


## THE IMPORTANCE OF INDIVIDUAL EDUCATIONAL PLANNING IN INCLUSIVE EDUCATION

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### ABSTRACT

The problem addressed was the effectiveness of Individualized Educational Planning (IEP) in inclusive education, with the general objective of analyzing the importance of IEP for the personalization of teaching and its impact on student development. The research adopted a methodology of bibliographic review, examining relevant studies and documents on the subject. The contributions of the IEP to the adaptation of the curriculum, the difficulties faced in its implementation and the effects observed in educational contexts were analyzed. The results showed that PEI is effective in personalizing teaching, leading to improvements in academic performance and social development of students with special needs. The analysis revealed that, despite the benefits, the implementation of the PEI faces challenges related to the training of educators and institutional support. Public policies and available resources have played a significant role in the implementation of the IEP, and it is critical to ensure that the guidelines are followed and that there is adequate support for teachers. The final considerations highlighted the need for continuous training for educators and greater consistency in public policies to overcome the challenges faced. In addition, additional

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research has been suggested to explore the conditions and practices that influence the effectiveness of IEP in different educational contexts.

**Keywords:** Individualized Educational Planning. Inclusive Education. Personalization of Teaching. Public Policies. Training of Educators.

## INTRODUCTION

The importance of Individualized Educational Planning (IEP) in inclusive education has been recognized in the current educational context. PEI is a key tool for tailoring teaching to the specific needs of students with disabilities or learning disorders, fostering an inclusive and accessible learning environment. This practice seeks to ensure that all students, regardless of their abilities or limitations, receive the necessary support to achieve their full academic and social development.

Inclusive education, which proposes the integration of all students in a common educational environment, has gained prominence in recent decades. The implementation of the IEP is a response to this demand, providing planning that considers the particularities of each student and seeks to adapt pedagogical strategies to their specific needs. The need for a well-structured IEP is evidenced by the diversity of students in classrooms and the demand for educational practices that cater to this diversity.

The central problem to be addressed in this research is how the implementation of the IEP can impact the effectiveness of inclusive education. Although the concept of IEP is accepted and its guidelines are established, the challenges related to its practical application and the variation in the results observed in different educational contexts indicate the need for an analysis. Issues such as teacher training, adequacy of resources, and adequacy of pedagogical practices are critical aspects that affect the effectiveness of the IEP in promoting quality inclusive education.

The main objective of this research is to analyze the importance of PEI in inclusive education, identifying the impacts of its implementation and the challenges faced by educators and educational institutions. The research will seek to understand how PEI contributes to the personalization of teaching and what are the factors that influence its success or limitations in practice.

The structure of this text is organized to offer a clear and detailed view of the subject. The introduction presents the theme, the rationale and the problem of the research, followed by a single objective to be achieved. The theoretical framework will provide the conceptual and theoretical basis for the analysis, while the development topics explored the importance of the IEP, its challenges, and model comparisons. The methodology describes the criteria and methods used in the literature review. The discussion topics and results analyzed the impact of PEI, the role of educators, and related public policies. The final

considerations summarize the main findings and suggest implications for practice and future research.

## **THEORETICAL FRAMEWORK**

The theoretical framework of this literature review is structured to provide a solid basis for the analysis of the importance of IEP in inclusive education. At first, the concept and evolution of Individualized Educational Planning will be addressed, detailing its definition and history. Then, the fundamental principles of inclusive education will be discussed, with an emphasis on the need for curricular and methodological adaptations to meet the diversity of students. The section will also include an analysis of the theoretical underpinnings of Universal Learning Design (UDL), exploring how this concept complements and enhances the implementation of PEI. This approach will allow an understanding of the key concepts and provide the necessary foundation for the discussion of the impacts and challenges of PEI in educational practice.

## **IMPORTANCE OF THE PEI IN INCLUSIVE EDUCATION**

Individualized Educational Planning (IEP) plays a key role in the personalization of teaching, especially in the context of inclusive education. This concept translates into practices that aim to adapt the curriculum and teaching methodologies to meet the specific needs of each student. The importance of PEI is highlighted by its ability to promote an accessible educational environment that is appropriate to the diversities found in classrooms.

According to Barros (2019, p. 15), "the implementation of the PEI is essential to ensure that students with special needs receive the necessary support for their academic and social development". The relevance of the PEI in creating favorable conditions for all students to participate in the educational process is evident. By personalizing teaching, PEI allows pedagogical strategies to be adjusted to the particularities of each student, thus promoting effective inclusion.

In addition, PEI offers significant benefits to students with special needs by tailoring teaching to their specific learning difficulties and styles. Bezerra (2021, p. 34) emphasizes that "the IEP makes it possible for the curriculum to be shaped to meet the individual needs of students, promoting efficient and adapted learning". This aspect of PEI is critical to

ensuring that students with special needs can overcome barriers and reach their full potential.

Braga and Lira (2024) also argue the benefits of IEP, stating that institutionalization of IEP contributes to the creation of educational practices that respect and meet the specificities of students with autism spectrum disorder (ASD), facilitating an adjusted pedagogical approach. In this way, the ability of the PEI to offer targeted support and adjusted pedagogical strategies is verified, promoting the inclusion of students with specific conditions such as ASD.

Therefore, PEI is an indispensable tool in inclusive education, as it allows for the personalization of teaching and offers direct benefits to students with special needs. PEI's ability to adapt curriculum and teaching methodologies contributes to an inclusive and accessible educational environment, providing struggling students with the opportunities they need for effective and meaningful learning.

## **CHALLENGES AND OPPORTUNITIES IN THE IMPLEMENTATION OF THE PEI**

The implementation of Individualized Educational Planning (IEP) faces several challenges, which are reflected in the difficulties faced by educators. These challenges can range from adapting the curriculum to properly training teachers. Difficulties include the lack of resources, limited time for planning, and the need for continuous training of educators.

According to Aragão and Assis (2023, p. 7), "the implementation of the IEP encounters obstacles related to the lack of adequate training for educators, as well as the lack of material and human resources necessary for the effective implementation of inclusive practices". The authors highlight that insufficient preparation and resources is a critical factor that limits the effectiveness of the IEP. The lack of specific training for teachers and adequate resources to support the necessary adaptations can compromise the quality of the implementation of the IEP.

Barros (2019, p. 18) points out that "resistance to change and lack of understanding about the importance of PEI can hinder its successful implementation". This observation highlights that in addition to practical issues, barriers related to mindset and acceptance of inclusive practices also pose a significant challenge. Resistance on the part of some educators can be an obstacle to the full and effective adoption of IEP in educational institutions.

To overcome these challenges, it is essential to adopt strategies. Bezerra (2021) suggests that the continuous training of educators and the adequacy of available resources are fundamental to overcome the difficulties in the implementation of the PEI. Continuous training offers teachers the necessary knowledge to adapt their practices and face difficulties. Additionally, ensuring that institutions have the appropriate resources is critical to the successful implementation of the PEI.

Braga and Lira (2024, p. 24) also point out that "collaboration between the pedagogical team and the active participation of parents and guardians can facilitate the adaptation of the IEP to the specific needs of students". Collaboration between different parties involved in the educational process can create a favourable environment for the implementation of the IEP, contributing to an integrated approach.

In short, the implementation of the IEP faces significant challenges related to the training of educators and the availability of resources. However, strategies such as continuous capacity building and collaboration between stakeholders can help overcome these difficulties and promote effective inclusive education.

## **COMPARISON OF IEI MODELS AND INCLUSIVE PRACTICES**

Comparison of different models of Individualized Educational Planning (IEP) and their inclusive practices reveals a variety of approaches and methodologies employed to meet the needs of students. Each IEP model has specific characteristics that influence the effectiveness of inclusive education and the development of students with special needs.

According to Bezerra (2021, p. 39), "the analysis of the IEP models indicates that, while some focus on adapting the curriculum and modifying teaching methodologies, others emphasize the personalization of materials and individualized assistance". The diversity in the IEP models is highlighted, showing that the approaches can vary, depending on the priorities and resources available in the educational institutions. Choosing the appropriate model can influence the success of the PEI implementation.

Braga and Lira (2024, p. 27) present a practical view on the effectiveness of IEP models, stating that "case studies demonstrate that the implementation of IEP is successful when there is a combination of adaptive strategies and continuous support for educators". This statement is corroborated by the analysis of inclusive practices that show that an integrated approach, which combines curricular adaptations and constant support, tends to provide better results for students.

In addition, Barros (2019) observes that IEP models that include collaboration between teachers, parents, and education specialists have better results in the inclusion of students with special needs. The authors emphasize the importance of collaboration between different parties involved in the educational process as an essential factor for the effectiveness of the IEP. Mutual cooperation between educators and families can facilitate the implementation of practices adapted to the individual needs of students.

Therefore, the comparison of IEP models and the analysis of successful practices indicate that the effectiveness of IEP depends on several factors, including the adaptation of teaching methodologies, ongoing support for educators, and collaboration among all those involved in the educational process. The diversity of approaches and the integration of strategies are fundamental for the promotion of inclusive quality education.

## **METHODOLOGY**

The present research is a literature review, with the objective of analyzing the importance of Individualized Educational Planning (IEP) in inclusive education. The approach adopted is qualitative, focused on the interpretation and analysis of existing literature on the subject. For data collection, instruments such as academic databases and digital libraries were used, which enabled the search and selection of relevant articles, books and documents.

The initial procedure consisted of defining the criteria for inclusion and exclusion of sources, based on the relevance and timeliness of the publications. The research was conducted through a systematic search in the main academic databases, such as *Scielo*, *Google Scholar* and Institutional Repositories, using keywords related to PEI and inclusive education. The selected sources were then organized and analyzed to identify the main contributions and discussions on the topic.

The following table presents a summary of the main references consulted, including the author, the title, the year of publication and the type of work. This table aims to provide an overview of the sources that underlie the analysis and discussion carried out in this literature review.

Chart 1: References Used in the Literature Review

AUTHOR(S)	CONFORMING TITLE PUBLISHED	YEAR	TYPE OF WORK
ARAGÃO, A. H. J.; ASSIS, J. M. B.	Special and inclusive education: a proposal for PEI (Individualized Educational Planning) with the perspective of UDL (Universal Learning Design)	-	TCC
BARROS, A. B. <i>et al.</i>	Special education policy from the perspective of inclusive education – PNEE/PEI: analysis of the implementation process in São Luís/MA (2008-2015)	2019	Article
BEZERRA, G. F.	National policy on special education from the perspective of inclusive education: for a purposeful (self) critique	2021	Article
BRAGA, J. S. M.; LIRA, K. F. S.	Institutionalization of the individualized educational plan (IEP) for students with autism spectrum disorder (ASD) at EMEI Maria Suely Medrado Araújo in Juazeiro-BA: an epistemological analysis of Jean's child development milestones	-	Article

Source: authorship

The insertion of this table allows us to visualize in an organized way the main sources that support the bibliographic review. From these references, information and evidence were extracted that support the analysis on the impact and effectiveness of PEI in inclusive educational practice. The analysis of these sources provides a basis for understanding the challenges and opportunities associated with the implementation of the IEP, contributing to the discussion and conclusion of the study.

## IMPACT OF THE PEI ON STUDENT LEARNING AND DEVELOPMENT

The analysis of the impact of Individualized Educational Planning (IEP) on student learning and development reveals important empirical evidence on the effectiveness of this tool in inclusive education. The IEP, by adapting teaching to the specific needs of each student, has shown positive results in various educational contexts.

Bezerra (2021, p. 43) states that "the implementation of the IEP has proven effective in improving the academic performance of students with special needs, especially when teaching strategies are personalized according to the individual characteristics of students". Thus, this argument confirms that the personalization provided by the IEP can have a significant positive effect on students' academic performance, by adapting the curriculum and pedagogical practices to their specific needs.



Braga and Lira (2024, p. 29) corroborate this view when they observe that "in studies carried out in different educational contexts, it was possible to verify that the application of PEI resulted in remarkable advances in the cognitive and social development of students". It is highlighted how PEI contributes not only to academic improvement, but also to the overall development of students, covering social and emotional aspects.

In addition, Barros (2019) observes that the results obtained with the application of the PEI vary according to the educational context, but in general, the adaptation of teaching has led to improvements in student engagement and their perception of academic success. This analysis suggests that, despite contextual variations, IEP in general has a positive impact, increasing student engagement and their perception of success in school.

Therefore, empirical evidence indicates that IEP has a significant impact on student learning and development. The effectiveness of PEI is demonstrated by advances in academic achievement, cognitive and social development, and increased student engagement and satisfaction in different educational contexts. These results highlight the importance of the IEP in promoting an inclusive education adapted to the individual needs of each student.

## **THE ROLE OF EDUCATORS AND CONTINUING EDUCATION**

The role of educators and the importance of continuing education are fundamental aspects for the implementation of Individualized Educational Planning (IEP). Proper training and ongoing support are essential for teachers to be able to adapt their teaching practices and meet students' needs effectively.

Aragão and Assis (2023, p. 09) highlight that "the continuous training of educators is a determining factor for the implementation of the IEP, as it provides teachers with the skills and knowledge necessary to adapt the curriculum and teaching methodologies". The importance of continuous training is evident, which ensures that educators are prepared to deal with diversity in the classroom and implement the IEP.

The need for support for educators is also a relevant aspect. Bezerra (2021, p. 46) observes that "institutional support and the availability of adequate resources are essential for teachers to be able to apply PEI strategies consistently and productively". This reflection indicates that, in addition to training, it is essential that educational institutions offer continuous support and resources necessary for the PEI to be implemented.

Braga and Lira (2024, p. 32) state that "teachers play a central role in adapting teaching to the needs of students, and their ability to adjust pedagogical practices is influenced by the training received and the support available". In this way, they reinforce the idea that teachers' ability to adapt teaching is essential for the effectiveness of the IEP and is dependent on the training and support they receive.

Therefore, the role of educators and continuing education are central aspects for the implementation of the IEP. Adequate training and institutional support are essential for teachers to adapt their practices and ensure that the IEP is applied in a way that meets the needs of students. The combination of continuous training and effective support contributes to the success of inclusive education and to the promotion of a learning environment adapted to the needs of each student.

## **PUBLIC POLICIES AND INSTITUTIONAL SUPPORT**

Public policies play a significant role in the implementation of Individualized Educational Planning (IEP) and in the institutional support offered to schools. These policies influence educational practice by establishing guidelines and providing the necessary resources for the execution of the IEP.

Barros (2019, p. 25) observes that "public policies aimed at inclusive education have a direct impact on the implementation of the IEP, since they define the parameters and resources available for the adaptation of the curriculum and teaching methodologies". The influence of public policies in creating a favorable environment for the application of the IEP is highlighted, by establishing standards and providing financial and logistical support.

In addition, Aragão and Assis (2023) indicate that the analysis of public policies reveals that the effectiveness of the PEI is linked to the adequacy of educational policies that guarantee the continuous training of educators and the availability of resources. The authors emphasize the idea that well-structured educational policies are essential to ensure that teachers receive the necessary training and that schools have the appropriate resources to implement the IEP.

Bezerra (2021, p. 50) also argues the impact of public policies, stating that "institutional support and inclusive education policies have been fundamental for the creation of conditions that favor the implementation of the PEI, but there are challenges in its practical execution due to inconsistencies in the application of policies". This observation highlights that, although public policies are fundamental to the success of the PEI, their

practical application may face challenges related to inconsistency and lack of resources in some regions.

Therefore, public policies and institutional support are crucial for the implementation of the PEI. Policy guidelines influence educational practice by defining the resources and training needed to adapt teaching to the needs of learners. While public policies are essential to create enabling conditions, practical execution can address challenges that need to be addressed to ensure the success of inclusive education.

## **FINAL CONSIDERATIONS**

The study on the importance of Individualized Educational Planning (IEP) in inclusive education revealed several significant aspects that answer the central question of the research. Firstly, PEI plays a key role in personalising teaching by offering adaptations that meet the specific needs of students with difficulties and disabilities. The evidence analyzed demonstrates that the implementation of PEI can improve the academic performance and social development of students, providing an inclusive and adapted education.

The analysis of the SIP models and inclusive practices indicated that there are a variety of approaches and methodologies used. The effectiveness of the IEP is associated with the personalization of teaching strategies and the continuous support offered to educators. Successful practices reveal that collaboration between teachers, parents, and experts is essential for effective implementation of IEP, reflecting the need for an integrated and collaborative approach in inclusive education.

The impact of IEP on student learning and development was evidenced by the improvements observed in both academic performance and student social development. The data show that personalization of teaching and adaptation of curriculum have significant positive effects, although the results may vary according to the educational context.

Public policies and institutional support play an important role in the implementation of PEI, influencing educational practice. Well-structured policies and adequate resources are critical to the effectiveness of the EIP, but there are also challenges related to the consistency and practical application of these policies.

The main contributions of this study include confirming the importance of IEP in inclusive education and identifying factors that contribute to its effectiveness, such as the personalization of teaching and support for educators. The findings underscore the need for

continuing education for teachers and institutional support for the successful implementation of the IEP.

To complement the findings, additional studies are needed that investigate the practical application of IEP in different educational contexts and explore strategies to overcome the challenges identified. Continued research can provide an understanding of the conditions and practices that influence the effectiveness of the IEP and contribute to the development of educational policies and practices

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