



PRACTICES AND CHALLENGES IN DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS ACROSS CULTURES: A SYSTEMATIC LITERATURE REVIEW

PRAKSE I IZAZOVI U RAZVOJU INDIVIDUALIZIRANIH OBRAZOVNIH PROGRAMA U RAZLIČITIM KULTURNIM KONTEKSTIMA: SISTEMATSKI PREGLED LITERATURE

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ABSTRACT

Individualized Education Programs (IEPs) are critical for ensuring equitable education for learners with disabilities, yet teacher practices vary significantly across global contexts. This systematic review synthesizes empirical research to identify teacher practices and challenges in IEP development. Adhering to PRISMA 2020 guidelines, a search was conducted across Scopus, ERIC, Google Scholar, and SpringerLink for studies published between 2015 and 2025. The search utilized a specific Boolean strategy targeting IEP development and teacher challenges. After screening 412 records, 15 studies met the inclusion criteria. Methodological quality was appraised using the Mixed Methods Appraisal Tool (MMAT). Findings reveal that while collaborative planning and data-driven goal setting are common practices, teachers face universal barriers, including insufficient training, resource scarcity, and excessive administrative workloads. These challenges are more acute in developing regions like the Philippines, where institutional support is often lacking. The study highlights a critical need for standardized professional development and policy reforms to bridge the gap between inclusive legislation and classroom implementation.

Keywords: inclusive education; individualized education program; IEP development; special education; teacher practices

SAŽETAK

Individualizirani obrazovni programi (IOP) imaju ključnu ulogu u osiguravanju ravnopravnog obrazovanja učenika s teškoćama, međutim, prakse nastavnika značajno se razlikuju u različitim kontekstima širom svijeta. Ovaj sistematski pregled sintetizira rezultate empirijskih

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istraživanja s ciljem identificiranja nastavničkih praksi i izazova u izradi IOP-a. U skladu sa smjernicama PRISMA 2020, izvršena je pretraga baza Scopus, ERIC, Google Scholar i SpringerLink, koja je obuhvatila studije objavljene u periodu od 2015. do 2025. godine. U pretraživanju je korištena specifična Booleova strategija usmjerena na razvoj IOP-a i izazove s kojima se nastavnici suočavaju. Nakon pregleda 412 zapisa, 15 studija ispunilo je kriterije za uključivanje. Metodološki kvalitet procijenjen je primjenom alata Mixed Methods Appraisal Tool (MMAT). Rezultati pokazuju da su saradničko planiranje i postavljanje ciljeva zasnovano na podacima uobičajene prakse, dok se nastavnici istovremeno suočavaju s brojnim zajedničkim preprekama, uključujući nedovoljnu obučenost, nedostatak resursa i prekomjerno administrativno opterećenje. Ovi izazovi posebno su izraženi u zemljama i regijama u razvoju, poput Filipina, gdje često nedostaje odgovarajuća institucionalna podrška. Studija ukazuje na izraženu potrebu za standardiziranim programima profesionalnog usavršavanja i reformama obrazovnih politika kako bi se smanjio jaz između zakonskih opredjeljenja za inkluzivno obrazovanje i njihove praktične primjene u učionici.

Ključne riječi: inkluzivno obrazovanje; individualizirani obrazovni program; razvoj IOP-a; specijalna edukacija; nastavničke prakse

INTRODUCTION

Inclusive education has become a global priority, emphasizing the right of learners with disabilities to receive equitable and personalized educational support within mainstream educational settings. A central mechanism supporting inclusive education is the Individualized Education Program (IEP), which provides a structured plan outlining individualized goals, instructional strategies, accommodations, and support services tailored to each learner's needs (Mitchell et al., 2017). The IEP serves as both a legal and pedagogical tool, ensuring that learners with disabilities receive appropriate and meaningful educational opportunities.

Teachers play a crucial role in developing IEPs, as they assess learners' needs, design instructional goals, collaborate with multidisciplinary teams, and implement instructional adaptations (Rodríguez et al., 2019). However, research suggests that teachers' practices in developing IEPs vary across cultural, institutional, and educational contexts. For example, in developed countries, IEP development often involves structured collaboration among teachers, parents, and specialists, supported by clear legal frameworks and institutional resources (Fish, 2019). In contrast, teachers in developing countries, including the Philippines, often face systemic challenges such as limited training, insufficient institutional support, and inadequate resources (Muega, 2019; Gregorio & De Castro, 2020).

Furthermore, cultural beliefs and values influence how teachers approach IEP development. Cultural responsiveness plays a significant role in ensuring that IEP goals and strategies align with learners' linguistic, social, and cultural contexts (Kalyanpur & Harry, 2017). Without culturally responsive practices, IEPs may fail to address learners' needs effectively.

Despite the growing emphasis on inclusive education, the literature on teachers' practices and challenges in developing IEPs remains fragmented across different cultural contexts. Therefore, this systematic literature review synthesizes empirical research published between 2015 and 2025 to answer the following research questions: What are the practices of teachers

in developing IEPs across different cultures? What challenges do they encounter in developing IEPs?

By synthesizing global and Philippine-based literature, this review aims to identify common themes, best practices, and persistent challenges in IEP development, thereby providing evidence-based insights for improving inclusive education practices.

MATERIALS AND METHOD

Research Design

This study employed a Systematic Literature Review (SLR) methodology to ensure a rigorous, transparent, and replicable synthesis of empirical research related to teachers' practices and challenges in developing Individualized Education Programs (IEPs). The SLR approach is widely recognized as a reliable research method for identifying, evaluating, and synthesizing findings from multiple studies, thereby reducing bias and strengthening the validity of conclusions (Kitchenham & Charters, 2007; Snyder, 2019). Moreover, systematic reviews are particularly valuable in education research because they help consolidate fragmented evidence, identify common patterns, and provide evidence-based recommendations for practice and policy.

To ensure methodological rigor and transparency, this review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Page et al., 2021). This structured approach guided the identification, screening, eligibility assessment, and inclusion of relevant studies. By systematically synthesizing literature from diverse educational contexts, including the Philippines and other international settings, this review aimed to provide a comprehensive understanding of teachers' practices and challenges in IEP development across cultures.

Information Sources

A comprehensive search was conducted across four major academic databases known for their extensive coverage of educational research. These databases included Scopus, ERIC (Education Resources Information Center), Google Scholar, and SpringerLink. These databases were selected because they contain peer-reviewed empirical studies relevant to inclusive education and special education practices. The search covered publications from 2015 to 2025 to ensure that the review included contemporary research reflecting current educational practices and policies.

Article Search Strategy

To ensure a comprehensive and methodologically sound literature base, a systematic search was conducted across four major academic databases: Scopus, ERIC (Education Resources Information Center), Google Scholar, and SpringerLink. These platforms were selected for their extensive coverage of peer-reviewed journal articles, empirical research, and educational reports relevant to special education. The search focused on studies published between 2015 and 2025 to capture contemporary research reflecting current educational policies and global

IEP implementation practices. The final search was executed on January 15, 2026, using a multi-layered Boolean strategy. Keywords were categorized into two primary domains: (1) IEP development (e.g., “Individualized Education Program,” “IEP development,” and “IEP implementation”) and (2) teacher-related variables (e.g., “teacher practices,” “teacher challenges,” and “inclusive education”). The primary Boolean string - ("Individualized Education Program" OR "IEP development") AND ("teacher practices" OR "teacher challenges") AND ("inclusive education" OR "special education") - was optimized for database-specific syntax. In Scopus, for instance, the search was limited to "Article Title, Abstract, and Keywords" to ensure high precision. To minimize publication bias and ensure a comprehensive review, supplementary searches were performed by reviewing the reference lists of selected articles and relevant grey literature. This multi-layered approach initially yielded 412 records. After removing duplicates ($n = 65$), 347 unique studies were screened by title and abstract, eventually leading to the full-text assessment of 62 articles. Ultimately, 15 empirical studies met all inclusion criteria. Given the diverse qualitative and descriptive-quantitative methodologies of the included literature, a thematic synthesis was employed to identify recurring patterns in teacher experiences and institutional barriers across various cultural landscapes.

Table 1. Database Search Syntax

Database	Search Syntax
ERIC	("Individualized Education Program" OR IEP) AND ("teacher practices" OR "IEP development")
Scopus	TITLE-ABS-KEY ("Individualized Education Program" OR IEP) AND TITLE-ABS-KEY ("teacher practices" OR "special education planning")
Google Scholar	"Individualized Education Program" AND teacher practices AND special education
SpringerLink	TS=("Individualized Education Program" OR IEP) AND TS=("teacher practices" OR "IEP implementation")

This systematic search strategy ensured that relevant peer-reviewed studies examining teacher practices and challenges in IEP development were captured.

Article Selection Criteria

To ensure the relevance, quality, and consistency of the selected studies, clear inclusion and exclusion criteria were established before the screening process. These criteria were designed to ensure that the selected studies directly addressed teachers’ practices and challenges in developing IEPs and were methodologically sound. The criteria also ensured that the studies reflected contemporary practices by focusing on recent research published between 2015 and 2025.

Only peer-reviewed empirical studies involving K–12 teachers and focusing on IEP development were included. Studies that did not directly address IEP development, were

purely theoretical, or lacked empirical data, were excluded. Table 1 summarizes the inclusion and exclusion criteria applied during the selection process.

Table 2. Article Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication	Published between 2015 and 2025	Published before 2015
Language	English	Non-English
Type of Study	Peer-reviewed empirical studies	Opinion papers, editorials
Population	K–12 teachers involved in IEP development	Postsecondary or adult education
Study Focus	Teacher practices and challenges in IEP development	Studies not focused on IEP
Accessibility	Full-text articles available	Abstract-only or inaccessible

These criteria ensured that the studies included in the review were relevant, reliable, and aligned with the research objectives.

Article Selection Process

The article selection process for this systematic literature review was conducted in accordance with the PRISMA 2020 flowchart (Page et al., 2021). This structured approach ensured transparency and rigor in identifying studies relevant to the research questions regarding teacher practices and challenges in Individualized Education Program (IEP) development. An initial pool of 412 records was identified through database searches across Scopus (n = 138), ERIC (n = 96), Google Scholar (n = 124), and SpringerLink (n = 54). Following the removal of duplicate entries, 347 unique records were screened by title and abstract. During this phase, 285 records were excluded for failing to meet established criteria. Primary reasons for exclusion at this stage included a lack of focus on K-12 teacher practices (n = 120), targeting of irrelevant age groups (n = 95), and publication dates falling outside the 2015–2025 timeframe (n = 70). Subsequently, 62 full-text articles were assessed for eligibility, of which 47 reports were excluded due to a lack of focus on IEP development (n = 20), absence of empirical data (n = 18), or not being peer-reviewed (n = 9). Ultimately, 15 empirical studies met all criteria and were included in the final synthesis.

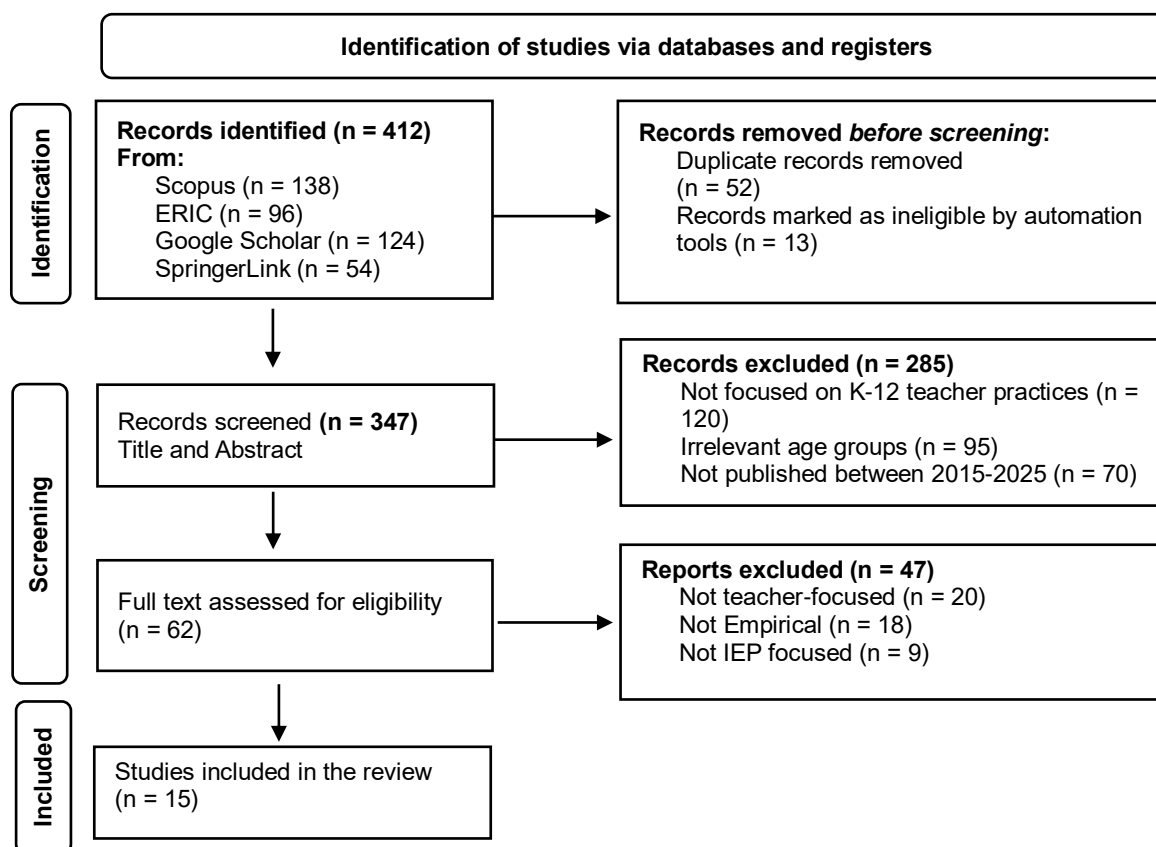


Figure 1: Flowchart of article selection process adapted from PRISMA

Data Extraction and Analysis

Following the identification and selection of eligible studies, a systematic data extraction process was conducted to ensure consistency and accuracy. A structured data extraction table was developed to capture key information from each study. The extracted data included bibliographic information such as author, year of publication, and country; research methodology; participant characteristics; teachers' practices in developing IEPs; challenges encountered; and key findings and conclusions.

This structured approach ensured that relevant information was consistently recorded across all studies, allowing for systematic comparison and synthesis. The use of a standardized extraction table also minimized the risk of bias and ensured that all relevant aspects of the studies were considered.

After data extraction, a thematic analysis was conducted to identify patterns, similarities, and differences across studies. The analysis followed three stages.

First, initial coding was conducted by identifying key concepts and phrases related to teachers' practices and challenges in IEP development. These included terms such as collaboration, individualized planning, cultural responsiveness, training limitations, and resource constraints.

Second, descriptive themes were developed by grouping similar codes into broader categories. For example, codes related to collaboration with parents, specialists, and administrators were

grouped under the theme “Collaborative Practices,” while codes related to lack of training and insufficient preparation were grouped under “Teacher Training Challenges.”

Third, analytical themes were generated by synthesizing the descriptive themes into higher-level insights that addressed the research questions. This process allowed the identification of overarching patterns across different cultural and educational contexts.

Furthermore, cross-cultural comparisons were conducted to examine similarities and differences in teachers’ practices and challenges across countries, including the Philippines, the United States, Europe, and Asia. This comparative analysis provided deeper insights into how cultural, institutional, and systemic factors influence IEP development.

Overall, this systematic data extraction and thematic analysis ensured that the findings were grounded in empirical evidence and provided a comprehensive synthesis of teachers’ practices and challenges in developing IEPs across diverse educational contexts.

Quality Appraisal

To evaluate the methodological rigor of the included studies, the Mixed Methods Appraisal Tool (MMAT) was used (Table 2). The MMAT is widely applied in systematic reviews that include qualitative, quantitative, and mixed-method studies. Each study was assessed based on criteria including research design appropriateness, data collection procedures, sampling strategies, and validity of findings. The appraisal ensured that only studies with acceptable methodological quality contributed to the synthesis.

Table 3. MMAT Quality Appraisal

Author(s)	Year	Country	Study Design	Sample	MMAT Criteria Met	Score (5)	Quality Rating
Akçin	2022	Turkey	Qualitative	Special education teachers	4/5	4	High
Al-Shammari & Hornby	2020	Kuwait	Quantitative	Teachers	4/5	4	High
Aldas et al.	2025	Philippines	Qualitative	SPED teachers	5/5	5	High
Arias et al.	2023	Multi-country (Asia)	Meta-synthesis	Multiple studies	5/5	5	High
Asri et al.	2022	Indonesia	Experimental	Students with special needs	4/5	4	High
Buli-Holmberg & Jeyaprabhakaran	2016	Norway	Qualitative	Teachers	4/5	4	High
DeSpain	2021	USA	Survey	Educators	3/5	3	Moderate

Kurth & Mastergeorge	2015	USA	Quantitative	Adolescent s with autism	4/5	4	High
Kozikoğlu & Albayrak	2022	Turkey	Mixed- methods	Teachers	5/5	5	High
Mangongon	2023	Philippine s	Qualitative	SPED teachers	4/5	4	High
Mendoza	2023	Philippine s	Qualitative	SPED teachers	4/5	4	High
Perez & Ting	2025	Philippine s	Quantitative	Teachers	4/5	4	High
Shepherd al.	2016	USA	Mixed- methods	Teachers	5/5	5	High
Wong Rashid	2022	Malaysia	Quantitative	Teachers	4/5	4	High
Yell et al.	2020	USA	Policy analysis	Documents	4/5	4	High

RESULTS

The synthesis of the 15 included studies revealed consistent patterns in both teachers' practices and the challenges they encounter in developing Individualized Education Programs (IEPs). The studies represented diverse cultural contexts, including the United States, Turkey, Norway, Malaysia, Indonesia, and the Philippines, thereby providing a comprehensive cross-cultural perspective.

Overall, the findings indicated that teachers across different contexts engage in structured and collaborative practices in IEP development. These include data-driven planning, stakeholder collaboration, and continuous monitoring of student progress. However, despite these shared practices, significant challenges persist. These challenges are largely systemic and contextual, including insufficient training, limited resources, role ambiguity, and institutional constraints. Furthermore, the methodological rigor of the included studies was generally high, as reflected in the MMAT appraisal results. Most studies met at least four out of five criteria, indicating strong validity and reliability of findings. This strengthens the credibility of the synthesized themes.

Common Themes in Teachers' Practices and Challenges in Developing IEPs

The thematic analysis revealed two major domains aligned with the research questions: (1) teachers' practices in developing IEPs across cultures and (2) challenges teachers encounter in developing IEPs. Each category consisted of several themes that emerged consistently across the included studies, as presented in Table 3.

Table 4. Common Themes in Teachers' Practices and Challenges in Developing IEPs

Category	Themes	Description
Practices	Collaborative Planning	Teachers engage with parents, specialists, and administrators in IEP development
Practices	Data-Driven Goal Setting	Use of assessments to create measurable and individualized goals
Practices	Instructional Adaptation	Modification of teaching strategies based on student needs
Practices	Progress Monitoring	Continuous evaluation and adjustment of IEPs
Challenges	Lack of Training	Limited knowledge in IEP writing and implementation
Challenges	Resource Constraints	Insufficient materials and support services
Challenges	Workload and Time	Excessive responsibilities limit effective planning
Challenges	Role Ambiguity	Unclear expectations among teachers
Challenges	Institutional Barriers	Weak policy implementation and administrative support

DISCUSSION

The findings of this review highlight a critical interplay between established teacher practices and persistent systemic challenges in IEP development. Across diverse cultural contexts, teachers consistently demonstrate adherence to fundamental principles of individualized instruction, including collaboration, data-driven planning, and continuous monitoring. These practices reflect a shared professional understanding of effective IEP implementation, as supported by studies such as Buli-Holmberg and Jeyaprabhan (2016) and Yell et al. (2020). However, despite this consistency in practice, the effectiveness of IEP implementation is significantly influenced by contextual factors. In particular, teachers in developing contexts, such as the Philippines and parts of Asia, face greater challenges related to resource limitations and insufficient training (Aldas et al., 2025; Mangongon, 2023; Mendoza, 2023). Similarly, studies conducted in Turkey and Malaysia emphasize the impact of workload and institutional barriers on teachers' ability to effectively implement IEPs (Kozikoğlu & Albayrak, 2022; Wong & Rashid, 2022).

Moreover, role ambiguity emerged as a critical issue, particularly in collaborative environments where responsibilities among teachers, administrators, and specialists are not clearly defined (Shepherd et al., 2016). This lack of clarity often leads to inconsistencies in IEP development and implementation.

Taken together, these findings suggest that while teachers possess the foundational skills and knowledge necessary for IEP development, systemic and institutional support remains a key determinant of successful implementation.

Practices of Teachers in Developing IEPs Across Different Cultures

The findings of this systematic literature review reveal that teachers across diverse cultural and educational contexts demonstrate a set of consistent and well-established practices in the development of Individualized Education Programs (IEPs). Notably, collaborative planning emerged as a central and universal practice. Across studies, teachers actively engaged with

multiple stakeholders, including parents, special education specialists, and school administrators, to ensure that IEPs are comprehensive and responsive to students' individualized needs. This collaborative approach reflects a shared understanding of inclusive education as a collective responsibility, as evidenced in studies conducted in both Western and Asian contexts (Al-Shammari & Hornby, 2020; Perez & Ting, 2025). Similarly, Buli-Holmberg and Jeyaprabathan (2016) emphasized that effective inclusive practices are grounded in strong professional collaboration, which enhances the quality and relevance of IEPs.

In addition to collaboration, data-driven goal setting was consistently identified as a fundamental practice in IEP development. Teachers relied on both formal and informal assessments to design measurable and individualized learning goals tailored to each student's abilities and needs. For instance, Kurth and Mastergeorge (2015) highlighted the importance of aligning IEP goals with students' developmental profiles, particularly for learners with autism. Likewise, Asri et al. (2022) demonstrated how targeted assessment data can inform the development of specific instructional interventions, particularly in early literacy. These findings suggest that across cultural contexts, teachers recognize the importance of evidence-based decision-making in ensuring the effectiveness of IEPs.

Moreover, instructional adaptation was another prominent practice observed across the included studies. Teachers modified instructional strategies, learning materials, and classroom environments to accommodate diverse learning needs, thereby promoting inclusive participation. Akçin (2022) noted that teachers employ differentiated instruction techniques as part of the IEP process, while Arias et al. (2023) emphasized that inclusive practices across Asian countries often involve contextual adaptation to cultural and institutional realities. This indicates that while the principle of individualized instruction is universal, its implementation is shaped by local contexts.

Furthermore, continuous progress monitoring was identified as a critical component of effective IEP implementation. Teachers consistently evaluated student performance and adjusted instructional strategies and IEP goals accordingly. Yell et al. (2020) underscored the procedural and substantive importance of ongoing assessment in maintaining the relevance and effectiveness of IEPs. This practice ensures that IEPs remain dynamic and responsive rather than static documents.

Taken together, these findings suggest that teachers across different cultures share a common framework of effective IEP practices. However, while these practices are conceptually aligned, their implementation is influenced by contextual factors such as resource availability, training, and institutional support.

Challenges Teachers Encounter in Developing IEPs

Despite the presence of well-established practices, the findings also reveal that teachers encounter significant challenges in the development and implementation of IEPs. One of the major challenges identified across studies is the lack of adequate training and professional preparation. Teachers frequently reported limited knowledge and skills in writing measurable IEP goals, conducting assessments, and implementing individualized instructional strategies. This issue was particularly evident in studies conducted in developing contexts, such as the

Philippines, where teachers expressed the need for more specialized training and professional development opportunities (Aldas et al., 2025; Mangongon, 2023; Mendoza, 2023). Similarly, Kozikoğlu and Albayrak (2022) found that insufficient training negatively affects teachers' confidence and competence in IEP development.

In addition to training-related challenges, resource constraints emerged as a significant barrier to effective IEP implementation. Many teachers reported a lack of access to instructional materials, assistive technologies, and support personnel, which limits their ability to fully implement individualized programs. Arias et al. (2023) highlighted that resource disparities across Asian countries significantly influence the quality of inclusive education practices. Likewise, Wong and Rashid (2022) emphasized that limited resources in Malaysian schools hinder the effective execution of IEPs, particularly for students with learning disabilities.

Another critical challenge is the issue of workload and time constraints. Teachers often juggle multiple responsibilities, including classroom instruction, administrative tasks, and collaboration with stakeholders, leaving limited time for thorough IEP development and monitoring. This finding is consistent across multiple studies, which indicate that excessive workload reduces the quality and effectiveness of individualized planning (Wong & Rashid, 2022; DeSpain, 2021). Consequently, even when teachers are knowledgeable about best practices, time limitations may prevent them from fully implementing these practices.

Furthermore, role ambiguity was identified as a key challenge, particularly in collaborative settings. Teachers often experience uncertainty regarding their specific responsibilities in the IEP process, especially when working with multidisciplinary teams. Shepherd et al. (2016) highlighted that unclear role definitions can lead to confusion, inefficiencies, and inconsistencies in IEP development. This issue is further compounded in systems where policies and guidelines are not clearly articulated or enforced.

Finally, institutional barriers, including weak policy implementation and limited administrative support, significantly impact teachers' ability to develop and implement effective IEPs. Al-Shammari and Hornby (2020) noted that while policies supporting inclusive education exist, their implementation is often inconsistent. Similarly, Perez and Ting (2025) emphasized the importance of institutional support in ensuring the effectiveness of IEP practices. Without strong administrative backing and clear policy frameworks, teachers may struggle to translate theoretical knowledge into practice.

Overall, these challenges highlight the complex and multifaceted nature of IEP development. While teachers demonstrate a strong commitment to individualized instruction, their efforts are often constrained by systemic and contextual limitations. Therefore, addressing these challenges requires not only improving teacher competencies but also strengthening institutional structures and support systems.

Certainty of Evidence

The certainty of the evidence was assessed using a narrative GRADE-style approach, evaluating the consistency, directness, and precision of findings across the 15 appraised studies. There is a high level of confidence in the identified themes of administrative burden and training gaps, as these appeared consistently across disparate geographical contexts. While the evidence on specific pedagogical practices in the Philippines is highly relevant, the

overall certainty is slightly tempered by the limited number of localized empirical studies relative to Western contexts. Nevertheless, the methodological rigor established through the MMAT appraisal ensures that the synthesized conclusions are grounded in high-quality research.

Limitations

Several limitations should be considered when interpreting these findings. First, the search was limited to articles published in English, which may have excluded relevant studies from non-English speaking cultural contexts. Second, while the 10-year timeframe (2015–2025) ensures contemporary relevance, it may overlook longitudinal shifts in inclusive education policy. Finally, the reliance on only four major databases, despite supplementary reference searching, may have missed niche or local publications that could provide deeper insights into specific regional challenges.

Summary of Findings

In summary, this systematic literature review reveals that teachers across diverse cultural contexts employ consistent and effective practices in developing IEPs, including collaboration, data-driven planning, instructional adaptation, and progress monitoring. These practices reflect a shared commitment to inclusive education and individualized instruction. However, the review also underscores the significant challenges that teachers face, which are largely systemic in nature. Insufficient training, limited resources, workload constraints, role ambiguity, and institutional barriers collectively hinder the effective implementation of IEPs. Ultimately, the findings suggest that improving IEP development requires not only enhancing teacher competencies but also addressing broader systemic issues. Strengthening teacher training programs, increasing resource allocation, and improving institutional support are essential steps toward achieving more effective and equitable inclusive education.

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

During the preparation of this work, the authors used ChatGPT and Gemeni to refine the language and improve the clarity of the manuscript. After using this tool/service, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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