


Autism Spectrum Disorder: The applicability of IEP in schools

 <https://doi.org/10.56238/sevened2024.007-017>

Juçara Aguiar Guimarães Silva¹, Naiara Bonfim Aguiar², Jefferson da Silva Macedo Braga³, Antônio Carlos Toledo Martins⁴, Eliane Pereira Lopes⁵, Jaquelina Aparecida de Oliveira⁶, Talita Neves Silva⁷, Luiz Marcelo Passos⁸, Mona Liza Silva Cruz⁹ and Elanir Menezes Rodrigues¹⁰

ABSTRACT

This article addresses the importance of implementing the Individualized Educational Plan (IEP) for students with Autism Spectrum Disorder (ASD) in school environments. The PEI is a personalized document that describes the specific educational needs of a student with ASD and the services that the school will provide to meet these needs, seeking to address the effective development of an IEP for students with ASD, taking into account their difficulties and potential. Strategies for comprehensive assessment, setting realistic and measurable goals, adapting the learning environment, implementing specialized teaching techniques, and collaborating with specialized professionals are covered. Furthermore, the article highlights the importance of a student-centered approach, which values their individual abilities and promotes their full development, taking into account their specific needs and the diversity of the autism spectrum. The inclusion of activities of interest and motivation, family involvement and promotion of awareness are important aspects to ensure the effectiveness of the PEI. Through case studies, scientific evidence and practical experiences, the article highlights the benefits of using IEP for students with ASD, while exploring challenges and possible solutions for its effective implementation. The need for a flexible, student-centered approach committed to promoting educational success and student well-being in the school environment is highlighted.

Keywords: Autism Spectrum Disorder, Individualized Educational Plan, Collaborative work.

¹ Doctoral student in Educational Sciences, Inter-American Faculty of Social Sciences (FICS)

E-mail: escolaraiosecreche@hotmail.com

² Post-Graduate Student in ABA Intervention and DI-Improvement in Neonatology, Hospital Speech Therapy Institution: Med Sudoeste Address: Casemiro Pinheiro de Azevedo, 421, centro

E-mail: naii.aguiar@hotmail.com

³ Master's student in Education specialized in teacher training at the Universidad Europea Del Atlántico-UNEATLANTICO, Cantabria, Spain, ES.

E-mail: jefferson.315@hotmail.com

⁴ Doctoral student in Educational Sciences at the Inter-American Faculty of Social Sciences E. M. Benvindo Taques Horta Rua José Fortes da Silva, s/n, Ubatiba, Maricá, RJ, Brazil

E-mail: tonymartins@hotmail.com

⁵ Doctoral student in Educational Sciences, Inter-American Faculty of Social Sciences (FICS)

E-mail: el087206@gmail.com

⁶ Master's student in Emerging Technologies at Must University (MUST)

E-mail: jaquelinaoliveira@hotmail.com

⁷ Master's student in Teaching at UESB College

E-mail: talitanevespsi@gmail.com

⁸ Master's student in Educational Sciences at FICS. Prefeitura Municipal de Santa Luzia – MG Calle de la Amistad casi Rosario, 777, Asunción, Republic of Paraguay.

E-mail: luizmarcelopassos@gmail.com

⁹ Doctoral student in Educational Sciences at the Inter-American Faculty of Social Sciences

E-mail: monalizamj@hotmail.com

¹⁰ PhD student in Educational Sciences at the Inter-American Faculty of Social Sciences E. M. Benvindo Taques Horta Rua José Fortes da Silva, s/n, Ubatiba, Maricá, RJ

E-mail: Brasilelanirmenezessilva@gmail.com



INTRODUCTION

Autism Spectrum Disorder (ASD) is a complex condition that affects a person's ability to communicate and interact with others. The Individualized Education Plan (IEP) is a document that outlines a student's specific educational needs and the services the school will provide to meet those needs.

The applicability of IEP to students with ASD in schools is extremely important, as it establishes a personalized plan to meet the educational and developmental needs of these students. The IEP (Individualized Student Plan) may include specific goals, and tailored teaching strategies, individualized support, special resources, and personalized assessments.

To this end, the article aims to address how the IEP can be developed effectively for students with ASD, taking into account their difficulties and potentials. In addition, it seeks to address the importance of teacher training to adequately meet the needs of these students, collaboration with specialized professionals, promotion of inclusion and the creation of a favorable school environment.

Crafting an effective Individualized Education Plan (IEP) for students with Autism Spectrum Disorder (ASD) requires a holistic and student-centered approach.

DEVELOPMENT

Autism Spectrum Disorder (ASD) is a complex neurological condition that affects an individual's ability to communicate, interact socially, and process information in typical ways. The inclusion of students with ASD in regular schools has been increasingly advocated, and for this inclusion to be effective, it is essential to implement tools and strategies that meet the specific needs of these students. In this context, the Individualized Educational Plan (IEP) plays a crucial role.

The IEP is a personalized document that outlines a student's specific educational needs, as well as the services the school will provide to meet those needs. In the context of ASD, IEP takes on even more importance, as each student on the autism spectrum has unique individual needs and potentials that require a personalized and tailored approach.

Designing the IEP for students with ASD requires a comprehensive assessment of their abilities, difficulties, interests, and potentials. It is essential to engage a multidisciplinary team, including teachers, therapists, psychologists, and parents, to gain a holistic understanding of the student's needs. Based on this assessment, the IEP should set realistic and measurable goals for the student, taking into account not only academic development but also social, emotional, and practical life skills.

In addition, the IEP should include specific strategies to adapt the learning environment, such as reducing sensory stimuli, using visual communication, creating spaces for sensory regulation, and providing individualized support.



Specialized teaching strategies should also be incorporated, including the use of structured routines, positive reinforcement, augmentative and alternative communication, among others.

A student-centered approach is critical to the successful applicability of IEP in schools to students with ASD. Valuing the student's individual abilities, promoting their full development, and respecting the diversity of the autism spectrum are essential aspects of this approach. This involves the inclusion of activities of interest and motivation to the student, the involvement of the family, and the promotion of awareness and acceptance by the school community.

In summary, the applicability of IEP in schools to students with ASD requires a holistic, tailored, and student-centered approach. By recognizing and valuing the specific needs and unique potentials of each student with ASD, IEP can be a powerful tool for promoting the inclusion, development, and well-being of these students in the school setting.

Additionally, it is important to highlight that the IEP is not a static document, but rather a dynamic plan that requires ongoing evaluation and review. As the student progresses and their needs change, the IEP must be adjusted and adapted to ensure its effectiveness and relevance over time. Close collaboration with parents and family is crucial in this process, as they can offer valuable insights into the student's needs, as well as additional support and guidance to further their development.

When implementing IEP, schools and educators should strive to foster an inclusive and supportive environment for students with ASD. This can include raising awareness and training for classmates and school staff in order to create a welcoming and understanding environment for all students. ASD awareness and education programs can help promote acceptance and understanding, reducing stigma and creating a school culture of respect and inclusion.

Finally, the successful applicability of PEI in schools for students with ASD requires a firm commitment to promoting the educational success and emotional well-being of these students. By taking an individualized, tailored, and student-centered approach, schools can play a crucial role in promoting holistic development and creating meaningful opportunities for students with ASD. This approach not only benefits students with ASD but also enriches the school community as a whole by promoting diversity, understanding, and empathy.

By actively promoting the implementation of IEP and adopting a student-centered approach, schools can help build an inclusive environment that empowers students with ASD to reach their full potential, contributing positively to the school community and society as a whole.

In summary, the applicability of the Individualized Education Plan (IEP) in schools for students with Autism Spectrum Disorder (ASD) is an essential approach to ensure that these students receive the support and opportunities they need for their holistic development. By recognizing and valuing each student's individual abilities, promoting a student-centered approach, and cultivating an



inclusive and supportive environment, schools can play a significant role in promoting the educational success and emotional well-being of students with ASD. This commitment to individuality, inclusion, and diversity strengthens not only the educational experience of these students but also enriches the school community as a whole.

Here are some important points to consider when designing an IEP for students with ASD:

- **Comprehensive assessment:** It is crucial to conduct a comprehensive assessment of the abilities and needs of the student with ASD. This may include psychological, educational, speech and language, occupational, and other assessments, to identify areas of strength and areas where the student needs additional support.
- **Setting realistic and measurable goals:** IEP goals should be specific, measurable, achievable, relevant, and timetable-based (known as SMART goals). They should take into account the student's difficulties and potentials, with a focus on promoting the development of social, communication, academic and daily living skills.
- **Adaptation of the learning environment:** The IEP should include strategies to adapt the learning environment, taking into account the sensory and communication needs of the student with ASD. This may involve reducing sensory stimuli, using visual communication, creating sensory regulation spaces, and providing individualized support.
- **Implementation of specialized teaching techniques:** The IEP should include specific guidance for teachers on how to adapt teaching strategies to meet the needs of the student with ASD. This may involve the use of structured routines, positive reinforcement, augmentative and alternative communication, and other evidence-based teaching techniques.
- **Collaboration with specialized professionals:** It is critical to include collaboration with specialized professionals, such as occupational therapists, speech pathologists, psychologists, and other specialists, to ensure that the IEP adequately addresses the student's needs.
- **Behavioral support strategies:** The IEP should incorporate behavioral support strategies to help the student cope with behavioral challenges associated with ASD. This may include the use of positive behavioral intervention plans, emotion regulation strategies, and adapted reinforcement systems.
- **Inclusion of interest and motivation activities:** Considering the areas of interest and motivation of the student with ASD when developing the IEP can help maintain engagement and promote academic success. Including activities that are meaningful and engaging for the student can be critical to their progress.



- Continuous assessment and review: The IEP should be a dynamic document that requires continuous assessment and review as the student progresses and their needs change. Tracking student progress and adjusting the IEP as needed is essential to ensure that the plan remains effective and relevant over time.
- Parent and family involvement: Collaboration with parents and family is key in the design and implementation of the IEP. They can offer valuable insights into the student's needs and potentials, as well as additional support and guidance to promote student development both in and out of school.
- Promoting awareness and acceptance: In addition to addressing the needs and potentials of the student with ASD, IEP should include strategies to promote the awareness, acceptance, and inclusion of students with ASD in the school community. This can involve awareness programs, peer training, and support to create a welcoming and inclusive environment.

When designing an IEP for students with ASD, it is essential to consider not only the student's difficulties but also their abilities and potentials. An effective IEP must be flexible, student-centered, and able to promote the holistic development of the individual, taking into account the diversity of the autism spectrum, so it is evident that the development of an effective IEP for students with ASD requires an individualized approach, tailored to the specific needs of the student, and must be grounded in collaboration. flexibility and commitment to promoting educational success and student well-being in the school environment. A student-centered approach that values their individual abilities and promotes their full development is critical in the context of Autism Spectrum Disorder (ASD). Acknowledging and valuing the unique abilities and potentials of each student with ASD is essential for fostering an educational environment that is inclusive and supportive of their growth. Here are a few reasons why this approach is important:

- Recognition of the student's abilities and potentials: Each individual on the autism spectrum has unique abilities and potentials. By taking a student-centered approach, educators can identify and value these skills, building on them to promote student development in all areas of life.
- Focus on holistic development: A student-centered approach takes into account not only the academic needs but also the social, emotional, and daily living needs of the student. This fosters holistic development that recognizes the diversity of the autism spectrum and seeks to meet the specific needs of each individual.
- Promoting self-esteem and self-confidence: By valuing the student's individual abilities, a student-centered approach promotes building self-esteem and self-confidence. This is



crucial for emotional well-being and the development of adaptive skills needed for adulthood.

- Encouraging autonomy and self-regulation: An approach that values the student's individual abilities encourages the promotion of autonomy and self-regulation. Recognizing and strengthening existing skills can empower the learner to become more independent and gain self-reliant skills.
- Respect for the diversity of the autism spectrum: Each person on the autism spectrum is unique, with their own experiences, challenges, and abilities. A student-centered approach respects and values this diversity, fostering an inclusive and respectful environment

While pointing out the importance of a student-centered approach, it is essential to highlight that this approach recognizes and values the individuality of each student with ASD, seeking to promote their well-being and development in a holistic and inclusive manner.

FINAL THOUGHTS

In conclusions, it is essential to emphasize the importance of the Individualized Educational Plan (IEP) in the applicability for students with Autism Spectrum Disorder (ASD) in schools. PEI represents a commitment to individuality, inclusion, and diversity, providing a tailored and personalized roadmap to meet the specific needs of each student on the autism spectrum.

The IEP not only encompasses academic goals, but also extends to the development of social, emotional, and practical life skills, recognizing the importance of a holistic approach. In addition, the student-centred approach, the promotion of awareness and training for colleagues and school staff, and the active involvement of parents and family are crucial elements for the success of the PEI.

Effective implementation of IEP promotes not only the individual development of students with ASD, but also contributes to the enrichment of the school community as a whole by strengthening understanding, empathy, and acceptance of diversity. By actively promoting the inclusion and well-being of these students, schools play a crucial role in building an educational environment that empowers students with ASD to reach their full potential.

Finally, the applicability of IEP in schools for students with ASD reflects a sincere commitment to promoting the educational success and emotional well-being of these students, and is essential to ensuring that they build a more inclusive and compassionate society.



REFERENCES

1. Costa, D. S. (2016). Plano educacional individualizado: implicações no trabalho colaborativo para inclusão de alunos com autismo (Dissertação de mestrado). Universidade Federal de Santa Maria, Santa Maria.
2. Glat, R., & Pletsch, M. D. (Orgs.). (2013). Estratégias educacionais diferenciadas para alunos com necessidades especiais. Rio de Janeiro: EdUERJ.