

## Training Effectiveness of Individual Education Plan for Children with Neurodiverse Conditions in Community School of Kathmandu Metropolitan City

Sahas Bhandari

Kathmandu University School of Education

sahasbhandari11@gmail.com/sahas.bhandari@kusoed.edu.np

### INTRODUCTION & AIM

- Context:** While Nepal's Constitution (Article 39) and the Children Act (2018) guarantee the right to education for all children, those with **neurodiverse conditions** (autism, ADHD, dyslexia, etc.) often struggle in conventional classrooms where standard techniques may not meet their needs
- The IEP Tool: Individualized Education Plans (IEPs)** are designed to provide specialized support, yet their execution and efficacy in community schools remain a significant concern
- Problem Statement:** Many educators lack sufficient training in developing and executing IEPs, which is further complicated by **resource shortages** and poor parent-teacher collaboration
- Research Aim:** This study explores the **training effectiveness of IEPs** for educators in community schools to ensure the educational rights of children with neurodiverse conditions
- Research Questions:** The study investigates how teachers implement IEPs, the challenges they face, and how they use these plans to ensure the **academic performance** of neurodiverse students.

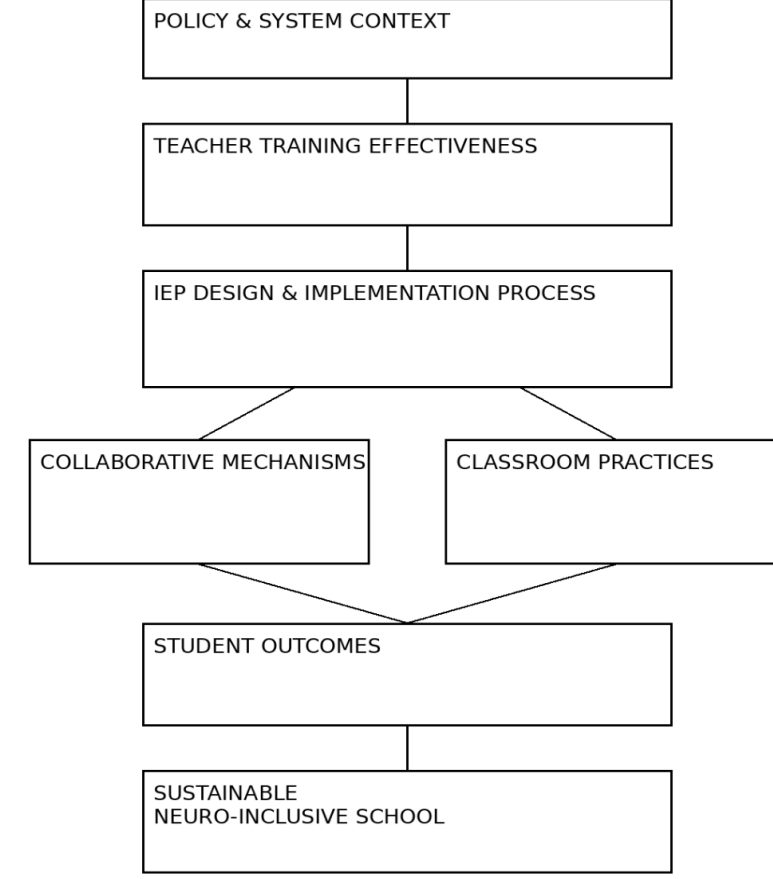
**BACKGROUND & CONTEXT**  
Research Gap  
Ineffective IEP implementation in Kathmandu metropolitan schools

**Critical Constraints**

- Teacher shortages
- Limited learning spaces
- Resource scarcity

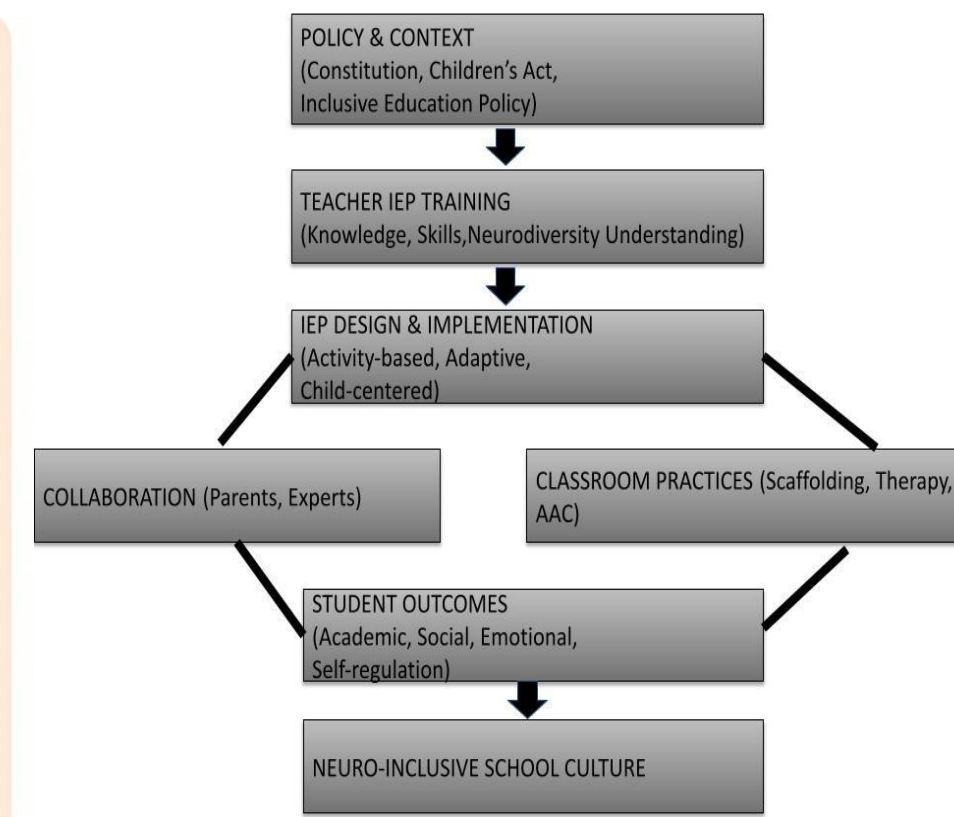
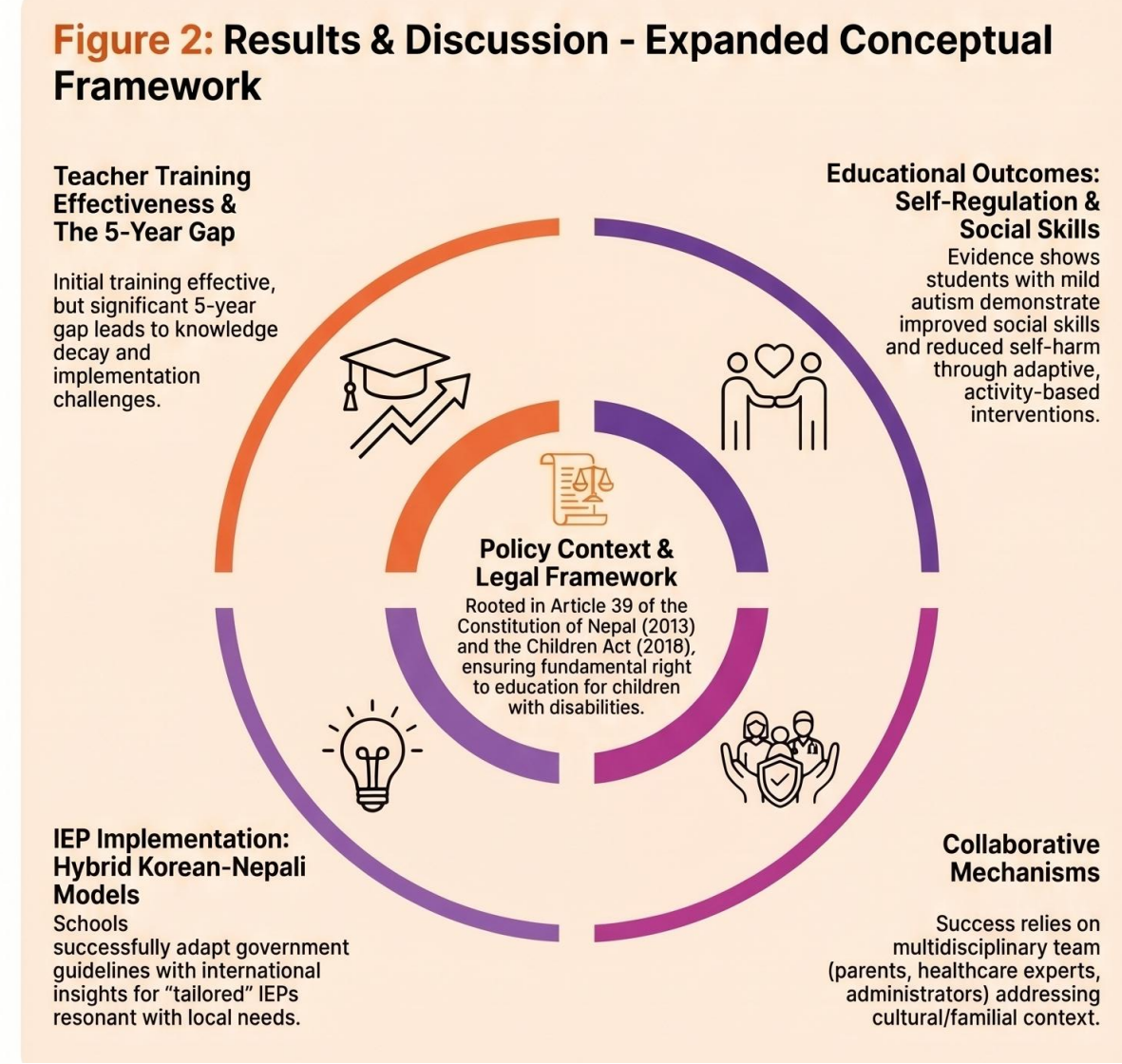
**Target Conditions**  
Autism | ADHD | CP | Deaf-Blindness

**Study Context**  
Paradigm: Neurodiversity  
Setting: Four Inclusive Schools



### RESULTS & DISCUSSION

- Implementation Status:** Schools show varying degrees of IEP knowledge; some have successfully evolved "**hybrid**" structures merging Korean and Nepali educational frameworks to fit local needs
- Effectiveness:** Activity-based and goal-oriented IEPs have led to improved **self-regulation and social skills**, particularly in students with mild autism
- Training Gaps:** While many teachers are trained, much of that training occurred years ago (e.g., five years), leading to **knowledge gaps** and resistance to new practices
- Collaborative Success:** Effective implementation is linked to a **multidisciplinary approach** involving teachers, healthcare experts, and parents.
- Major Challenges:**
  - Classroom Dynamics:** Managing large classes (often 45+ students) makes individualized attention difficult without **shadow teachers**
  - Resource Constraints:** Schools face severe **space limitations**, teacher shortages, and a lack of culturally contextual teaching materials
  - Parental Engagement:** Engagement often falters due to cultural misconceptions and a lack of informational support for families

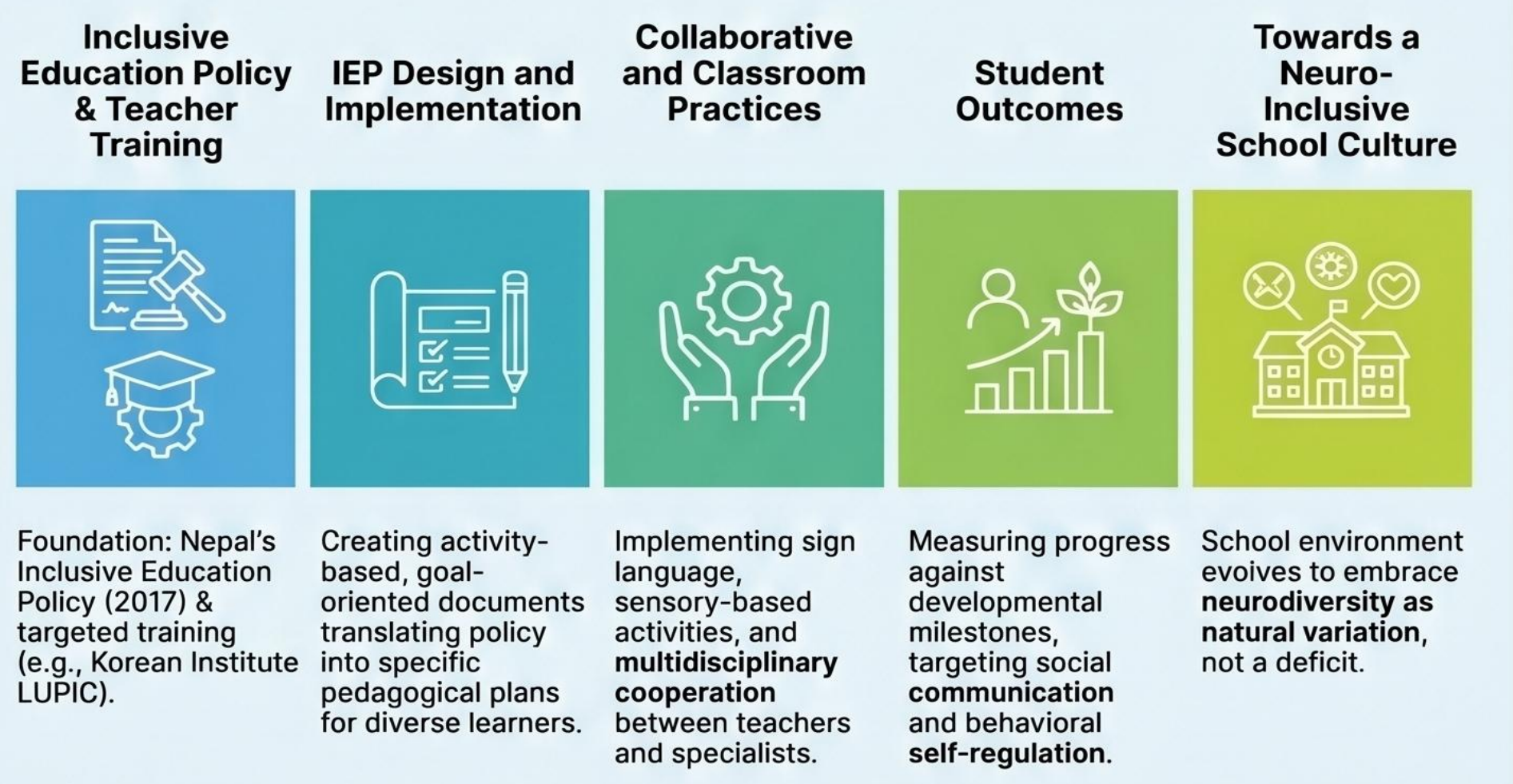


Expanded conceptual framework showing the interrelationships among policy context, teacher training effectiveness, IEP implementation processes, collaborative mechanisms, classroom practices, and educational outcomes for neurodiverse learners.

### METHOD

- Research Design:** The study utilizes a **qualitative approach** featuring ethnographic case studies, Qualitative Case Studies with N=4 Inclusive School.
- Theoretical Framework:** The research is grounded in the **Neurodiversity Paradigm** and **Constructivist Theories** of cognitive development, specifically the works of Piaget, Bruner, and Vygotsky
- Participants & Setting:** The study focused on **12 teachers** from four neuro-inclusive community schools in the Kathmandu Metropolitan City
- Data Collection:** Information was gathered through **participatory observation** of IEP implementation, interviews, and checklists focusing on the delivery process and student impact

Figure 1: Methods - Conceptual Flow Model



### KEY FINDINGS & PERFORMANCE

**HYBRID IEP ARCHITECTURE**

KOREAN Structure + NEPALI Context

**Student Outcomes (Mild Autism):**

Self-Regulation

Social Skills

**Teacher Perspectives & Barriers:**

**BENEFITS**

- ✓ Achievement of learning outcomes
- ✓ Structured background

**CHALLENGES**

1. Instruction Inefficacy
2. Low Parental Interest Maintenance
3. Complexity of Multi-Learner Platforms

### CONCLUSION

- ❖ **Child-Centered Approach:** Flexible, developmental strategies rooted in constructivist theories are essential for sound IEP implementation
- ❖ **Operational Barriers:** Despite Nepal's strong legal framework, there is an urgent need for more resources and awareness to make IEPs operational
- ❖ **Training Necessity:** Current effectiveness is hindered by **insufficient teacher training**
- ❖ **Holistic Value:** Properly executed IEPs are vital for creating inclusive environments that support the well-being of neurodiverse students

### FUTURE WORK / REFERENCES

- Acharya, B., & Sigdel, S. (2023). Examining inclusive education policies of Nepal
- Bruner, J. S. (1966). *Toward a theory of instruction*
- Government of Nepal (2018). *Children's Act*
- Piaget, J. (1970). *The science of education and the psychology of the child*
- Vygotsky, L. S. (1978). *Mind in society*

**Future Work:** Development of **simplified and updated training programs** that align with current needs & Establishing strategies for the **regular evaluation** of IEP effectiveness also Enhancing **cross-culturally sensitive parent collaborations** to improve home-school support

#### SYSTEMIC IMPACT:-Strategic Recommendation

PROFESSIONAL LEARNING      PARENT COLLABORATION      CULTURAL CONTEXTUALIZATION

Lifelong Teachers Training Progress      Cross-culturally Sensitive engagement      Localized education-Related Resources