sources, namely parents and teachers, to enhance the validity and reliability of the findings. The utilization of triangulation techniques contributed to the enhancement of data credibility and the establishment of trustworthiness in the analysis of the data. In addition, respondent validation was employed in the study. The practice of member checking is soliciting research participants to examine either an interview transcript or a preliminary version of a final report in order to verify its accuracy. During the process of member verification, the interview transcripts were returned to the interviewers for their assessment of the accuracy of the findings and their alignment with their own impressions of the phenomenon. It is noteworthy that all interviewees concurred with the findings. The participants who needed translation services had their recorded comments translated into the Arabic language.

Reliability

The congruence between conclusions and gathered data is a crucial element in assessing dependability (Mertens, 2015). In order to enhance the reliability of qualitative research, scholars should employ the methodologies of triangulation, an audit trail, and peer review. As previously mentioned, a triangulation approach was employed to augment the credibility of the data through the inclusion of individuals with diverse educational backgrounds, so ensuring a more comprehensive and robust analysis. For instance, a series of interviews were conducted with special education teachers who work with students in grades K-12, each possessing diverse levels of teaching experience. Furthermore, the peer-review methodology was employed in this study, wherein two faculty members from the College of Education at Saudi institutions were approached to critically evaluate the research findings. This approach aimed to ensure that the researcher remained receptive to emergent themes identified in the collected data. Additionally, I maintained an audit trail by

maintaining a reflective research diary in which I recorded crucial aspects of data collecting, data analysis procedures, met challenges, and study-related obstacles.

Transferability

In the context of qualitative research, transferability is conceptualized as the extent to which the findings of a study may be applied to other comparable contexts or settings. To enhance the transferability of a qualitative study, researchers should employ strategies such as the utilization of comprehensive and detailed descriptions, as well as the inclusion of corroborating evidence derived from diverse sources. In this particular case study, the approach of rich, thick descriptions was employed, wherein comprehensive and precise portrayals of the individuals, the environment, the interactions, and the outcomes were provided. Furthermore, I took into consideration the sample size and deliberately chose a sample that was representative of other educators who instruct pupils with hearing impairments. In addition, I gathered data from other perspectives through conducting interviews with individuals who espoused varying viewpoints.

Confirmability

Confirmability refers to the extent to which research findings exhibit consistency and can be replicated. Reflexivity entails the deliberate engagement in introspection and self-reflection by the researcher, to critically examine their own role and biases within the research process. I implemented this particular approach by maintaining a research journal in which I engaged in introspection regarding my perspectives on the utilization of Individualized Education Programs (IEPs) by educators. I contend that certain educators frequently fail to see the importance of implementing Individualized Education Programs (IEPs). Moreover, some empirical scholarly studies that were examined for this research project have demonstrated that certain cultures endorse a non-application of Individualized Education Programs (IEP) within educational institutions. Therefore, reflexivity was employed as a method to critically examine the necessity of reducing personal biases and emotions about teachers' implementation of Individualized Education Programs (IEP) throughout the engagement with participants in the data collection phase.

4. Findings and Discussion

4.1. Bio-Data of the Respondents

The next section provides an overview of the key characteristics of the participants involved in the study.

Table 1: Presents an overview of the key characteristics of the participants

Characteristic	Details	Frequencies	%
Age	25-30	2	25.0
	31-35	3	37.5
	More than 35	3	37.5
Gender	Male	6	75.0
	Female	2	25.0
Experience	Less than 1 year	1	12.5
	1-5 years	3	37.5
	More than 5 years	4	50.0

According to the data presented in Table 1, a majority of the teachers employed at Al Amal Institute for the Deaf were above the age of 30. Furthermore, a majority of the participants were of the male gender. The findings also indicated that the level of teacher experience differed based on the duration of their professional tenure. Consequently, a substantial proportion of educators possess the capacity to comprehend the requirements of children with diverse auditory impairments, thereby enabling them to proficiently execute individualized education programs (IEPs) inside the school setting, utilizing appropriate support and instructional materials.

4.2. Results of the first question: Levels of applying IEP at schools for students with hearing loss in Saudi Arabia

Teachers were requested to indicate the extent to which Individualized Education Programs (IEPs) are applied within educational institutions catering to students with hearing impairments in Saudi Arabia. Table 2 provides a concise overview of the results pertaining to this specific characteristic.

Table 2: The reality of implementing the individual educational plan

Statement	Frequencies	%
Preparing individual educational	5	62.5
Implementation of individual educational	7	87.5
Evaluation of the individual educational	5	62.5
Follow up on the individual educational	6	75.0

The findings indicate that teachers play a pivotal role in individual educational practices, which can be categorized into four fundamental dimensions: preparation, implementation, evaluation, and follow-up. The findings also indicated that the application of individualized educational practices in schools within the Kingdom of Saudi Arabia was very prominent. While 5 respondents (62.5%) reported being engaged in the preparation of individual educational plans, and 7 respondents (87.5%) indicated involvement in the implementation of such plans, 5 respondents (62.5) reported evaluating individual educational plans. Lastly, 6 respondents (75.0%) stated that they are involved in following up on the progress of individual educational plans.

The aforementioned outcome can be attributed to the diligent endeavors of the Ministry of Education in the Kingdom of Saudi Arabia, which has demonstrated a strong commitment to enhancing the educational process, particularly in the realm of special education. From 2002 onwards, the Ministry has made efforts to enhance the domain of special education through the provision of a comprehensive special education teacher's handbook and a corresponding guide on special education. This inquiry pertains to the process of developing individualized educational programs for several academic topics, namely reading, writing, and mathematics. In recent times, the Ministry has offered computerized plans that have facilitated the implementation of customized educational plans for both male and female teachers.

One possible explanation for this outcome could be attributed to the Ministry of Education's inclination towards providing training courses for both male and female teachers in the domain of special education while they are actively employed. The Ministry of Education has implemented and continues to implement a distinct strategy in providing training courses, lectures, seminars, practical workshops, meetings, and reciprocal visits for both male and female teachers. This approach is accompanied by continual supervision and guidance. By competent and professionally trained personnel at the grassroots level. Consequently, there was a transfer of knowledge and an enhancement of the skills possessed by both male and female educators, resulting in an improvement of their practical proficiencies in the domain of executing the individual educational plan.

4.3. Results of the second question: Teachers' satisfaction with their involvement in decision-making.

Teachers were requested to identify the degree to which they are content with their level of participation in decision-making processes. Table 3 presents a succinct summary of the findings related to this particular attribute.

Table 3: level of participation in decision-making processes

Statement	Frequencies	%
Obstacles related to students	7	87.5
Obstacles related to teachers	6	75.0
Obstacles related to the curriculum	6	75.0

The findings indicate that teachers are satisfied with their involvement in decision-making, which can be categorized into four fundamental dimensions: obstacles related to students, obstacles related to teachers, and obstacles related to the curriculum. While 7 respondents (87.5%) reported being engaged in the obstacles related to students, 6 respondents (75.0%) indicated involvement in the obstacles related to teachers. Lastly, 6 respondents (75.0%) stated that they are involved in obstacles related to the curriculum.

The observed outcome can be attributed to the active involvement of teachers, who contribute by arranging meetings, incorporating certain themes into the agenda, and participating in the organization of quarterly tests and the preparation of observation schedules. In addition to their involvement in student committees and the establishment of the school's control committee, principals also provide opportunities for teachers to participate in the planning process. This aims to enhance students' motivation towards education, improve academic performance, and engage them in the approval of the program for scientific and recreational trips. This outcome is also ascribed to the involvement of teachers in the temporary assessment of students' performance and, ultimately, engaging them in the selection and implementation of appropriate teaching methods for various subjects, as well as identifying the necessary educational tools and resources to fulfill the curriculum objectives. The researcher elucidates the observed rise in certain aspects pertaining to the curriculum within the region by attributing it to the collective desire of teachers and administrative personnel to ensure elevated academic outcomes for students. This objective is deemed crucial by the school, as it aligns with the prevailing governmental and local scrutiny within the broader societal context.

4.4. Results of the third question: Obstacles that teachers face when applying IEP

Teachers were requested to identify the obstacles that face when applying for IEP. Table 4 presents a succinct summary of the findings related to these obstacles.

Table 4: Obstacles that teachers face when applying IEP

Statement	Frequencies	%
Obstacles related to teacher	6	75.0

Obstacles related to school	7	87.5
Obstacles related to the student's family	5	62.5

The results indicate that there are obstacles facing teachers in applying individual educational practices, which can be classified into three basic dimensions: obstacles related to the teacher, obstacles related to the school, and obstacles related to the student's family. While 7 individuals (87.5%) reported that they face school-related obstacles, 6 individuals (75.0%) indicated that they face teacher-related obstacles. Finally, 5 of the participants (62.5%) mentioned that they face obstacles related to the student's family.

The observed outcome can be ascribed to the absence of a teaching assistant in the classroom, who plays a role in ensuring that all students possess a satisfactory level of comprehension of the prescribed material, organizing meetings, a deficiency in the competencies required to participate in the individualized educational program, and variations in the preparation of individualized educational plans across different students. Furthermore, the absence of a well-defined protocol for convening meetings of the working group responsible for formulating the individual educational program, along with divergent perspectives among instructors and educational supervisors regarding said program in educational institutions. The teacher's limited knowledge of the regulatory guidelines pertaining to special education, namely those concerning individualized educational programs, has resulted in a decrease in the level of oversight during their implementation.

This outcome can also be attributed to the teachers' lack of collaboration and their unwillingness to acknowledge the perspectives of the participants during the development of the individualized educational program. The researcher elucidates the discernible escalation in the extensive array of tasks assigned to teachers, so impeding their ability to adequately allocate time for the implementation of individualized educational programs.

The aforementioned results indicate that a significant obstacle faced by families of students in implementing individual educational programs is their limited understanding of the roles assigned to them in the regulatory guidelines for special education about such programs.

The aforementioned outcome can be attributed to the family's limited understanding of their designated responsibilities outlined in the regulatory guide for special education about individualized educational plans. This lack of awareness and cooperation on their part impedes the effective execution of said individualized educational plans.

4.5. Results of the third question: Promoters that teachers face when applying IEP

Teachers were requested to identify the promoters that face when applying for IEP. Table 5 presents a succinct summary of the findings related to these promoters.

Table 5: Promoters that teachers face when applying IEP

Statement	Frequencies	%
Supportive guidance services	7	87.5
Administrative and organizational aspects of the work of plan members	6	75.0

The results indicate that there are promoters facing teachers in applying individual educational practices, which can be classified into two basic dimensions: supportive guidance services and administrative and organizational aspects of the work of plan members. While 7 individuals (87.5%) reported supportive guidance services, 6 individuals (75.0%) indicated that administrative and organizational aspects of the work of plan members.

This outcome could be attributed to the respondent's recognition of the counseling function in constructing the individualized plan, as well as its comprehensive nature in tackling the adverse consequences that stem from psychological, social, and educational factors. Consequently, it becomes imperative to offer counseling services that provide support to both male and female students facing learning difficulties, encompassing various aspects such as social, psychological, emotional, and mental well-being. This support is typically facilitated through the collaborative efforts of the school counselor and teacher, as they engage in their respective roles. The role of school education is widely acknowledged as fundamental in addressing the psychological and social challenges that arise from difficulties in learning.

The observed outcome can be attributed to the participant's familiarity with the administrative and organizational domain. This domain encompasses various administrative tasks such as planning, organizing, monitoring, evaluating, and providing guidance to team members in the context of individual educational plans. Additionally, participants are responsible for overseeing and guiding the implementation of the plan, as well as providing supervision.

4.6. Results of the fourth question: Improving special education teachers' Knowledge and perceptions toward applying IEP successfully

Teachers were requested to identify the factors that Improve special education teachers' knowledge and perceptions toward applying IEP successfully. Table 6 presents a succinct summary of the findings related to these factors.

Table 6: Factors that improve Special education teachers' knowledge and Perceptions Toward Applying IEP successfully

Statement	Frequencies	%
Communication between IEP team members	6	75.0
Support from administration	8	100.0
Training and readiness for developing IEPs	7	87.5

The results indicate that there are factors that improve special education teachers' knowledge and perceptions toward applying IEP successfully, which can be classified into three basic dimensions: communication between IEP team members, support from administration, and training and readiness for developing IEPs. While 6 individuals (75.0%) reported that factor communication between IEP team members, 8 individuals (100.0%) indicated factor support from the administration improves special education teachers' perceptions toward applying IEP successfully. Finally, 7 of the participants (87.5%) mentioned training and readiness for developing IEP improves special education teachers' knowledge toward applying IEP successfully.

According to the researcher's perspective, it can be inferred that the participants in the study sample hold the belief that communication among members of the individual education team does not play a significant role, since the majority of this responsibility lies with principals. The school principal plays a crucial role in facilitating communication with parents, as well as engaging with specialized educational institutions to enhance the current state of affairs inside the school. This phenomenon could potentially be attributed to the principal's favorable attitudes towards students with special needs and their understanding of their unique requirements. Additionally, the lack of specific budgetary allocations for workshops aimed at educating teachers on individualized educational practices may be a contributing factor. Such workshops may be either not provided by the school administration or organized centrally by the Ministry of Education's directorates. Consequently, this situation may result in a lack of awareness and implementation of appropriate strategies for supporting students with special needs. The insufficient attention and discourse surrounding the particularities of situations observed inside educational institutions, coupled with an emphasis on generalizations, diminishes the efficacy of individualized educational approaches and the ability to address these circumstances appropriately, hence hindering the promotion of a good educational trajectory.

5. Conclusion

The objective of this study was to investigate the reality of the practices of applying the IEPs and Its obstacles for students with hearing disabilities from teachers' perceptions of special education. The findings of the study revealed that individualized educational practices in schools within the Kingdom of Saudi Arabia were high. Also, the findings showed that there are obstacles facing teachers in applying individual educational practices, which can be classified into three basic dimensions: obstacles related to the teacher, obstacles related to the school, and obstacles related to the student's family. According to the findings, the Ministry of Education in the Kingdom of Saudi Arabia has exhibited a steadfast dedication to improving the educational process, with a specific focus on special education. Since 2002, the Ministry has undertaken initiatives to expand the scope of special education by developing a complete handbook for special education teachers and a corresponding guide on special education. Additionally, the lack of a clearly established methodology for organizing meetings of the working group tasked with developing the individual educational program, along with differing viewpoints among instructors and educational supervisors over the program in educational institutions. The teacher's insufficient familiarity with the regulatory rules dealing with special education, particularly those related to individualized educational programs, has led to a reduction in the degree of supervision during their execution.

6. Recommendations

Based on the findings reported above, the study proposes the following recommendations:

1. Educational authorities implement a structured strategy to underscore the significance of multidisciplinary team members in collaborating with the individualized educational plan through the organization of meetings, seminars, and training workshops.
2. Activating the communication process with parents of students experiencing learning difficulties is vital, as it underscores the significance of their engagement in the development and implementation of the individualized educational plan. This involvement serves as a fundamental component contributing to the overall success of such plan.

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

Acknowledgments

This work was funded by the University of Jeddah, Jeddah, Saudi Arabia, under grant No. (UJ-23-SHR-3). Therefore, the author thanks the University of Jeddah for its technical and financial support

References

- [1] Battal, Z. M. B. (2016). Special education in Saudi Arabia. *International Journal of Technology and Inclusive Education*, 5(2), 880-886.
- [2] Mngo, Z. Y., & Mngo, A. Y. (2018). Teachers' perceptions of inclusion in a pilot inclusive education program: Implications for instructional leadership. *Education Research International*, 2018. <https://doi.org/10.1155/2018/3524879>
- [3] Fish, W. W. (2008). The IEP meeting: Perceptions of parents of students who receive special education services. *Preventing School Failure: Alternative Education for Children and Youth*, 53(1), 8-14. <https://doi.org/10.3200/PSFL.53.1.8-14>
- [4] Goldstein, S., & Turnbull, A. P. (1982). Strategies to increase parent participation in IEP conferences. *Exceptional Children*, 48(1), 360-361. <https://doi.org/10.1177/001440298204800412>
- [5] Smith, D. D. (2006). *Introduction to special education: Making a difference* (6th ed.). Pearson/Allen and Bacon.
- [6] Cavendish, W., Morris, C. T., Chapman, L. A., Ocasio-Stoutenburg, L., & Kibler, K. (2020). Teacher perceptions of implementation practices to support secondary students in special education. *Preventing School Failure: Alternative Education for Children and Youth*, 64(1), 19-27. <https://doi.org/10.1080/1045988X.2019.1628000>
- [7] Alsraisry, N., Albakheet, H., Alsajjan, N., & Aldaajani, N. (2020). Blended learning approach for deaf or hard of hearing students: Investigating university teachers' views. *Amazonia Investiga*, 9(32), 36-44. <https://doi.org/10.34069/AI/2020.32.08.4>
- [8] Alkahtani, M. (2011). The reality of the individual educational plan and its most important obstacles from the point of view of parents with special needs. *Educational and Psychological Studies*, 71(1), 309-361. Retrieved July 26, 2021, from <http://search.mandumah.com.sdl.idm.oclc.org/Record/111435>
- [9] Alshehri, Y. D. (2021). Comparison of special education services in Saudi Arabia and Thailand. *Journal of Research in Curriculum Instruction and Educational Technology*, 7(1), 95-114. <https://doi.org/10.21608/jrciet.2021.134635>
- [10] ALMedlij, M. A., & Rubinstein-Ávila, E. B. (2018). The development of LD education in Saudi Arabia: Services and implications for the future. *International Journal of Modern Education Studies*, 2(2), 83-96. <https://doi.org/10.51383/ijonmes.2018.29>
- [11] El Desoki, D. R. (2021). The attitude of the persons who are dealing with disabled people with different disabilities towards integrating the disabled with ordinary people. *Journal of Research in Curriculum Instruction and Educational Technology*, 7(2), 55-82. <https://doi.org/10.21608/jrciet.2021.163341>
- [12] Alzahrani, M. A. (2018). The importance of teachers' universal design for transition principles knowledge in preparing students who are deaf and hard of hearing for the life after school in Saudi Arabia. *Creative Education*, 9(03), 513-520. <https://doi.org/10.4236/ce.2018.93036>
- [13] Dimitrov, D. M., & Alsadaawi, A. (2018). Latent profiles of performance on certification testing: The case of special education teachers in Saudi Arabia. *Universal Journal of Educational Research*, 6(9), 2029-2035. <https://doi.org/10.13189/ujer.2018.060922>
- [14] Abed, M. G. (2020). Stakeholders' views of children with special needs in Saudi Arabia. *International Journal of Knowledge and Learning*, 13(4), 273-286. <https://doi.org/10.1504/IJKL.2020.111130>
- [15] Al-Shammari, Z., & Hornby, G. (2020). Special education teachers' knowledge and experience of IEPs in the education of students with special educational needs. *International Journal of Disability, Development and*

- [16] Alanazy, M. M., & Alrusaiyes, R. F. (2021). Saudi pre-service special education teachers' knowledge and perceptions toward using computer technology. *International Education Studies*, 14(3), 125-137. <https://doi.org/10.5539/ies.v14n3p125>
- [17] Alquraini, T. A., & Rao, S. M. (2020). Assessing teachers' knowledge, readiness, and needs to implement Universal Design for Learning in classrooms in Saudi Arabia. *International Journal of Inclusive Education*, 24(1), 103-114. <https://doi.org/10.1080/13603116.2018.1452298>
- [18] Almalki, S., Alqabbani, A., & Alnahdi, G. (2021). Challenges to parental involvement in transition planning for children with intellectual disabilities: The perspective of special education teachers in Saudi Arabia. *Research in Developmental Disabilities*, 111, 1-10. <https://doi.org/10.1016/j.ridd.2021.103872>
- [19] Alshamri, K. H. (2019). Evaluation of education students with intellectual disability in Saudi Arabia. *Journal of Education and Learning*, 8(1), 131-137. <https://doi.org/10.5539/jel.v8n1p131>
- [20] Rakap, S., Yucesoy-Ozkan, S., & Kalkan, S. (2019). How complete are individualized education programmes developed for students with disabilities served in inclusive classroom settings? *European Journal of Special Needs Education*, 34(5), 663-677. <https://doi.org/10.1080/08856257.2019.1580840>
- [21] Karaca, M. A., Toprak, H. H., & Çikili, Y. (2020). An investigation of the Turkish preservice teachers' attitudes towards individualized education program development process. *Online Submission*, 11(16), 88-98. <https://doi.org/10.7176/JEP/11-16-11>
- [22] Hamidi, M. (2013). The degree of application of the individual educational plan in autism programs from the point of view of autism teachers in the city of Jeddah. *International Interdisciplinary Journal of Education*, 12(1117), 1-10. <https://doi.org.sdl.idm.oclc.org/10.12816/0002972>
- [23] Wagner, M., Newman, L., Cameto, R., Javitz, H., & Valdes, K. (2012). A national picture of parent and youth participation in IEP and transition planning meetings. *Journal of Disability Policy Studies*, 23(3), 140-155. <https://doi.org/10.1177/1044207311425384>
- [24] Musyoka, M. M., & Clark, M. D. (2017). Teachers' perceptions of individualized education program (IEP) goals and related services. *Journal of Developmental and Physical Disabilities*, 29(1), 5-23. <https://doi.org/10.1007/s10882-015-9462-0>
- [25] Mueller, T. G., & Vick, A. M. (2019). Rebuilding the family-professional partnership through facilitated Individualized Education Program meetings: A conflict prevention and resolution practice. *Journal of Educational and Psychological Consultation*, 29(2), 99-127. <https://doi.org/10.1080/10474412.2018.1470934>
- [26] Hamadna, B., & Ati, I. (2018). The reality of applying the individual educational plan from the point of view of teachers of learning disabilities. *Journal of Special Education and Rehabilitation*, 6(25 Part One), 295-336.
- [27] Al-Zahrani, A., & Al-Zahrani, S. (2020). Obstacles to implementing the individual educational plan for people with learning difficulties from the point of view of their teachers in Jeddah Governorate. *Arab Journal of Disability and Giftedness Sciences*, 4(10), 35-70
- [28] Ibeanusi, P. (2020). Perceptions of Individualized Education Plan Involvement from Hispanic Parents and Special Education Teachers.
- [29] Nellah, K. J., Awori, B. B., & Wamocho, F. I. (2022). IMPLEMENTATION OF INDIVIDUALIZED EDUCATIONAL PLAN AND ITS CHALLENGES IN NGALA SECONDARY SCHOOL FOR THE DEAF, NAKURU COUNTY, KENYA. *European Journal of Special Education Research*, 8(4).
- [30] Alshamri, K. H. (2021). The challenges of online learning for teachers of children with intellectual disability in the COVID19 pandemic: Qualitative method. *Journal of Education-Sohag University*, 1(1), 77-94.
- [31] Patricia, L. (2017). *Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches* (1st ed.). The Guilford Press.
- [32] Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life* (1st ed.). Sage Publications.
- [33] Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- [34] Creswell J. (2012). *Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

Appendix A:

Guiding Interview Questions

Questions

Participant Background Information Session

1. Tell me about yourself (age, gender, experience).
2. What type of educational services do you provide? Please indicate the frequency and duration of services.
3. How do you feel about the services at your school in general?

IEP Session

1. Describe your role as part of the IEP team.
2. How do you see the teammates regarding their obligation toward reaching the annual IEP goal?
3. What are the levels of applying IEP at Al Amal schools in Jeddah, Saudi Arabia?
4. Describe your satisfaction in the involvement with teammates in decision-making?
5. What are the main promoters to achieve IEP annual goal?
6. What are the obstacles that teachers face when applying IEP?