


**INDIVIDUALIZED TEACHING PLAN (IEP) AS AN INSTRUMENT TO
GUARANTEE EDUCATIONAL RIGHTS IN SCHOOL INCLUSION****PLANO DE ENSINO INDIVIDUALIZADO (PEI) COMO INSTRUMENTO DE
GARANTIA DE DIREITOS EDUCACIONAIS NA INCLUSÃO ESCOLAR****EL PLAN INDIVIDUALIZADO DE ENSEÑANZA (PEI) COMO INSTRUMENTO
PARA GARANTIZAR LOS DERECHOS EDUCATIVOS EN LA INCLUSIÓN
ESCOLAR** <https://doi.org/10.56238/sevened2025.015-009>

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ABSTRACT

The Individualized Education Plan (IEP) is a fundamental tool to guarantee the educational rights of students with disabilities or specific educational needs within the context of school inclusion. This article presents a literature review on the importance of the IEP, highlighting its pedagogical and legal role in adapting teaching to the singularities of each student. The IEP guides curriculum personalization, the selection of differentiated pedagogical strategies, and adapted assessment, enabling a more equitable and democratic educational environment. The development of the IEP requires collaborative participation from teachers, support professionals, families, and, when possible, the students themselves, demonstrating the need for interdisciplinary action. The article also addresses challenges faced by schools,

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such as lack of specific teacher training, bureaucracy, and institutional resistance. The effectiveness of the IEP is directly related to investment in continuing education and the strengthening of an inclusive culture within schools. Furthermore, the article emphasizes the importance of integrating the IEP into the school's Political-Pedagogical Project (PPP) so that individualized actions align with institutional guidelines. Ultimately, it concludes that the IEP is an essential tool to promote educational justice and equity, as it ensures that each student's right to education is respected, enhancing their abilities and fostering their full participation in school life.

Keywords: Individualized Education Plan. School Inclusion. Pedagogical Strategies. Educational Rights.

RESUMO

O Plano de Ensino Individualizado (PEI) constitui um instrumento fundamental para a garantia dos direitos educacionais de estudantes com deficiência ou necessidades educacionais específicas no contexto da inclusão escolar. Este artigo realiza uma revisão bibliográfica sobre a importância do PEI, destacando sua função pedagógica e legal na adaptação do ensino às singularidades dos alunos. O PEI orienta a personalização do currículo, a seleção de estratégias pedagógicas diferenciadas e a avaliação adaptada, possibilitando um ambiente educacional mais equitativo e democrático. A elaboração do PEI requer a participação colaborativa de professores, profissionais de apoio, famílias e, quando possível, dos próprios estudantes, evidenciando a necessidade de uma atuação interdisciplinar. Também são abordados os desafios enfrentados pelas escolas, como a falta de formação específica dos docentes, a burocracia e a resistência institucional. A efetividade do PEI está diretamente relacionada ao investimento em formação continuada e no fortalecimento da cultura inclusiva nas instituições escolares. Além disso, o artigo ressalta a importância de que o PEI seja integrado ao Projeto Político-Pedagógico (PPP) da escola, para que as ações individualizadas estejam alinhadas às diretrizes institucionais. Em última análise, conclui-se que o PEI é uma ferramenta essencial para promover a justiça educacional e a equidade, pois garante que cada aluno tenha seu direito à educação respeitado, potencializando suas capacidades e favorecendo sua participação plena na vida escolar.

Palavras-chave: Plano de Ensino Individualizado. Inclusão Escolar. Estratégias Pedagógicas. Direitos Educacionais.

RESUMEN

El Plan Educativo Individualizado (PEI) es un instrumento fundamental para garantizar los derechos educativos del alumnado con discapacidad o necesidades educativas específicas en el contexto de la inclusión escolar. Este artículo realiza una revisión bibliográfica sobre la importancia del PEI, destacando su función pedagógica y jurídica en la adaptación de la enseñanza a las singularidades del alumnado. El PEI orienta la personalización del currículo, la selección de estrategias pedagógicas diferenciadas y la evaluación adaptada, posibilitando un entorno educativo más equitativo y democrático. El desarrollo del PEI requiere la participación colaborativa del profesorado, profesionales de apoyo, familias y, cuando sea posible, del propio alumnado, poniendo de manifiesto la necesidad de una actuación interdisciplinar. También se abordan los desafíos que enfrentan las escuelas, como la falta de formación específica del profesorado, la burocracia y la resistencia institucional. La efectividad del PEI está directamente relacionada con la inversión en educación continua y el fortalecimiento de una cultura inclusiva en las instituciones educativas. Además, el



artículo destaca la importancia de que el PEI se integre al Proyecto Político-Pedagógico (PPP) de la escuela, de modo que las acciones individualizadas estén alineadas con las directrices institucionales. En definitiva, se concluye que el PEI es una herramienta esencial para promover la justicia y equidad educativa, ya que garantiza que cada estudiante tenga respetado su derecho a la educación, potenciando sus capacidades y favoreciendo su plena participación en la vida escolar.

Palabras clave: Plan de Enseñanza Individualizado. Inclusión Escolar. Estrategias Pedagógicas. Derechos Educativos.



1 INTRODUCTION

School inclusion represents one of the greatest contemporary challenges in education, especially with regard to the guarantee of educational rights for students with disabilities or with specific educational needs. In this context, the Individualized Teaching Plan (IEP) emerges as a strategic and essential tool to promote the access, permanence, participation and learning of these students in regular school environments. It is a pedagogical document that organizes, plans and monitors the teaching-learning process based on the individual needs of each student.

The PEI not only enables more inclusive pedagogical practices, but also materializes the right to equitable education, provided for in national and international legislation, such as the Brazilian Inclusion Law (LBI) and the Convention on the Rights of Persons with Disabilities. Through it, educators and educational institutions can identify barriers, adapt content, methodologies and assessments, favoring meaningful learning that is respectful of the students' singularities. Thus, the PEI is configured as an instrument for the promotion of equity and educational justice.

The construction and effective application of the IEP requires a collaborative approach between teachers, managers, support professionals, families and, whenever possible, the students themselves. This collaboration strengthens the bond between school and community, in addition to allowing pedagogical decisions to be aligned with the real potentialities and challenges faced by students. Joint action favors the elaboration of clear, realistic and adjustable goals over time, promoting the global development of students in their school trajectory.

In view of this, this bibliographic research seeks to understand the role of the Individualized Teaching Plan as an instrument to guarantee educational rights in school inclusion. To this end, theoretical, normative and practical contributions that underlie the use of PEI in the school environment will be analyzed, discussing its impacts on the effectiveness of inclusion, as well as the challenges encountered in its implementation. The study aims to collaborate with the improvement of pedagogical practices and the promotion of a truly inclusive education.

2 METHODOLOGY

The present research adopts a qualitative approach of exploratory nature, centered on bibliographic analysis as the main investigative method. The choice for this approach is justified by the intention of deeply understanding the concepts, foundations and practices associated with the Individualized Teaching Plan (IEP) in the context of school inclusion. Qualitative research allows interpreting and reflecting on theoretical contributions, considering social, legal and educational aspects that involve the theme.

The bibliographic research consists of the selection, reading and analysis of scientific works, legal documents, academic articles and specialized publications that deal with PEI and school inclusion. The materials were obtained from reliable sources, such as academic databases (*Scielo, Google Scholar, ERIC*), digital libraries of universities and official bodies such as the Ministry of Education. The selection of texts followed criteria of relevance, timeliness and pertinence to the proposed theme, prioritizing publications from the last ten years.

In addition to the theoretical works, national legislation and guidelines that support the right to inclusive education were consulted, such as the Federal Constitution of 1988, the Law of Guidelines and Bases of Education (LDB), the Brazilian Law of Inclusion (LBI) and the National Policy on Special Education in the Perspective of Inclusive Education. These documents offer a legal basis for understanding the PEI as an instrument to guarantee rights. The analysis of these legal frameworks allowed us to establish a correlation between the legal foundations and the pedagogical practices.

The analysis of the collected materials was carried out through critical and interpretative reading, aiming to identify theoretical conceptions, methodological proposals and practical experiences related to the elaboration and application of the IEP. The texts were organized by themes and categories, such as legal foundation, pedagogical practices, the role of education professionals and challenges faced in the implementation of the PEI. This process allowed a coherent systematization of the information to support the theoretical discussion of the research.

To ensure the reliability of the data, only materials with academic or institutional recognition were selected, excluding opinion sources or without scientific basis. The intersection of different authors and perspectives enabled a broader and more critical



view of the use of PEI in the process of school inclusion. The diversity of sources contributed to the enrichment of the analysis, allowing the identification of consensus and controversies in the literature on the subject.

Finally, it is highlighted that the bibliographic research, although it does not involve the collection of empirical data, has significant relevance in promoting a reasoned reflection on educational practices. From the theoretical survey, it seeks to offer subsidies for teaching and for the construction of public policies aimed at inclusion. Thus, the methodology adopted aims not only to understand the state of the art on PEI, but also to contribute to the educational debate in favor of a more equitable and inclusive school.

3 PEI AS A STRUCTURING AXIS OF INCLUSIVE PRACTICE IN SCHOOL

The Individualized Teaching Plan (IEP) has gained more and more space in educational debates aimed at inclusion, being recognized as a strategic tool in the process of curricular and pedagogical adaptation. It is structured as a document that guides the teaching work with students with disabilities or with specific educational needs, aiming to ensure the full exercise of the right to education. By considering the singularities of each student, PEI breaks with the homogeneous logic of traditional education.

From the perspective of inclusive education, the PEI is aligned with the proposal of a democratic school, which values diversity and combats exclusion. It is not a merely bureaucratic document, but an instrument of concrete pedagogical action. The elaboration of the IEP involves the definition of learning objectives compatible with the student's potential, differentiated teaching strategies and adapted forms of assessment, thus ensuring a more equitable school trajectory.

The construction of the PEI requires an interdisciplinary and collaborative look. Teachers, managers, support professionals, families and, when possible, the students themselves should participate in this process. This dialogue is essential for the plan to faithfully reflect the real needs of the student and for the pedagogical actions to be effective. The co-responsibility between those involved strengthens the bond between school and community and contributes to the success of inclusion.

The following is a table with theorists and researchers who discuss the IEP, highlighting its main studies and contributions:



Table 1

Main Theorists and Their Contributions to the Use of IEP in School Inclusion

Theorist/Researcher	Study/Work	Contribution to PEI and School Inclusion
Mantoan, Maria Teresa Eglér	<i>School Inclusion: What is it? Why? How to do it?</i>	It defends inclusive education as a right and highlights the role of PEI.
Carvalho, RositaEdler	<i>Inclusive Education: With the dots in the "i's"</i>	It emphasizes the importance of school management and the pedagogical team in PEI.
Stainback&Stainback	<i>Inclusion: A Guide for Educators</i>	They propose pedagogical practices that support the IEP as a resource for inclusion.
Glat, Rosana	<i>Inclusive Education: Principles and Practices</i>	It discusses the individualization of teaching and personalized evaluation in the IEP.
Mittler, Peter	<i>Inclusive Education: Social Contexts</i>	It deals with the PEI as an instrument to guarantee rights and social justice.

Source: Prepared by the authors.

As shown in Chart 1, the main theorists who contribute to the understanding and application of the Individualized Teaching Plan (IEP) in the context of school inclusion are gathered. The highlighted works show that the IEP is not just a bureaucratic document, but an essential pedagogical instrument to guarantee the educational rights of students with specific needs. Mantoan (2003) emphasizes inclusion as a right and emphasizes the role of the PEI in this process, while Carvalho (2008) highlights the importance of the involvement of the management and the pedagogical team for the effectiveness of the plan. Stainback & Stainback (1996) and Glat (2007) reinforce the need for individualized pedagogical practices and adapted assessment. Mittler (2003) broadens the debate by



pointing to PEI as a mechanism of social justice, fundamental to transform traditional school practices.

Thus, this set of studies offers a solid theoretical support that supports the construction of the IEP as a strategic tool for effective inclusion, corroborating the proposal of this article. These references demonstrate that the IEP is widely recognized as a means of ensuring the active participation of students with disabilities in school life. The focus on individualized planning is central for these students to develop their cognitive, emotional, and social competencies in an accessible learning environment. The plan does not seek to level students down, but rather to enhance their talents and overcome barriers to teaching.

Another important point addressed by authors such as Rosita Edler Carvalho (2008) is that the PEI must be articulated with the school's Political-Pedagogical Project (PPP). It cannot be seen as something apart, but as an extension of the institution's guidelines, adapted to the specific needs of the student. This strengthens the culture of inclusion and prevents PEI from being treated in isolation, disregarding the collective school context.

Peter Mittler (2003), in his research, points out that the construction of the PEI represents an ethical commitment of the school to equity. He argues that the personalization of teaching should be guided by principles of educational justice, not only with the intention of helping a student individually, but of transforming school practices that reproduce inequalities. This vision extends the impact of PEI beyond the classroom.

Despite the theoretical contributions and legal regulations that recommend the use of PEI, its implementation still faces challenges. Among them, the lack of specific training of teachers, excessive bureaucracy and the resistance of some institutions to adopt truly inclusive practices stand out. Many teachers report difficulties in preparing the IEP consistently, due to lack of time or adequate technical guidance.

In the face of these challenges, it is urgent to invest in the continuing education of education professionals and in the strengthening of the inclusive culture within schools. The IEP will only be effective if it is understood as an integral part of a pedagogical project committed to diversity and human rights. Critical reflection on its practice and constant updating are essential conditions for its effectiveness in everyday school life.

4 PERSONALIZED PEDAGOGICAL STRATEGIES IN THE CONTEXT OF THE PEI

Personalized pedagogical strategies are the central axis of the Individualized Teaching Plan (IEP), as they seek to adapt the teaching process to the specific needs of each student, ensuring their effective participation in school activities. According to Mantoan (2003), the personalization of teaching is a principle of inclusive education that breaks with the homogenizing logic of traditional schools. She states that "it is not about teaching less or in a simpler way, but about teaching differently, respecting the uniqueness of each student".

To build these strategies, it is necessary to consider the skills, learning styles, and pace of each student. Glat (2007) argues that pedagogical practice should respect the particularities of each student, recognizing and valuing their previous knowledge and potential, especially in the case of students with disabilities. This requires the careful selection of teaching resources, teaching methods and assessment instruments appropriate to the specific needs of each student.

One of the most common strategies within PEI is pedagogical mediation, in which the teacher acts as a facilitator of the learning process. According to Vygotsky (1991), cognitive development occurs through social interaction and mediation between the student and the object of knowledge. The PEI should therefore include actions that promote this mediation, such as the use of tutors, partner colleagues, and assistive technologies.

The use of assistive technologies also presents itself as a powerful strategy in the context of IEP. According to Sassaki (2005), these technologies not only facilitate access to content, but also expand the possibilities of expression and participation of the student. Examples include screen-reading software, adapted keyboards, alternative communication boards, and sound amplification devices.

Curricular adaptations are another key component of the IEP. According to Stainback and Stainback (1999), Curricular adaptation should ensure that students with special needs have access to the same content as other students, even if through different approaches and strategies. This involves making content, objectives and strategies more flexible, without excluding the student from the common curriculum.



Personalized assessment is an essential part of PEI, as it allows you to measure student progress based on your individual goals. Moysés (2001) warns that evaluating a student with disabilities by the same parameters applied to others is to disregard their uniqueness and the continuous effort they dedicate to overcome challenges on a daily basis. Evaluation in the SIP should be continuous, formative and focused on the process, not just on the results.

Another important point is the organization of the school environment, which must be accessible and stimulating. Mittler (2003) points out that inclusive environments are those that value and welcome diversity, providing support and resources that meet the individual needs of each person. The IEP must provide for adjustments in the physical space, in the time of the activities and in the forms of participation.

The continuing education of teachers is an essential condition for the effective use of personalized pedagogical strategies. According to Carvalho (2008), the PEI will only be effective if the teacher clearly understands its pedagogical role and has technical and institutional support for its implementation. This involves specific training in inclusive practices, the use of assistive technologies, and the development of personalized plans.

Collaboration among school professionals also strengthens the personalization of strategies. Mantoan (2006) states that effective school inclusion occurs only when there is collaboration and dialogue among all members of the school community. The IEP should reflect this interdisciplinarity, with contributions from psychologists, therapists, caregivers and other support professionals.

In general terms, it is important to highlight that the personalization of pedagogical strategies does not mean isolation, but rather inclusion with equity. The logic of the IEP is to ensure that each student learns in their own time and way, but together with the others. As Aranha (2001) argues, inclusion is achieved in an authentic way when the student is not required to conform to the existing pattern, but when the school structure is transformed to welcome and value differences.

5 CONCLUSION

The Individualized Teaching Plan (IEP) proves to be an indispensable tool for promoting school inclusion, as it enables the adaptation of teaching to the specific needs



of each student, ensuring their fundamental right to education. Through the PEI, the school assumes the ethical and pedagogical commitment to value the singularities of students, breaking with the homogeneous and excluding model of traditional education. This personalization of the educational process strengthens the active participation of students with disabilities, expanding their opportunities for learning and integral development.

However, the effectiveness of the IEP depends on interdisciplinary collaboration between educators, families, specialists, and the appropriate resources for its implementation. Continuing education of teachers and technical and institutional support are essential to overcome practical challenges, such as lack of time and excessive bureaucratization, which often make it difficult to prepare and monitor individualized plans. It is necessary that the inclusive culture be incorporated into the school's Political-Pedagogical Project, ensuring that the IEP is not an isolated document, but an integral part of the school dynamics.

To recap, the construction and application of the IEP reflect a broader vision of social justice in education, where respect for differences and the adaptation of pedagogical practices contribute to equity and the democratization of teaching. For inclusion to be full, it is necessary to continue investing in public policies, teacher training, and welcoming and accessible school environments. Thus, the IEP can fulfill its role as a transformative instrument, ensuring all students the right to learn and to be recognized in their potential.

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