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The Importance of Individual Education Plan (IEP) in Communicative Development of Children With Speech Delay: A Systematic Literature Review

Ni Made Yuniari [1]*, Made Hery Santosa[2]

[1]English language Education, Universitas Dwijendra, Denpasar, Indonesia
[2]English Language Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia
*Corresponding author: yuniari6868@email.com

Abstrak

Kurangnya waktu bersama orang tua dan kurangnya kesadaran akan potensi anak dapat menyebabkan keterlambatan bicara. Penelitian ini bertujuan untuk menganalisis peran Individual Education Plans (IEPs) terhadap perkembangan komunikatif anak tunarungu. Jenis penelitian ini yaitu penelitian kualitatif. Studi ini mencakup tinjauan literatur sistematis yang mencakup 14 studi tentang IEP dan keterlambatan bicara. Pengumpulan data yang relevan menggunakan teknik observasi sistematis. Dalam mengumpulkan data yang relevan dari beberapa artikel digunakan teknik observasi sistematis. Teknik analisis data menggunakan analisis deskriptif kualitatif. Temuan ini menggarisbawahi perlunya IEP dalam menangani kebutuhan khusus anak-anak dengan keterlambatan bicara, pentingnya metode individual, ketersediaan sumber daya dan dukungan yang tepat, partisipasi orang tua, dan pemangku kepentingan lainnya dalam proses IEP. Studi ini menekankan perlunya pengembangan dan penerapan IEP berkualitas tinggi, penyediaan sumber daya dan bantuan, serta melibatkan orang tua dan pemangku kepentingan agar berhasil membantu anak-anak yang mengalami keterlambatan bicara. Penelitian ini juga secara singkat menyoroti keterbatasan dan saran penelitian yang dievaluasi, menyoroti perlunya IEP yang kolaboratif dan berbasis kekuatan, intervensi dini, partisipasi keluarga, dan komunikasi yang baik dengan pemangku kepentingan. Hal ini dapat diakhiri dengan menekankan pentingnya interpretasi yang berbeda, penelitian lebih lanjut, dan pendekatan holistik terhadap pendidikan inklusif dan perkembangan kemampuan bicara anak.

Kata Kunci: Anak-anak, Individual Education Plan, Keterlambatan bicara.

Abstract

Lack of time with parents and lack of awareness of a child's potential can cause speech delays. This research aims to analyze the role of Individual Education Plans (IEPs) on the communicative development of deaf children. This type of research is qualitative research. This study included a systematic literature review that included 14 studies on IEPs and speech delays. Collecting relevant data using systematic observation techniques. Systematic observation techniques were used to collect relevant data from several articles. The data analysis technique uses qualitative descriptive analysis. These findings underscore the need for IEPs to address the special needs of children with speech delays, the importance of individualized methods, the availability of appropriate resources and supports, and the participation of parents and other stakeholders in the IEP process. This study emphasizes the need to develop and implement high-quality IEPs, provide resources and assistance, and involve parents and stakeholders in help childrenhelpingh speech delays successfully. This study also briefly highlights the limitations and recommendations of the research evaluated, highlighting the need for collaborative and strengths-based IEPs, early intervention, family participation, and good communication with stakeholders. It can be concluded by emphasizing the importance of different interpretations, further research, and a holistic approach to inclusive education and the development of children's speech abilities.

Keywords: *Children, Individual Education Plan, Speech Delay.*

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1. INTRODUCTION

The toddler period is critical in the development of a child. Because the child's fundamental development at that time will impact and determine their development in the next period. Language abilities, fine motor skills, gross motor skills, social, emotional, and intellectual levels grow quickly in this toddler (Mulyanti, 2021; Parikh, 2022). It provides the basis for the next stage of growth. The many ways in which the body employs muscles to complete certain activities are referred to as motor skills. They are classified into two types: fine motor skills and gross motor skills (Barnett, 2022; Katagiri et al., 2021). Fine motor abilities include the use of tiny muscles, particularly those in the hand and wrist. They include gripping abilities and eye-hand coordination. Gripping and manipulating things, utilizing both hands for a job, and using only the thumb and one finger for a task are all examples of fine motor abilities. Gross motor abilities are those that require the use of bigger muscles and muscular groups. Rolling, crawling, and walking are examples. Sitting, standing, walking, sprinting, leaping, lifting, and kicking are all examples of gross motor abilities (Meylia, 2022; Riyadi, 2023). A child's linguistic development is at its greatest stage during the toddler years (Sulistyaningtyas & Fauziah, 2019). It is caused by a child's sensitivity to language and his or her surroundings, which is seen as an early type of stimulation (Febriantini, 2021; Feldman, 2019). In this instance, parents must pay close attention to their children's language development in order to help them with their speech development. Furthermore, in order to improve their children's cognitive competency, parents must provide positive stimuli (Knauer et al., 2020; Qureshi, 2022).

However, some parents disregard the need of providing their children with appropriate intellectual stimulation. They do not create a conducive setting for the child's language development. Furthermore, parents may offer their children electronics when they are too occupied with domestic tasks (Casillas, 2020; Rowe, 2020). Excessive usage of devices in early infancy might have negative effects on children because they may retreat from social ties (David & Roberts, 2017). Furthermore, excessive use of technology may be detrimental to children's speech development. Early children exposure to gadgets promotes speech difficulties (Hasanah, 2023; Kusmanto et al., 2021; Qutoshi, 2020). Speech delay is a condition in which a child's ability to produce sound and speak is lower than the age average (Budiarti et al., 2022; Keumala & Idami, 2021; Puspitasari, 2022). It is a sort of language issue that might make it difficult for a youngster to communicate successfully with others. Speech delay is also describes as a condition in which a child’s speech is not developmentally appropriate as seen by speech and sound patterns (Sunderajan & Kanhere, 2019). Furthermore, genetics, environment, developmental variables, and health conditions can all contribute to speech delay (Ladanyi, 2020; Ranke et al., 2007). Moreover, environmental variables can now contribute to children’s speech delays. A lack of time spent with parents, a lack of awareness of children’s potential, an unsuitable speaking style, excessive screen time, hearing loss, and poor nutrition can all contribute to speech delay (Anaya, 2023; Toseeb, 2022). Parents are busy doing their jobs do not have time and commitments face obstacles to give language stimulation and make a bounding with their children. Because children learn language by imitating their parents, bad grammar or pronunciation can lead to speech problems. It is vital to address these environmental factors in order to improve children’s speech and language ability (Kalil, 2020; Polikowsky, 2022). In addition, children with speech delay face various challenges in their daily lives, including communication difficulties, academic difficulties, mental health issues, and chewing and swallowing difficulties (Budiarti et al., 2022; Hobson et al., 2022). Communication difficulties can lead to frustration, social isolation, and difficulty adapting to new environments. Academic difficulties can affect a child's ability to learn and participate in school activities. Mental health issues, such as anxiety, depression, low self-esteem, and social withdrawal, may also

occur. Chewing and swallowing difficulties can affect a child's nutrition and overall health. Family and social impact are significant, as they may need extra support and seek specialized services (Baker, 2021; Koskela, 2021). Speech delay can also affect a child's relationships with peers and family members. To help children with speech delay overcome these difficulties, early intervention and speech therapy are crucial. Speech therapy can improve communication skills, social interactions, and overall quality of life. Speech therapy is a typical treatment for delayed speech. A speech-language pathologist works with the kid to enhance communication skills and overcome speech problems. Exercises to promote speech production, such as articulation and phonological awareness training, may be included in the therapy (Agustina & Manipuspika, 2022; Manipuspika & Sudarwati, 2019; Okitasari et al., 2023).

However, several challenges are often faced by parents whose children experience speech delays. These challenges include parents do not have knowledge about speech therapy, the time given during therapy sessions is very limited, parents are unable to motivate children, parents experience economic difficulties, parents are unable to generalize skills (Jhon, n.d.; Purba & Astuti, 2020) Parents do not have a profound knowledge of what they should do after they get a diagnosis from doctor about their child's speech delay problem. This is due to a lack of information and time given to parents. Because of that they became anxious and afraid to start therapy (Chu et al., 2020; Hasanah, 2023). Therefore, parents need to understand how the therapy process works and learn skills related to therapy. Apart from that, children's speech development is slow due to limited time. Parents also find it difficult to train their children at home, because children are less motivated in therapy activities. In addition, economic difficulties experienced by a family can limit access to special services (Budiarti et al., 2022; Ganibaevna, 2023). The cost of therapy for children with speech delay is quite expensive and the time it takes for therapy is not short. This therapy takes months. Because the schedule given only once a week per meeting. Thus, parents become impatient, desperate, and eventually stop doing therapy. This results in the child's speech development being slow. Lastly, parents may have difficulty helping their children generalize the skills learned during therapy to other settings, making it difficult for them to apply them in their daily lives. In order to overcome the above problems, an Individual Education Plan (IEP) needs to be developed first (Oljabaevna, 2022; Reilly, 2020). Implementing IEP, services and accommodation which are needed would be receive by children with speech delay. It is expected to solve the problem of children with speech Delay. In the process of developing IEP, psychologist, therapists, and parents will be joined together as a team. IEP will share the improvement of children and bring special supports to children in order to accomplish IEP's goals (Janus, 2019; Nur et al., 2018). Then, a systematics literature review would be done in order to find out the previous articles that related to IEP's role in enhance the development of speech delay children' communication skills and to get insights about factors which might be influence the success of IEP in achieving its goals.

2. METHOD

Contains how data is collected, data sources and data analysis methods Articles published in 2013-2023 would review the importance of the Individual Education Plan (IEP) in the communication development of children with speech delays. In collecting relevant data from several articles, systematic observation techniques were used. This technique was used to deliver these articles with an Individual Education Plan (IEP) and speech delay. The selection of articles was aligned with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Matthew, 2021; Page et al., 2021). The PRISMA principle is used during the article review process to determine the schema and facilitate visualization of

search and selection of results. The PRISMA model was used to develop research eligibility criteria, data collection procedures, data details, information sources, and results. In this research, Open Knowledge Maps was used as an electronic website database to search and select articles that were relevant to the topic of this systematic observation. In this database, researchers entered two types of keywords into the search engine. These keywords were "Individual Education Plan (IEP)" and "children with speech delays". This database has a menu of settings such as document type, most relevant, and custom range. This menu setting made it easier for researcher to filter articles that were relevant and suitable used as review materials. There were 165 articles that have passed the selection stage through Open Knowledge Maps. Then the next stage was to eliminate the articles based on inclusion and exclusion criteria. This stage was carried out to obtain articles that were more specific or relevant to the topic of this systematic observation.

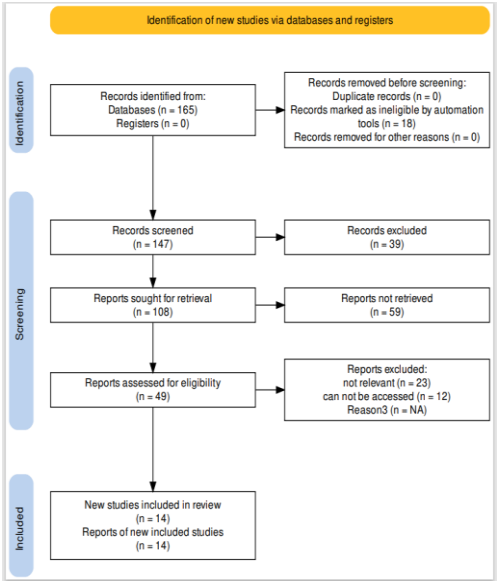

Figure 1. Visual representation of the search and selection process

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Must be about Individual Education Plan (IEP)	It is about curriculum for normal children
Discuss about speech delay or language disorder	Not discussed about speech delay or language disorder
Covered the area of special need education	Not covered the area of special need education
Published in the year of 2013-2023	Not published in the year of 2013-2023
Involved parental participation	Not involved parental participation
Emphasized on the implementation of strategy or approach or method for teaching children with speech delay	It is specific described strategy or approach or method for teaching children with speech delay

In the study, a systematic research was done by using Open Knowledge Maps as an electronic website database. This database is supported by an artificial intelligence which can make it easier for researcher in selecting and filtering relevant studies. The world's largest

visual search engine for research is run. Open Knowledge Maps make it simple to find documents that are immediately readable without the need for a paywall by highlighting open access content. By putting related papers together, they also aid in the identification of pertinent and related content (Vignoli et al., 2022). The organization is made up of advisors, partner organizations, team and support members, and an international community. All of the services provided by Open Knowledge Maps are free and subject to open licenses. It is an open infrastructure built on the ideas of open science (Kraker et al., 2017). First of all, the search engine can be set first before key words are typed. This aims to sort the data according to needs. For example, the year of publication can be set according to the researcher's wishes. In this study, the researcher chose a custom range from 2013 to 2023. Then there were two choices, namely "most relevant and most recent". In this case, most relevant was chosen because the researcher wanted to find articles that were most relevant to the research topic. Apart from that, there are also several document options to choose, such as journals, newspapers, theses, books, and etc. In this case, the researcher chose a journal document. After that, high Meta data was chosen because this setting provides a choice of abstracts with a minimum of 300 words.

Once all of the above was set, keywords could be typed. The first keyword typed was "Individual Education Plan (IEP)". Then 65 articles appeared on the screen. Then, it was set again to show articles that had open access. Thus, 32 articles appeared that had open access. However, only 21 articles could be downloaded due to a problem with the journal. Then second keyword was typed namely "speech delay". This keyword was set similar with the first keyword setting. There were 25 articles that could be found. These articles were open access articles and could be download. After finding the articles from web database, these articles would be selected again based on the inclusion and exclusion criteria, it can be seen from table 1 that there were several inclusion and exclusion criteria that were used to select the articles. The exclusion criteria were used to remove articles did not meet the scope of research, while inclusion criteria were used to select articles that appropriate with the scope of research. After selection process was done based on the inclusion and exclusion criteria, there were 14 articles would be used in this study. The sixteen articles that met the inclusive criterion were mostly concerned with various aspects of special education and needs. They cover subjects like making goal-setting activities consisting of students with special needs, developing IEPs for students with disabilities, assessing the efficacy of language delay treatment, and looking at inter textual voices in early childhood education IEPs. The purpose of these studies is to enhance special education methods and student support.

3. RESULT AND DISCUSSION

Result

In this study, researchers found 14 articles that met the inclusion and exclusion criteria. In table 2, a review of articles is presented which contains research objectives, methods, findings, and limitations/recommendations. The table discusses various topics related to the Individual Education Plan (IEP) and speech delays. These topics include risk factors and possible delays in children's speech, the use of inter textual voices in the Individual Education Plan (IEP). In this article, it was found the importance of developing an IEP that was appropriate for children with special needs. Besides, the application of certain methods or strategies was also discussed in the article, especially those related to teaching strategies for children with speech delays. The article also presented useful limitations and recommendations for future research. In addition, several other articles were found that discussed children with speech delays and children with other special needs who were given assistance and the value of education. These articles also discuss the importance of involving

parents, caregivers, and experts in implementing the Individual Education Plan (IEP). In other articles, innovative strategies such as web-based prototypes and strengths-based IEPs were discussed. Those strategies were used to increase support and cooperation. Identification of risk factors, parental participation in the IEP, early detection and intervention in children who experience speech and language disorders were the main points discussed in the article. In another article, there was a discussion about educational needs and the effectiveness of various teaching strategies and techniques for children with special needs. These articles were conducted using qualitative and quantitative research methods.

Furthermore, there were other articles that discussed the importance of IEPs in improving the communication skills of children with speech delays (Elder et al., 2018; Karal et al., 2022). The aim of the research was to improve the quality of IEPs for children with special needs. Techniques and methods were explored in the research. These methods and techniques can improve the creation and implementation of IEPs. In addition, collaboration between parents, educators, and children is also emphasized in the research. Furthermore, there is research which discusses teaching strategies, delayed speech, and factors that influence slow speech in toddlers. In both studies, the implementation of the IEP was not discussed (Aulia et al., 2023; Manipuspika & Sudarwati, 2019).

Table 2. The Selected Article Overview of the Importance of Individual Education Plan (IEP) In Communication Development of Children with Speech Delay

No	Author	Research Objective(s)	Methods	Findings	Limitation/ recommendation
1	(Mazon et al., 2022)	to develop an innovative environment to support the school inclusion of children with Autism Spectrum Disorder (ASD) by acting on the mesosystem of the child.	design-based research methodology	The study highlights key information domains for children with Autism Spectrum Disorder, including aids, skill profile, and school experience, and challenges faced by parents and professionals in inclusive education.	The study has limitations, including the prototype of the "To Gather" app not allowing dynamic stakeholder sharing, strained inter professional relationships, and its focus on ASD students in middle and high schools, affecting its effectiveness.
2	(Heiskanen et al., 2021)	to examine the use of intertextual voices of children, parents, and specialists in individual	a qualitative research method	The study highlights the importance of including intertextual voices in Finnish early childhood	Analyzing only five municipalities and 23 preprimary classes, focusing on children with special educational needs,

No	Author	Research Objective(s)	Methods	Findings	Limitation/ recommendation
		education plans (IEPs) in Finnish early childhood education and care (ECEC).		education plans (IEPs) to create a comprehensive understanding of a child's needs, support educators' arguments, and assign decision-making responsibilities, promoting a holistic and collaborative approach.	not considering other forms of early childhood education.
3	(Elder et al., 2018)	to explore and promote meaningful collaboration between professionals and families in the development of Individualized Education Programs (IEPs) for students with disabilities.	Qualitative and quantitative research methods	The study highlights the significance of strength-based Individualized Education Plans (IEPs) in inclusive classrooms for students with disabilities, highlighting their benefits in data collection, positive expectations, and family involvement, and the need for educators to continually develop awareness and recognize students' abilities.	The researchers recommend strength-based IEP writing practices for inclusive classrooms, emphasizing students' value, high expectations, and documenting their strengths, rather than solely focusing on their limitations.
4	(Peltomäki et al., 2021)	to investigate Finnish teachers'	Qualitative research methods	The study emphasizes the importance of	The study's limitations include a specific

No	Author	Research Objective(s)	Methods	Findings	Limitation/ recommendation
		perspectives on involving students with special educational needs in goal-setting, specifically using Individual Education Plans (IEPs).		power dynamics, parental participation, multi-professional collaboration, and student inclusion in goal-setting for students with PIMD, emphasizing the need for effective communication	sociocultural context, reliance on special education teachers' interviews, and insufficient quantitative observations, suggesting further research is needed.
5	(Ograjšek et al., 2022)	To explore Slovenian primary school teachers' use of Individual Education Plans (IEPs), challenges in designing functional, understandable plans, and the role of principals and counselors in SEN support.	A questionnaire survey consisting of closed-ended questions.	Slovenian primary school teachers face challenges in creating functional IEPs for children with Special Educational Needs, with councillors being the most familiar, but findings cannot be generalized.	The study's limitations include not generalizing to Slovenian primary school teachers, relying on subjective observations, and recommends detailed analysis, professional skill updates, and IEPs in annual planning.
6	(Means, 2023)	to assess perceptions of collaboration between US teachers and parents of students with special needs, suggest training for improved communication and decision-making, and	Qualitative research methods	The study highlights the need for proper training for parents and teachers on special needs rights and IEP development, as well as government funding for schools, and suggests	The study's limitations include convenience sampling and limited participant access. Recommendations include providing training for parents and teachers, professional development for

No	Author	Research Objective(s)	Methods	Findings	Limitation/ recommendation
		develop intervention strategies		guiding other countries in developing training plans and resources.	teachers, and technology utilization.
7	(Karal et al., 2022)	to improve the quality of Individualized Education Program (IEP) goals written by pre-service teacher candidates.	a quasi-experimental design	The study found that Interactive feedback significantly improved IEP goals quality in pre-service teacher candidates, with treatment group achieving higher scores and differences in GORI components, suggesting a useful framework for special needs instruction training.	The study suggests enhancing pre-service teachers' preparation through interactive feedback procedures for improved instruction and professional development, despite limitations such as a quasi-experimental design and non-representative sample.
8	(Sunderajan & Kanhere, 2019)	to assess the prevalence and risk factors of speech-language delay in children aged 1-12 years.	a cross-sectional design	A study revealed speech and language delay in 2.53% of pediatric outpatients, linked to factors like seizure disorder, birth asphyxia, physical deformity, multilingual environment, family history, low parental	The study's limitations include a small hospital population and cross-sectional assessment, suggesting future research should involve large multicentric follow-up studies for comprehensive understanding.

No	Author	Research Objective(s)	Methods	Findings	Limitation/ recommendation
				education, consanguinity.	
9	(Manipuspika & Sudarwati, 2019)	to document phonological development in children with speech delay, identify causes, evaluate treatment effectiveness, understand language abilities, and provide valuable information for intervention.	a descriptive, cross-sectional research approach.	The research reveals delayed phonological progress and the importance of speech comprehension . Factors contributing to delay include limited language input, age, maternal language, home literacy, and parent-child interaction. Therapeutic methods include modeling activities.	The research has limitations, including a small sample size, limited data sources, and a short observation period. Future research should include a larger sample, use diverse data sources, conduct a longitudinal study, and focus on parental involvement.
10	(Fitriyani et al., 2019)	to explore language development in children with speech delay, its impact on cognitive, affective, and psychomotor aspects, the role of social-emotional behavior, and intervention programs.	a qualitative case study method	The study highlights the significant influence of social-emotional behaviors on children with speech delay disorders, emphasizing the importance of early detection, intervention programs, and family support in academic development.	The study has limitations due to small sample size, limited scope, and subjectivity. Recommendations include larger sample size, longitudinal research, intervention evaluation, and collaboration with practitioners.
11	(Kurniasari & Sunarti, 2019)	to identify factors affecting	a quantitative research approach	The study found no significant	Not mentioned

No	Author	Research Objective(s)	Methods	Findings	Limitation/ recommendation
		speech delay in children aged 48-72 months, explore family dynamics, and emphasize the importance of early detection and parental support.	with an analytical design and a cross-sectional method.	relationship between working mothers and speech delay in children, and that parental involvement and stimulation are crucial for improving language skills. It suggested that game media can be used to practice communication skills, emphasizing the importance of parental involvement.	
12	(Keumala & Idami, 2021)	to describe the language development of children with speech delays and identify the factors contributing to this delay using a qualitative research approach, including observation and open-ended interviews with parents or caregivers.	a qualitative descriptive approach	The study found that children with speech delays experienced delays at 1 year old, but their development increased by 3 years old. Factors contributing to speech delays included maturation delay, developmental expressive aphasia, bilingualism, and social deprivation.	The study has limitations due to its small sample size and lack of a control group. Recommendations include a larger sample size, a longitudinal study to track speech development over time, and exploring specific intervention strategies for children experiencing speech delay.
13	(Aulia et al., 2023)	to identify the factors	a Literature Review	The study identifies	The study suggests that

No	Author	Research Objective(s)	Methods	Findings	Limitation/ recommendation
		associated with speech delay in toddlers and to determine the influencing factors that contribute to speech delay in toddlers.	design.	factors contributing to toddler speech delay, including gender, physical trauma, genetic disorders, gadget use, and parenting patterns, emphasizing the need for understanding and prevention.	parents should adopt a more democratic parenting style, promoting open communication and independence, to reduce the risk of speech delay in their children.
14	(Dewi et al., 2023)	to investigate the link between screen time and speech delay in children aged 1-2 years old, and to educate caregivers about its detrimental effects.	a cross-sectional design	The study found that excessive screen time in children aged 1-2 years old is linked to a 6.2 times increased risk of speech delay, indicating a negative impact on speech development. Factors such as male gender and low parental education were also identified as risk factors for speech delay.	The study suggests restricting gadget exposure, valuing parent-child relationship above all else, and providing caregivers with counseling, education, and knowledge about the detrimental effects of screen time on speech delay in children ages 1-2 years.

Children who have speech delay might really need help from plans that just for them (IEP) when it comes to learning and how they speak. These program showed what children did best, it gets people involved and gave them special help. They also checked how they were doing regularly. Individual Education Plan (IEP) that focused on children' strengths showed what they were good at and what they could do. This helped to increase the self-confidence and make them wanted to learn more.

Discussion

To better understand the role of Individual Education Plans (IEPs) in helping kids with speech delays develop their communication skills, this study looked at 14 articles from journals. As part of this research, the researcher found 14 journal articles that look closely at various subjects related to inclusive education. Also covered Individualized Education Plans (IEPs) and communication development in children. Talked about the flaws of the "To Gather" app prototype. At the same time, they also emphasized important knowledge areas and challenges in teaching children with autism spectrum disorder (ASD). They stressed how important different types of voices are in Finnish preschool teaching strategies. (Heiskanen et al., 2021; Mazon et al., 2022). Benefits of strength-focused IEPs in inclusive classrooms and encouraged their use (Elder et al., 2018; Nuzulia, 2022). Highlighted the importance of teamwork and good communication when helping teens with Profound Intellectual and Multiple Disabilities (PIMD) make goals. Problems Slovenian primary school teachers face when writing good IEPs and suggested careful checking and expert help. Importance of giving training about special needs rights and creating IEP plans to parents and teachers (Means, 2023; Ograjšek et al., 2022; Peltomäki et al., 2021). Feedback helps make teacher students better at reaching IEP goals before they start teaching. After that, more studies look at speech and language delay really well. They find out what causes it, difficulties with understanding or overcoming them and give advice on how to do this better. The results show how important whole-person ways, future study, and careful understanding are when dealing with the complexity of including everyone in education or helping kids learn speech (Karal et al., 2022).

Kids who have speech delay might get a lot of help from Individual Education Plans (IEPs) in school. These plans can make their learning and communication better. These plans highlighted the good things about students, got people involved more, gave personal help and watched their progress often. IEPs focused on strengths showed what students are good at. This makes them believe in themselves more and want to learn (Elder et al., 2018; Karal et al., 2022). IEPs also aid professionals, parents and caregivers to work together better by keeping everyone updated on what the child needs or is achieving (Heiskanen et al., 2021; Nuzulia, 2022). IEPs can be changed to meet what each child needs. This will give them help with specific problems and guidance so they get better at talking (Elder et al., 2018; Goodwin, 2022). To find ways to make things better and change treatments when needed, regular checking of how they are going was very important (Karal et al., 2022; Rashid, 2022). From a young age, children with speech problems can be helped by getting support and early help. So it's very important for parents to take part in deciding what should happen (Manipuspika & Sudarwati, 2019; Sunderajan & Kanhere, 2019). In the end, by focusing on what kids do well, getting them to work together and help each other at school can be better. Also offering personalized support makes sure they keep learning fast without forgetting their parents' ideas while trying new things with speech disorders will improve how children learn in schools. It can be concluded that Individualized Education Plans (IEPs) are essential for children who are experiencing speech problems. They specify precise goals, support services, and monitoring, with an emphasis on areas where they require the greatest assistance. Collaboration between parents, teachers, and other professionals is required for IEPs to ensure that communication requirements are satisfied. They also allow for cooperation and repetition of communication goals across multiple contexts, which is especially beneficial for children with complex needs. IEPs, in general, provide a thorough and disciplined approach to strengthening communication skills (Correia, 2021; Rashid, 2023). Some things can change how good Individual Education Plans (IEPs) were at helping kids with speech problems. These included early help, parents working together with school and understanding the child's needs. Also regular checkups on progress were needed along with recognizing

students' skills. Working well as a team between teachers, schools staff and families was important too. They also added making IEPs for every kid's special needs. They focused on what kids are good at instead of their weaknesses. Working together is important when making and carrying out IEPs that focus on each kid's unique needs. States that IEPs have to be made just for each child (Elder et al., 2018; Heiskanen et al., 2021). They should give extra help so kids can work on talking with others better. Strength-based IEPs focused more on seeing kids' strengths and skills rather than just their bad points. Kids with speech problems can really help if they get early support and aid (Elder et al., 2018; Manipuspika & Sudarwati, 2019). Having parents be part of the decision-making process also had extra benefits (Means, 2023). Making and carrying out good IEPs needs people to talk well. Understanding a child's needs well and supporting teachers' points of view can be achieved by including the voices from children, parents, and experts in IEPs (Heiskanen et al., 2021; Peltomäki et al., 2021). Checking and recording progress regularly can help find ways to make things better. Then, the strategies could be changed if needed (Karal et al., 2022; Rashid, 2023).

Moreover, several studies have found that similar factors can contribute to the effectiveness of Individual Education Plans (IEPs) for children with speech delays. Collaboration among parents, teachers, and other educational professionals is one of the factors, as are clear and measurable goals tailored to the child's needs and abilities, regular monitoring and evaluation, appropriate accommodations and modifications, parental involvement, and teacher training and support. A person-centered planning approach, access to appropriate supports and resources, and establishing positive expectations and high goals for children with speech difficulties may all help IEPs succeed. While the factors outlined by the various studies have some similarities, they also have major differences. Some researchers, for example, highlight the significance of a strengths-based approach and creating a positive atmosphere, whilst others emphasize the quality of the IEP goals and objectives, as well as the engagement of parents and other professionals in the IEP process. Some experts additionally emphasize the significance of intertextual voices' linguistic presentation, their roles in pedagogical decision-making, their status as epistemic authorities, and the active engagement and collaboration of parents, specialists, and educators. Overall, while designing and executing an IEP for a child with speech difficulties, it is critical to take into account all of these variables.

4. CONCLUSIONS

This study discussed how to choose academic journal articles for research. It explained how to use detailed descriptions and keywords to find relevant articles. The study reviewed articles about Individualized Education Plans (IEPs) and speech delays. These included risk factors for delays and teaching strategies for children with speech problems. The study stressed the importance of making IEPs suitable for each child's special needs. It also talked about including different views in Finland's early education plans. This helped create a full understanding of who should be included and not included. In conclusion, IEPs were essential for children with speech delays. IEPs set specific goals, support services, and monitoring based on each child's needs. It was crucial for teachers, parents, and other professionals to work together to successfully use IEPs. IEPs allowed communication goals to be repeated in different situations, which benefits children with complex needs. Additionally, IEPs provided an organized approach to improving communication skills in children with speech delays.

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