

Chapter 35: Innovative Individual Education Plans for Students with Mental Delay

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Abstract: The education of students with mental delay and mental retardation is part of the basis of education because they are part of society and they have a right and a share of this education. In this research, the focus and highlight was on pupils' education through new methods as well as using technology and technology to support and enhance the quality of their education in the Kingdom of Saudi Arabia. Through this research with the OCPS partner, I learned that the special education program uses various technology, technology and programs through which to support the educational process for students. Study and research demonstrate that students' use of technology programs in the classroom has a beneficial and good impact on the educational process.

1 Introduction

There is an imperative need to evaluate and renovate current Individual Education Plans of students with special needs, specifically, with mental delay. Students with mental delays deserve to receive comprehensive education and experiences, yet Special Education programs fall short in providing innovative individual educational plans that include technology for student with mental delays. Major concerns include the needs of students receiving better education that incorporates technology; exposure to programs and activities that facilitate social interaction, training that instills social-emotional development, communication skills, and independence. Foremost, students with mental delay must be given the opportunity to show knowledge, academic growth, and participate in activities, instead of being pushed aside, isolated, and discriminated. With cement advances in technology, developing Innovative Individual Education plans for students with mental delay can elicit learning gains and academic growth. Although, the progression and effectiveness of an Innovative Individual Education plan is contingent upon the collaboration and support of a community, which includes school support, family support, and society support. Without a comparative support, the innovative integration of technology in special education program would be impossible. Technology would be an innovative source, which is not used in Saudi Arabia, to improve the lives of students with mental delays. Therefore, establishing an innovative individual educational plan that integrates the use of modern and content technology in conjunction with societal support is critical for the advancement of students with mental delays.

2 Methodologies

I have conducted this study and research in order to monitor the best ways to teach students, the distinct, stimulating, and attractive methods of communicating information in a simple, smooth, and uncomplicated manner and proportion to its veracity through the use of smart boards alongside tablet computers and also educational methods, whether concrete or sensory or through smart devices. ^[1]_{SEP} The observation methods was relied on for this category, whether their male or female, of Arab origins whether Arabic, Latino, or 389aucasian citizens. The nature of the study is Phenomenological, given the environmental factors in a school campus, and given the availability of the samples. The sample size consists of aproximares one hundred students supervised by two teachers per twenty-three size classroom students. The level of the sample range among middle school level students. Questionnaires were administered to five classroom teachers; yet, two teachers responded. Observations constitute the main method of this phenomenological study.

In my view, the phenomenological methods such as, questionnaires and observation are an ideal methodology to learn about and know the successful methods of communicating and eliciting information from the students. ^[1]_[SEP]

3 Capstone Research Results

A sample of approximately twenty elementary level school students were observed during eight weeks within their classrooms. Samples' age ranged from four to fifteen years old. As a researcher, the questionnaire consisted of seven open-ended questions and were used for teachers to respond based on their educational experiences with their students in the classroom.

A total of two teachers responded the questionnaire. Time limitation was a factor that impeded teachers to respond in a timely manner prior to the interruption of the research field observations due to the external environmental factors. The questions were about the educational strategies implemented in the classrooms. Questions such as, "what does the special education program use with students with mental retardation", "how is technology applied in the curriculum geared for students with mental retardation", "what type of technology is implemented and incorporated in the classroom", "are the students allowed to use technology, any learning device's and how, how do students with mental retardation respond to learning via the use of technology, is there a difference in the students motivation and learning gains when using technology in the classroom", and "what is the difference in percents"?

According to my observation, it was evident that the use of technology in its forms and types is very useful in the educational and achievement process so that it gives the student a clear picture of the lesson or the targeted topic where education is consistent with the entertainment aspect and play. In some lessons, the element of suspense and fun enters the intended topic. As well as the intended skills, in showing them to the student through technical means. Their response is better and may remain in their memory for a longer period. Based on my observations and hypothetical results, it is clear that we find that the visual aspects educational processes and activities play a big role in the student's achievement.

4 Conclusions

Environmental and educational demands for students with mental delays continue to increase. Thus, it seems imperative that students with mental delays receive comprehensive education and experiences via Specialized Educational Programs that include Technology. Although, in certain countries, Special Education programs fall short in providing innovative individual educational plans that include technology for student with mental delays, as observed in the American School System, the American school system indeed includes the necessary strategies and interventions that implement the use of technology for students with mental delay's Individualized Educational Plans.

Considering the major concerns that include the needs of students receiving better education that incorporates technology, exposure to programs and activities that facilitate social interaction, training that instills social-emotional development, communication skills, and independence, students with mental delay must be given the opportunity to show knowledge, academic growth, and participate in activities, instead of being pushed aside, isolated, and discriminated. Having observed cement advances in technology, it seems as Individual Education plans for students with mental delay include technology and virtual programs that elicit learning gains and academic growth in all areas such as, reading, math, language, writing, speaking, arts, and electives that promote arts and music through technology.

Clearly, the progression and effectiveness of the Innovative Individual Education plans include the collaboration and support of the school community, which includes school support, family support, and society support. The integration of innovative technology in special education program is possible due

to the educational and community support. Technology proves to be an innovative source, which used in American Public schools, which improve the lives of students with mental delays. Therefore, establishing an innovative individual educational plan that integrates the use of modern and content technology in conjunction with societal support proves to be effective for the advancement of students with mental delays.

References

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