

Application of Individualized Education plan in resource classroom

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Abstract: Free and appropriate public education is presented in a variety of ways in the implementation of special education , The presence of a resource classroom can theoretically improve education for all Quality of Practice teaching , However teaching objects , teaching Methods , the criteria for evaluating the teaching objectives and course content are difficult to define , to reduce the evaluation of resource classroom functionality credit . so , Individual education programs are important criteria for the results of the implementation of the resource classroom , goals for individual education programs , Courses and evaluations are Important tools for the ..

keywords: appropriate ; Resource Classroom ; Individualized Education Program

1. Figure category number in : G760 Document identification code : A article number : 2095- 0438 (2018 01-0018-with the continuous development of inclusive education , All regions to improve teaching in class quality , beginning to increase investment in resource classrooms , and got the government's strong support , at State Department 161 the Education for people with disabilities regulation "" explicitly proposed : Prioritize special education in some ordinary schools Source Classroom , equipped with the necessary facilities and specialized in education for persons with disabilities workers , make them recruit disabled children , and Teen Accept compulsory education . "[1] for full individualized needs for children with special needs , to get the appropriate education , file The also states that "" Develop individualized education that meets the physical and mental characteristics and needs of disabled students schedule , Implementing individual teaching . Resource Classroom with education , recovery features , Culture Training features , administrative features and services . because of the Resource Classroom feature scope broad , creates difficulties in evaluation , Individualized Education program will become resource teaching The important tool for the room implementation effect is .

the need to implement individualized education programs

1.1. The origins of Individualized education programs . Individualized Education Plan (IEP)- Word originated from the United States 1975 issued by the year All Disability Education Act , is defined by the local Education Representative , school teacher , psychologist , Doctor , Social work and a group of parents or guardians set up for disabled children (→) A written education program , This program is both a child's education and a comprehensive development of the body and mind of the "" Overall idea , is a specific program for educating children . [2] from century End of year , Individualized Education program introduced , Continuous practice and research , to local adaptation , Different regions have different features , Respect Truth-seeking principles , forms a Chinese-style , Schedule in accordance with the characteristics of their special education development . Whether from the content , form or standard , has been modified , To avoidThe Shortcomings of the original plan to implement in our country . inherits the "" on the one hand teach "" Traditional Education thoughts , pay attention to students ' Individual Differences , and meet appropriate to , on the other hand extend the content of Individualized education program , requires students to satisfy the to complete the educational content and plan

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of the State under the conditions of the required .

1.2. The significance of implementing individualized education programs . Individual Education Plan although is only a teaching strategy but it has heavy effect on the role of resource classroom to be meaningful . resource classrooms can provide support services for children with special needs , Education Plan as a tool to measure the effectiveness of special education implementation , to have the capital Source make appropriate provision , Meet the individual needs of children with special needs . on The Ministry of Education's "" General School Special Education Resources Classroom Construction Guide "" "" to make sure that the "" Resource room should be tailored to the special needs of students with disabilities Schedule and work . "" Implementation of the United Kingdom for the Improvement of Individualized Education program Amount , in the Education Act, specify Each ordinary school must have a senco (Special Education Coordinators as management of specific students , Education , and as an important indicator of the school Annual review , to ensure that program participants can take responsibility for its own behavior . Individualized Education program is more than enough for special needs children Child offers more targeted and effective education , not only protect special needs childrenChild Education opportunities Equality , More secure student education process and results of education Equality . so , to meet the different educational needs of special education students , Individualized Teaching The implementation of the fertility program has its necessity .

2. The content of the Individualized Education program

2.1 The status of this Song education . understanding of the Status of children with special needs the premise of making an education plan the same , is also the most important one in the Resource classroom diagnostics function section . where , Resource Teacher's educational evaluation ability on individualized Education plan plays an important role ,

only accurately grasp the educational form of children with special needs at present stage condition , and filter to produce valuable information , to work out a more specific purpose label , provides reference standards for later educational evaluations . educational content not only inclusive learning of cultural knowledge , should also include access to other skills . so , on Collection phase of information , not only include teachers with classes , The should also include the student's home long . parent as Student's Guardian , have the right to participate in the Individualized Education program make , provide resource teachers with educational background , thus Binding School , The teacher completes the task of educating special needs children together .

2.2 current milestones and year-end goals that the student should meet . The Target's Development is based on understanding the current educational situation of children with special needs , guarantees This goal can be effectively implemented and evaluated accurately . cognitive structure theory claims to break down knowledge content , To implement step-by-step , to break large targets into thousand small goals , good for teachers at this stage of their study grasp , easy to make Recent development Area "" Learning goals . so , resource teacher need to have good control , first for special needs children make it available to achieve the year-end goal , include academic goals , also include cognition , Communication , mood , goals for life , Specific target depends on student's degree of obstruction ; and then divide the year-end goal into multiple phased targets , can not only reduce students ' learning difficulty , and improve instructor efficiency , thereby to Protect the quality of year-end goals .

3. the degree to which the student can participate in the general education program . Although the number of students in our country with The class increases gradually , , But equality of educational opportunities is not representative of Education process Equality . because of the special needs of children in the course of a class .no There are Some difficulties in learning or life . , need to satisfy their own special requires . to provide specialized clothing for general schools that cannot be made available to children with special needs , The School begins to set up a resource class. . and resource teachers are going to to provide special needs children according to their performance and responsiveness Services to meet their special needs , And give the student the ability to participate in general education Program Description , So that teachers in the ordinary class are described in terms

of descriptions , for it to be individualized teaching , to Achieve fair education process .

4. scheduled dates and deadlines for the health education program . Each schedule itself all require a result to determine how effective the implementation is , and the result requires a A fixed term to evaluate . effect is the result , plan is tools , is restricted to time only , to know if the tool has achieved the desired effect . then and ,Length of time is a controversial topic , US Bill three year , and our scholars think the three-year deadline is too long , throws a lot of conflicting punches ,, recommended one year limit . because of the uneven level of education development in various regions of our country , show show different features , So the time limit for individualized education plans has not yet been to reach a unified . so , Resource teachers can rely on their ability to anticipate special needs to have the children's Individualized Education plan for the duration of the estimate , thus for evaluation work prepare for .

5. criteria and methods for the implementation of the birth goal . Education Assessment is the Primary means of to achieve results for children with special needs ,and can be individually Further development of education programs provide direction , to guarantee teachers to children next The teaching of the phase is more controllable. Resource Teacher's research ability plays An important role in the evaluation of individualized teaching , activities of teachers who need to be enrolled according to classes ,student behavior and implementation of teaching strategies all face , Objective Evaluation , and can be based on the scientific and developmental principles of the student'sTarget evaluation of educational programs , to secure resource classrooms for special needs Child-enforced quality . Education activity properties are social activities , will be individualized The evaluation of the results of the fertility program is unscientific. , So resource teachers need play its research advantage , Multidimensional assessment of teaching results .

6. issues to be noted when developing individualized education programs

6.1 define the target scope of the Individualized Education program . Resource Classroom features scope wider , , Therefore, the objective of making individualized education plans is vague , will be able Quantitative assessment of academic performance as a criterion for implementing effects , This is not only true is playing the role of the resource classroom , Also limits the development of children with special needs . because this , Clear the target range of individual education programs value to resource classrooms now , The quality of teaching in class and the physical and mental development of children with special needs are is important . USA in "" Education Improvement Act The also explicitly stipulates that: "" When evaluating children's existing levels , focus on children's functionality , Development , Learn All aspects of the industry . and Taiwan on Special Education Law enforcement rules The also indicates that the status of students ' abilities in individual education programs should be included Knowledge ,communication Ability , action capability , and emotions , Relationships , sense features , Health health status , Life Care Ability , Chinese , Current status of academic abilities such as mathematics , This is goal-setting for individual education programs provides a scope standard . so , resource Education Teachers should make specific goals for individual education programs clear to children with special needs show goals , To divide the target into cognitive , Skills , affective Categories , and according to the The specifics of the health are divided , not only strengthen the development of weak points , also send The value of the current student .

6.2 enrichment of the curriculum content of Individualized education program . Meet special children individual need , needs to be based on the existing level of special children , development possibilities and sends Show required , Develop individualized course plan , and take effective teaching strategies course . where , the Individualized course is critical . [5 especially Related courses system Set , mainly includes physical therapy , Job Treatment , Language Therapy , Psychotherapy , Social work ,Technology Accessories etc . This class is An important part of the Individualized Education Program for rehabilitation work . in the resource room , Setting up an individualized class for students Schedule , need to be based on Individualized education program . The development of the course has left the "" " Source education program to become a part of the" , only understand

the student's individualization Education Plan content , the course that is developed for this content can be more convenient , The results of the evaluation can be more effective ; Individualized Education plan leave The course becomes a tree without roots , No course goals , The inside of an individual education plan there is no basis for , Cannot set a long-term goal . so , resource teacher should root objective of Individualized education program for children with special needs , and in General course based on appropriate additions and deletions , To improve the course's real with sex .

6.3 Expand the evaluation criteria for individual education programs . When evaluating the effectiveness of the Individualized Education program for a special needchild (, can use diagnostics rating , Combining means of formative assessment and summative assessment . resource teaching as the core character of resource classroom ,when evaluating children with special needs The objective evaluation of individualized education programs must be based on a developmental vision , This is important for the development of children at this stage and the future direction of development meaning . first , for special needs before setting goals for individual education programs Child's developmental context for diagnostic evaluation , for Individualized Education program Set reference criteria , facilitate planning and implementation of . then , on short term goal with long-term goal implementation , evaluating the implementation of the goal , advantageous Learn about students ' current information at the earliest opportunity , plan for implementation as soon as possible corresponding adjustment , easy to set next target . last , summative assessment is entire Important criteria for implementing the implementation of the education Plan , to learn about students the progress made by the and the direction in which Continuing Education is required .

6.4 Perfect communication mechanism for individualized education programs . Individual Education plan The development team for should include parents , teacher ,doctor etc , But because of our special Education is still in the exploratory stage , , people who participate in the Individualized Education program are class master ,Instructor and principal , and related professionals , experts participate in a more less , Parents who know the development of their children have little participation in the . [6]Although most parents have a positive attitude towards the development of individualized education Programs , thinks this can be enough to satisfy a child's individual needs , But they think that the degree of professionalism of teachers relatively high , My own lack of knowledge in this area , so rarely to participate in the individualization of the education Development of the breeding program . however , Parental knowledge of students is vertical , runs through Children's lifetime , Teacher's understanding of students is horizontal , is limited to only one Development Phase [7], Parents can bring information that many teachers can't understand , this to achieve the goal of special needs children is extremely helpful . so , resource teacher require and follow classes when developing individualized education plans for children with special needs Teachers and principals communicate about students ' academic development , also to do with parents about student awareness , skills and affective developments , to provide a quality development environment for children with special needs .

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