

## ABSTRACT

Title of Research: **STRENGTHENING INDIVIDUALIZED EDUCATIONAL PLAN DEVELOPMENT IN SELECTED PUBLIC SCHOOLS IN CAVITE USING CONTEXT-INPUT- PROCESS-PRODUCT MODEL**

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Planning for individual learning needs has been a salient feature of special education (SpEd). The SpEd curriculum entails the use of IEP with the intention to provide timely and relevant goals that is unique to the child's abilities and limitations. The study involved quantitative phase that aimed to measure the level of utilization and practices of the selected public school in IEP development with the use of questionnaire. The qualitative phase extracted the needs based on strengths and weaknesses of the current degree of utilization and practices in IEP development with the use of focus group discussion and thematic analysis. A total of thirty-three (33) special education teachers and four (4) administrators from selected public schools in Cavite were the respondents of the study. Findings from the study revealed that in terms of IEP development framework, supplementary aids and services ranked as least utilized framework, followed by annual measurable goals.

It is concluded and recommended that in order to strengthen IEP development, the special education teachers and members of the multi-disciplinary team must be given a program with a set of activities that

intends to enhance the present practices in crafting IEP for students with special needs. Hence, the proposed support program for SpEd teachers and administrators that is based on the results of this study, is entitled **UPRISE: Upgraded Program for the Reinforcement of IEP for Students with Exceptionalities**, a word that describes the need for enrichment of IEP development program in the field of special education.

