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Realization problems in the Individualized Educational Plan of physics teaching in elementary schools in Serbia

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An Individualized Education Plan (IEP) is a specific document, which provides the opportunity for the pupils with development disorders, disabilities, and children from the sensitive groups, regardless of their material status, to have the access to all levels of education¹. Preparation and implementation of IEPs in physics teaching for elementary schools are done on the basis of a unique curriculum for physics in Serbia. Using this unique curriculum as a guideline, the inclusive education team has the task of developing an IEP for each student who needs it. Physics provides great opportunities for the development of functional and applied knowledge for students with special needs^{2,3}. The development of an IEP is a very important and delicate task for teachers, which is why it is necessary for them to constantly improve in this area.

Physics teachers have problems in the preparation and implementation of IEPs. The aim of this paper is to research and systematize these problems in order to contribute to overcoming them⁴. For that purpose, research was done on the application of IEP in some primary schools. Problems are systematized into three groups: problems in preparing classes for work with students on IEP; problems in the organization of working with those students during the physics class; sources of materials used by physics teachers to prepare IEP classes.

The research results show the following percentage of answers: the biggest problem is the lack of literature for teaching preparation (64%), then adjusting the way of teaching to the needs of students working on IEP (52%) and adjusting the content of subjects (46%). Surprisingly, not many teachers point out the lack of time and standard tests to check student achievement as a problem. Most teachers have a problem with the organization of work with students according to the IEP during physics classes (68%), while a smaller number of teachers have a problem with the interaction with students (14%). The existence of more than two students per IEP in the class was a problem for 40% of teachers, while 48% of teachers point out filling out documentation and writing a personalized plan as problem⁴. Physics teachers need seminars that provide specific information about working with students on IEP, as well as the presence of a pedagogical assistant in class.

References

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Primary authors: Ms POPOVIĆ, Jelena (Elementary school "Stevan Mokranjac", Kobišnica); Prof. KOSTIĆ, Ljiljana (Faculty of Sciences and Mathematics, University of Niš)

Presenter: Ms POPOVIĆ, Jelena (Elementary school "Stevan Mokranjac", Kobišnica)

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