

Individual Educational Plan and Educational Accommodations in Mathematics and Science for Students with Disabilities in Public Schools in Kuwait: The Use and Challenges

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Abstract

Teachers may express positive attitudes toward inclusive education, particularly regarding the use of educational accommodations for students with disabilities. However, the question remains: are these practices actually being implemented in their classrooms? This study sought to investigate the extent of teachers' knowledge and application of Individualized Education Plans (IEPs) and the implementation of educational practices such as accommodations in general education settings. Utilizing a qualitative case study approach, the research employed initial open-ended interviews, classroom observations followed by interviews, and the collection of field notes. The data were analyzed through content analysis, with themes emerging from multiple data sources. The findings revealed that the majority of teachers did not implement accommodation practices or individualized instructional plans for students with disabilities. Instead, these students were often placed in segregated educational environments where they received inadequate instruction and support. The study also found that teachers' academic backgrounds may influence their knowledge and application of IEPs and accommodations. Teachers with degrees in special education demonstrated greater familiarity with these practices and were more adept at implementing them effectively.

Furthermore, the study identified several challenges and obstacles that teachers face when educating students with disabilities, including administrative barriers, limited teacher capabilities, and gaps in professional qualifications. These findings underscore the need to reassess teacher preparation and professional development programs, especially those designed to equip educators with the skills and knowledge necessary to support students with disabilities. Ensuring that all teachers are adequately prepared to implement IEPs and effective accommodations is essential for promoting truly inclusive classrooms.

Keywords: Individual Education Plan (IEP); Educational Accommodation; Students with Disability; Special Education, Math and Science Teachers