

Investigation and Research on the Current Situation of IEP Formulation and Implementation in Guangxi Special Education Schools

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Abstract: In this study, 133 special education teachers from 10 special education schools in Guangxi were selected as the research objects, and a questionnaire was compiled to understand the current situation of the formulation and implementation of IEP in special education schools in Guangxi. The survey shows that: in the process of IEP formulation and implementation in Guangxi special education schools, there are problems such as lack of scientificity in formulation and implementation of IEP, incomplete IEP system, insufficient related support, and low professional quality of special education teachers. In view of the existing problems, this study explores relevant strategies and solutions, in order to promote the promotion and development of individualized education program in special education schools in Guangxi.

1. Summary

Individualized Education Program (IEP) refers to an educational program for each disabled student who receives special education that adapts to their individual development needs. It's a written education plan, which serves as the basis for the teaching of special children and plays a certain role in the development of special education abroad. Since the development of special education in China, the "*Guiding Opinions on Strengthening the Work of Compulsory Education for Children and Adolescents with Disabilities*" proposes to promote the implementation of "one person, one case" for students with special needs [1]. At present, Guangxi, as an ethnic minority area, has developed special education to a certain extent with the support of national policies, but it is still in a backward stage, and special education needs further development. The development of IEP is of great significance to promoting the high-quality development of special education in Guangxi. For this reason, this study takes the relevant special education schools in Guangxi as an example to investigate the current situation of the formulation and implementation of IEP in Guangxi, and analyzes it on this basis, and explores ways to promote the development of IEP in Guangxi.

2. Research Methods

2.1. Research Objects

In this study, questionnaires were randomly distributed, and 150 special education school teachers in Nanning, Baise, Guigang, Chongzuo and other cities in Guangxi Zhuang Autonomous Region were selected to send out 150 questionnaires, and 133 questionnaires were recovered, with a recovery rate of 86.67%, of which 128 were valid questionnaires, and the effective rate was 96.24%, of which the basic information of teachers is shown in Table 1.

Table1: Basic information of special education teachers (N=128)

Items	Options	Number of people (n)	Percentage (%)
gender	male	16	12.5%
	Female	112	87.5%
Teacher teaching school type	School for the Blind	3	2.34%
	School for the Deaf	7	5.47%
	Schools for foster mental retarded students	97	75.78%
	Rehabilitation Institution	11	8.59%
	public welfare organizations	2	1.56%
	regular school	8	6.25%
Teacher teaching stage	preschool	22	17.19%
	Lower grades of compulsory education (grades 1-2)	34	26.56%
	Compulsory education middle grades (grades 3-4)	28	21.88%
	Compulsory education upper grades (grades 5-6)	33	25.78%
	Vocational Education Stage (Grades 7-9)	11	8.59%

2.2. Research Tool

This research will take the form of a questionnaire survey. The questionnaire is mainly the "Questionnaire on the Operational Status, Importance and Understanding of IEP" compiled by Shao Leyi (2016). The questionnaire is mainly divided into three parts. The first part is the basic Information, including gender, age, school location and division type, grades of students taught, and whether they have received IEP, a total of 16 questions. The second part is the formulation and implementation of IEP, including four dimensions of teachers' understanding of IEP, teachers' ability to formulate and implement IEP, and professional participation of IEP, a total of 17 questions. After testing, the reliability of the questionnaire was Cronbach's Alpha coefficient of 0.790, the KMO value of the validity was 0.701, the Bartlett sphericity test was less than 0.05, and the questionnaire had good structural validity.

2.3. Data Processing

Statistical analysis of the results was performed using spss26.

3. Research Results

3.1. Special Education Teachers' Understanding of IEP Knowledge

Table 2: The training situation of special education teachers' understanding of IEP knowledge (N=128)

Items	Options	Number of people (n)	Percentage(%)
Have you received training or education in an individualized education program	have accepted	84	63.16%
	not accepted	49	36.84%
level of understanding	understand very clearly	8	6.02%
	generally understood	52	39.1%
	generally understood, ok	52	39.1%
	don't understand in general	19	14.29%
	I don't understand at all	2	1.5%

Table 3: The correlation analysis between the training and understanding of special education teachers (N=128)

Items	Whether to receive training	IEP knowledge
Whether to receive training	1	.427 **
Learn degree	.427 **	1

Note: **. At the 0.01 level, $p < 0.01$, the correlation is significant.

According to IEP knowledge by the training of special education teachers in Table 2, 63.16% of special education teachers have received training or education in individualized education program, 6.02% of them know IEP very well, and 39.1% of them have a good understanding of IEP. Generally speaking, 39.1% of special education teachers have an average understanding of IEP. It can be seen from Table 3 that in the correlation analysis between the training and the understanding of special education teachers, it can be seen that there is a significant relationship between whether the teachers have received training and the understanding, that is to say, the teachers who have received training have a higher understanding of IEP.

3.2. Special Education Teachers' Formulation and Implementation of IEP

3.2.1. Preparation Stage

Table 4: The situation of special education teachers formulating IEP in the preparation stage (N=128)

Items	Options	Number of people (n)	Percentage (%)
make purpose	To meet students' teaching goals	41	30.83%
	To improve teaching techniques	18	13.53%
	In accordance with the requirements of the Education Bureau or the principal	7	5.26%
	In order to systematically guide students	67	50.38%
	head teacher	9	6.77%
	Instructor	41	30.83%

Formulation staff	Head teacher and instructor	47	35.34%
	Member of the individualized education operating committee organized in the school	36	27.07%
make time	less than 1 hour	12	9.02%
	1-2 hours	38	28.57%
	2 - 3 hours	21	15.79%
	3-4 hours	18	13.53%
	4 - 5 hours	9	6.77%
	more than 5 hours	35	26.32%
template source	Unified template for Education Sector	22	16.54%
	Templates developed by the school	52	39.1%
	Template designed by the head teacher or instructor	29	21.8%
	Templates of well-known IEP implementing agencies in China	30	22.56%
	Standardized measuring tools	71	53.38%
	Teacher evaluation criteria made by yourself	33	24.81%
Methods of Assessing Starting Ability	Discuss with former head teachers and teachers of each subject	60	45.11%
	Refer to the life record book or IEP of the previous year	71	53.38%
	Self-developed diagnostic form at school or institution	34	25.56%
	Discuss with parents of students	56	42.11%
	Observation all the time	56	42.11%

From Table 4, the data on the formulation of IEP by special education teachers in the preparation stage shows that 50.38% of special education teachers formulate IEP to better and easily guide students, while only 5.26% of special education teachers formulate IEP in accordance with educational principles. At the request of the Bureau or the Principal. It can be seen that special education teachers have a clear and clear understanding of the purpose of formulating IEP. 35.34% of the IEP are jointly formulated by the head teacher and instructor, and 6.77% of the IEP are formulated by the head teacher alone. This shows that most of the IEP formulations are produced in joint cooperation, with the initial prototype of professional teamwork. 28.57% of the special education teachers spent 1-2 hours to formulate the IEP, and 26.32% of the special education teachers spent more than 5 hours to formulate the IEP. It can be seen that there is a big difference in the time spent by special education teachers in formulating IEP, and it takes a longer time to formulate IEP. 39.1% of the IEP templates are formulated by the school itself, and 16.54% of the IEP templates use the unified template of the education department. It can be seen from this that there is currently no unified IEP template for special education schools, and the reference standards for special education teachers in different schools in different regions are not unified. When special education teachers formulate IEP, the method of evaluating target students' starting ability is to use "standardized measurement tool", which is 53.38%. "Evaluation standard" is 24.81%. It can be seen

that most special education teachers have a certain degree of subjectivity when formulating IEP.

At present, the teachers of special education schools in Guangxi have an understanding of the composition of the individualized education operation committee. Among them, 18.8% have been formed. The members who have formed the individualized education operation committee can be seen in Table 5. Member composition of the individualized education operation committee:

Table 5: Member composition of individualized education operation committee (N=128)

Items	Options	Number of people (n)	Percentage (%)
Have formed the Individualized Education Operating Committee	Headmaster	16	64%
	Head teacher	17	68%
	Class teacher	21	84%
	Student	16	64%
	The student's parents	14	56%
	Minister of School Administration	4	16%
	Minister of Education	10	40%
	Occupational therapist	3	12%
	Doctor	3	12%
	Psychologist	4	16%

From Table 5, it can be seen from the composition of the members of the individualized education operation committee that the number and proportion of class teachers who have formed the individualized education operation committee is the largest, followed by the head teachers, the headmaster, the students, and the parents of the students who are more closely connected are more likely to participate. However, the proportion of relevant personnel such as school administrators, academic affairs ministers, occupational therapists, doctors and psychologists is less than 50%, and the participation rate is low. It can be seen from this that the composition of the current individualized education operation committee needs to be improved.

3.2.2. Execution Phase

Table 6: Implementation of IEP and reasons for interrupting IEP (N=128)

Items	Options	Number of people (n)	Percentage (%)
Implementation of the IEP	Is being implemented	84	63.16%
	Implemented before, discontinued	49	36.84%
	The school does not require it, and does not care much about this aspect	19	38.78%
	There are too many teaching tasks, and there is no time to make an IEP	31	63.27%
Reasons for interrupting the IEP	Been implementing IEP for a while but can't see any effect	8	16.33%
	Making an IEP is just a form, I don't think it's necessary	3	6.12%
	I feel that the theory of IEP is not suitable for the current school situation	7	14.29%

(1) Implementation of the IEP

The implementation of IEP in Table 6, it can be seen that 63.16% of special education schools are implementing IEP, and 36.84% of special education schools have implemented IEP before,

which has now been interrupted. This shows that special education schools recognize the importance of IEP, are carrying out activities in the formulation and implementation of IEP, and most of the IEP are still being implemented.

(2) Reasons for interruption of IEP

From Table 6, the reasons for the interruption of IEP can be seen, in the implementation process, the two main reasons for the interruption of IEP are that special education teachers interrupt IEP because there are too many teaching tasks (63.27%) and schools do not care much about this aspect (38.78%). The secondary reason is that IEP has been implemented for a period of time, but no effect can be seen (16.33%), the theory of IEP is not suitable for the current situation of the school (14.29%), the formulation of IEP is a form, and it is not necessary (6.12%). This shows that the main reason for the interruption of IEP is caused by the objective aspects of the school, followed by the subjective aspects of special education teachers.

Table 7: Status of special education teachers implementing IEP (N=128)

Items	Options	Number of people (n)	Percentage (%)
Scope of implementation	For all students, all courses implement IEP	24	18.05%
	For all students, they need some courses to implement IEP	24	18.05%
	For some students in need, all their courses implement IEP	30	22.56%
	For some students in need, some of their courses implement IEP	55	41.35%
Implementation	Refer to the professor's study plan every day	24	18.05%
	More than half of the level refers to the study plan formulated by the professor	31	23.31%
	Occasionally refer to the developed professor's study plan. But most group classes cannot be used	31	23.31%
	It's just formulated, it's not used at all in the actual instruction and teaching	6	4.51%
Financial or Administrative Assistance	Refer to the original plan and adjust according to the student's status	41	30.83%
	a lot of	17	12.78%
	more	42	31.58%
	less	44	33.08%
	none	8	6.02%

	don't understand	22	16.54%
parental involvement	76~100%	19	14.29%
	51~75%	40	30.08%
	26~50%	41	30.83%
	less than 25%	33	24.81%

From Table 7, the current situation of special education teachers' implementation of IEP shows that the scope of IEP implementation is mainly concentrated on some students in need, and 22.56% of IEP can be implemented in all courses. This shows that the IEP can only target some students in need, and has not taken into account all the students, and the IEP can rarely take into account all the students' courses. In the implementation of IEP, 30.83% of special education teachers can make adjustments according to the original plan and according to the status of students. Only 4.51% of IEP are only formulated, and they are not used in actual instruction and teaching. This shows that the application scope of IEP is limited in the actual course implementation. 31.58% of the special education teachers said they received more financial and administrative assistance, only 12.78% of the special education teachers said they received a lot of assistance, and some of them said that they received little or no financial or administrative assistance. That is to say, Guangxi has a certain amount of financial or administrative investment for the implementation of IEP in special education schools, but the distribution is uneven. Most of the parents' participation in IEP reached 26-50% or less than 25%, and only 14.29% of the parents were able to participate in most of the implementation work, which shows that the parents have already participated in the implementation of the IEP, but the degree of participation has not yet reached the desired level.

In general, from the perspective of all aspects of IEP implementation, IEP has made some progress in the implementation stage, but it is affected by objective and subjective factors in the implementation process, and there are still many problems. The desired state has not been achieved.

3.2.3. Evaluation Stage

Table 8: Evaluation rate of IEP and reasons for insufficient execution (N=128)

Items	Options	Number of people (n)	Percentage (%)
	Do not evaluate	17	12.78%
Evaluation frequency	Evaluation 1~2 times in about 3 months	46	34.59%
	Evaluation 1-2 times in about 6 months	49	36.84%
	Evaluation 1~2 times in about 9 months	5	3.76%
	1-2 times a year or so	16	12.03%
Aspects of Inadequate Implementation	Theoretical Basic Comprehension Ability of Individualized Education	83	62.41%
	Children's ability to perform diagnostics at current levels	71	53.38%

Ability to set long-term and short-term goals and arrange study assignments	64	48.12%
Ability to assist parents, students and relevant experts	62	46.62%
Ability to design and adjust individualized classroom strategies	66	49.62%
Ability to teach flexible use of materials and media	52	39.1%
Ability to understand and apply IEP assessment methods	59	44.36%

(1) Evaluation frequency

From Table 8, it can be seen from the aspect of evaluation frequency that 36.84% of special education teachers evaluate IEP once or twice in about 6 months, and 34.59% of special education teachers evaluate IEP in about 3 months once or twice. Only 3.76% of special education teachers evaluate IEP once or twice in 9 months. This indicates that the evaluation rate of IEP is high.

(2) Aspects of Inadequate Implementation

From Table 8, we can see that among the aspects with insufficient execution level, "understanding ability of individualized education theory foundation" has the highest proportion, "children's current level diagnosis and implementation ability", "setting and adjustment of individualized classroom strategy " The proportion of capacity and other aspects is generally close to 50%. It can be seen that these problems generally exist in the formulation and implementation of IEP.

4. Discussion

4.1. The Formulation and Implementation of IEP Lack Scientificity

4.1.1. The Source of the Sample is not Uniform

When formulating IEP, most teachers use the unified samples formulated by special education schools, the samples formulated by teachers themselves, and the internationally renowned standard tables, which can be formulated based on standardized samples, but the sample sources are not uniform, which is easy to make special education teachers. There are inconsistencies in standards during the formulation and implementation of IEP. At the same time, there are also a small number of teachers who rely on past teaching observations or interviews with teachers and their parents to formulate IEP, which will inevitably be influenced by teachers' subjective factors.

4.1.2. The Methods of Evaluating Students' Starting Ability Are not Uniform

IEP is an educational service document that is most suitable for the development of a student in order to implement the individualized teaching of a student [2]. It emphasizes the individual differences of students, but this study found that special education teachers have various methods to evaluate the starting point ability of target students, in which the subjectivity of teachers has a greater impact on the evaluation content, which is likely to cause differences in the evaluation results, which is not conducive to the implementation of the follow-up target students' individualized education plan.

4.1.3. IEP is Time-consuming and Labor-intensive, and the Effect Is not Obvious

This study found that the formulation and implementation of IEP in special education schools

mainly depend on the class teacher and classroom teachers. In the formulation of IEP, 26.32% of special education teachers spend more than 5 hours to formulate an IEP. It can be seen that teachers need to spend more time on experience. And in the implementation stage, IEP is affected by factors such as curriculum restrictions, students' abilities, and heavy tasks, so that teachers' teaching effectiveness has not reached the expected state, which increases the pressure on special education teachers' education and teaching, and discourages teachers' enthusiasm for teaching activities.

4.2. The System is Incomplete and Relevant Support is Insufficient

4.2.1. Insufficient Involvement of Parents and Other Professionals

Special education teachers are the main force in formulating and implementing IEP in special education schools in Guangxi, and the participation of relevant professionals outside the education system is low. At present, parents can participate in the implementation of IEP, but the degree of participation is not yet. Reaching the desired level makes teachers solely responsible for the formulation and implementation of IEP, and it is easy to make the formulation and implementation of IEP lack comprehensive, normative and scientific, unable to form an effective synergy, and children with special needs to receive comprehensive and effective related services with support. This shows that the current IEP formulation staff is relatively single, and its representativeness and continuity need to be strengthened [3].

4.2.2. Insufficient Financial Support

According to the survey results, some special education teachers said that they received more financial and administrative assistance, only a small number of special education teachers said that they received a lot of assistance, and a small number of special education teachers said that they received little financial or administrative assistance. Administrative assistance is not even available. It can be seen from this that the state has given financial support in the formulation and implementation of the IEP, but the distribution is uneven, which cannot promote and guarantee the effective formulation and implementation of the IEP. And the limited support has dampened the enthusiasm of special education teachers.

4.3. The Professional Quality of Special Education Teachers Needs to be Improved

4.3.1. Theoretical Aspects

Most special education teachers have already mastered certain knowledge and skills about IEP after undergoing pre-job and post-job training, but this part of special education teachers do not have a deep understanding of IEP, and their practical ability needs to be improved. In addition, some teachers are not from special education majors, lack relevant post-service training, and have low personal willingness to learn IEP. Their knowledge of IEP is still relatively lacking, and knowledge learning and training in this area should be strengthened.

4.3.2. Execution Ability

IEP, special education teachers' lack of basic theoretical understanding ability and children's current level of diagnosis ability have affected the implementation of IEP. At the same time, special education teachers lack the ability to be flexible. When formulating IEP, it is out of touch with the actual education content. In actual implementation, it cannot be implemented according to the original plan, nor can it be adjusted in time according to the actual teaching situation and the status

of students. The scope of IEP implementation also restricted.

4.3.3. Attitude

IEP requires the participation of school leaders, teachers, parents, rehabilitation specialists, psychologists and other personnel. However, the survey results show that the formulation and implementation of IEP in special education schools in Guangxi mainly rely on special education teachers. Taking multiple roles in the formulation and implementation makes special education teachers take on more responsibilities, and also increases the workload of special education teachers, making teachers less motivated. At the same time, the poor teaching effect, lack of relevant knowledge, and lack of relevant supervision also make teachers slack in attitude.

5. Suggestions

5.1. National and Social aspects

5.1.1. Strengthen Financial and Administrative Input

Only sufficient financial and administrative investment can provide effective guarantee for the formulation and implementation of IEP. In this regard, the state and society should pay attention. Invest more funds for the construction of special education teaching infrastructure, and rely on the authority of the government to adopt a variety of administrative methods to ensure the formulation and implementation of IEP.

5.1.2. Form a Professional Team of Individual Operation

Give full play to the role of the state and society as a whole, contact and encourage relevant personnel in various fields to participate in the formulation and implementation of the IEP. At the same time, it is also necessary to strengthen the publicity of the development of IEP in special education and various fields, enhance social recognition, and form a common development concept and goal.

5.1.3. Promoting the Localization of Individualized Education Programs

It is a common practice in many countries and regions to promote the effective implementation of IEP through the development of IEP checklist [4]. Therefore, the state should encourage all regions of our country to actively explore localized evaluation tools, establish IEP templates and systems suitable for the use of special education schools in the region, and encourage special education teachers to actively absorb and introduce excellent IEP evaluation tools, and revise them to form Localized assessment tools. Guangxi can explore local assessment scales and unified texts according to specific conditions, and teachers should make actual adjustments according to specific conditions in the specific implementation.

5.2. Schools

5.2.1. Improve the Effectiveness of Teachers' Formulation and Implementation of IEP

First of all, by improving welfare and giving special education teachers a certain amount of support, the school can improve their enthusiasm and change their attitudes. Secondly, school administrators make overall arrangements for teachers' work, rationally allocate education and teaching activities, reduce teachers' pressure, provide teachers with mental health support, and protect teachers'

legitimate rights and interests. Finally, the school can regularly hold excellent teachers' experience exchange symposiums, give full play to the benchmarking role of excellent teachers, share effective concepts and advanced experience in teaching practice, and promote the improvement of the connotation and quality of teachers' formulation and implementation of IEP.

5.2.2. Strengthen the Vocational Training of Special Education Teachers

Increase post-employment training for teachers on the formulation and implementation of IEP, including professional knowledge and skills training and teacher professional outlook training. Enrich teachers' scientific knowledge and theoretical system of IEP content, and promote teachers to establish modern scientific methods for IEP formulation and implementation; and strengthen teachers' sense of identity with special education and their sense of responsibility for special students, and improve teachers' participation in education and teaching activities. Initiative, give full play to the initiative of teachers in education and teaching practice, promote the improvement of the overall quality of the teaching staff, and realize the development of IEP formulation and implementation in actual teaching.

5.2.3. Build a Unified IEP System for Electronic Management

School education management departments should establish a unified standard of individualized education texts and evaluation standards, reduce or simplify unnecessary content and steps, and promote the electronic IEP [5]. Establish the school's IEP electronic information database, provide data support for teachers to write IEP goals, and formulate them according to the actual ability of special students to meet the individual needs of students, scientifically and systematically screen and integrate through modern information technology, establish an effective text database, form IEP Information System.

5.2.4. Strengthen School Supervision on the Formulation and Implementation of IEP

In the formulation and implementation of IEP, the supervision of the status quo of IEP formulation and implementation is often ignored. As a result, the implementation efficiency of IEP is not high, and the follow-up work is difficult to advance. In terms of personnel, special education schools can choose a professional to be responsible for the supervision during the formulation and implementation of the IEP, continuously follow up the actual implementation process, and ensure the implementation effect of the IEP. In terms of system, special education schools establish an IEP supervision system, clarify the various processes and personnel division of IEP formulation and implementation, improve the process of IEP formulation and implementation, and improve the feasibility and efficiency of IEP.

5.3. Teachers

5.3.1. Improve Your Professional Quality and Skills.

The professional competence of teachers is an important guarantee for the success of IEP implementation [6]. Special education teachers actively participate in the learning or training of IEP to improve their professional quality, obtain high-quality resources and latest information through books, the Internet and other channels, and strengthen experience exchange and cooperation with outstanding special education teachers, actively participate in teaching activities, and accumulate experience Lessons, continuous reflection and progress in teaching practice.

5.3.2. Timely Contact with Parents and other Professionals for Effective Communication

The formulation and implementation of IEP is not a closed-door practice of teachers, but the joint efforts of teachers, parents and other professionals. Therefore, teachers should communicate with parents and other professionals in a timely manner during this process, actively seek help, and solve existing problems in a timely manner. Difficulties, improve the formulation and implementation of IEP.

5.4. Parents

5.4.1. Change Concepts and Learn Relevant Knowledge and Skills

In the field of special education, whether parents master professional education and rehabilitation knowledge, and whether they can provide support and guarantee for the work of school teachers, is particularly important and critical to the development of students [7]. Parents are prone to have a solidified and backward educational concept, which requires teachers to actively communicate with parents to change the original misconception that "education is the work of teachers". They should learn more about relevant policies and information, correctly view IEP, and use the Internet and books and other ways to deepen their own understanding, provide understanding, support and help.

5.4.2. Actively Participate in the IEP Formulation and Implementation Process

The degree of parental participation is an important guarantee for the formulation and implementation of IEP. Parents should actively participate in the process of IEP formulation and implementation, actively provide suggestions and feedback to schools, participate in parent training, and establish close contact with teachers. Learn related training methods and rehabilitation skills, use scientific methods to carry out family education, and consolidate school education achievements.

6. Conclusion

This study focuses on the current situation of the formulation and implementation of IEP in special education schools in Guangxi. It is found that there has been some progress in special education schools in Guangxi, but there are still lack of scientific formulation and implementation of IEP, incomplete IEP system, and insufficient support. , The problem of low professional quality of special education teachers. How to formulate and implement IEP more effectively and build an individualized education system and model suitable for Guangxi still needs further exploration and research.

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