The Effectiveness of the Individual Support Plan (ISP) in Enhancing the Adaptive Behaviour of Individuals with Intellectual and Developmental Disabilities

فاعلية خطة الدعم الفردية (ISP) في تحسين السلوك التكيفي لذوي الاعاقة العقلية والنمائية

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الملخص:

هدفت الدراسة الحالية إلى اختبار فاعلية خطة الدعم الفردية (ISP) في تحسين السلوك التكيفي لذوي الإعاقة العقلية والنمائية ، تكونت عينة الدراسة من (30) شخص من ذوي الإعاقة العقلية والنمائية ،بلغت أعمارهم (14سنة فما فوق)، والملتحقين بمراكز التربية الخاصة ،تم اختيارهم بطريقة قصديه ،وتم تقسيم العينة إلى مجموعتين (ضابطة وتجريبية) حيث تألفت كل مجموعة من (15) فرد، ،تم تدريب المجموعة التجريبية باستخدام خطة الدعم الفردية (ISP) واستغرق التطبيق فصلا دراسيا كاملا ، ومن اجل تحقيق أهداف الدراسة استخدمت الباحثة مقياس مستويات الدعم للإعاقة العقلية و النمائية SIS لقياس السلوك التكيفي، المطور من قبل (العطوي، 2012). أشارت النتائج إلى وجود أثر ذو دلالة إحصائية عند مستوى دلالة (05.) بين متوسطات درجات أفراد المجموعتين (التجريبية –الضابطة) على مقياس مستويات الدعم للسوك التكيفي في القياس البعدي يعزى لاستخدم (ISP) خطة الدعم الفردية لصالح المجموعة التجريبية، كما أظهرت النتائج أن حجم تأثير خطة الدعم الفردية على تحسين السلوك التكيفي كبير وعلى جميع النشاطات.

الكلمات المفتاحية: الاعاقة العقلية والنمائية، خطة الدعم الفردية، السلوك التكيفي، مقياس الدعم.

Abstract

Most people with profound intellectual and multiple disabilities (PIMD) have limited social contact and it is unclear what is done to maintain or increase these contacts. Individual support planning (ISP) can be used in the systematic enhancement of social contacts. The current study aimed to evaluate the effectiveness of the Individual Support Plan (ISP) in improving the adaptive behaviour of people with intellectual and developmental disabilities. The study sample consisted of 30 persons with intellectual and developmental disabilities, aged 14 years and above. The experimental group was trained by using the ISP. The application took a full semester, and in order to achieve the objectives of the study, the researcher used the Supports Intensity Scale (SIS) to measure adaptive behaviour developed by al-Atawi (2012). The results indicated that there was a statistically significant effect at the level of significance 0.05 among the means of the total scores of the two groups, experimental and control on the (SIS) scale for the adaptive behaviour in the post measurement attributed to the use of ISP for the advantage of the experimental group. Additionally, the results spotlighted the significant effect of ISP on improving the adaptive behaviour on all activities.

Keywords: Intellectual & developmental disability, Individual Support Plan (ISP), adaptive behaviour, Supports Intensity Scale (SIS-A).

Introduction:

The contemporary movement of special education and its strategies, trends, expectations, future prospects, and aspirations confirm that it is a field of man creativity. It entails various challenges to human beings and a test of their competencies, all of which depend on a competent teacher, who is able to take responsibility for working with people with special needs together with their ordinary peers, in various categories within the framework. This reflects the need to incorporate special-needs teachers into education and society.

The concept of special education refers to private educational programs which are offered and adapted to meet people with special needs (Lang & Sturmey, 2021). These programs aim to help people with special needs to fulfil their self-realization and develop their potentials to the maximum possible limit as well as to develop their adaptive behaviour in the community to which they belong is the most important objective of special education programs (Al-Ajnaf, 2014).

The curriculum of the mentally handicapped child is not developed before entering the teaching/ learning process. However, after the diagnosis, and at the beginning of the identifying stage of the child's current performance who is mentally handicapped, the curriculum is designed. The curriculum of the mentally handicapped child aims to define strength and weakness points in the child's current potentials and capacities that the

Individualized Educational Plan (IEP) depends on. Taking into consideration when drafting this plan, one shall depend on two dimensions, namely; individual and social dimensions (Hamburg & Lowe & Startin & Padilla et al, 2019, Al Rousan, 2017).

Many intellectual education teachers find it difficult on how to teach persons with intellectual and developmental disabilities and to connect successfully with their natural and social environments. Buffington (2013) suggests that this may be due to teachers' inability to use the most appropriate teaching methods based on theories of learning and a sound understanding of their cognitive and non-cognitive characteristics. Since mental disability affects mental development specifically, there are several methods or means developed according to specific standards particularly consistent with the needs of students with mental disabilities. According to (Buffington, 2013; Lang, & Sturmey, 2021; McComb, 2007), ***specific instructional strategies can be applied with this group, which are as following:***

- Identifying the mental disability degree accurately by using standardized measures or diagnostic tools appropriate for this age group.
- Determining the special needs of each child individually as a basis for appropriate educational methods to be used with him/her.
- Identifying and planning appropriate educational activities for these needs in the program.
- Identifying the appropriate educational tools and means to implement the activities, in addition to choosing the appropriate environment for each activity.
- Moving to from one level to another flexibly and smoothly without adhering to the curriculum timeline, as the curriculum is indicative for the teachers who should take their decisions in the light of the levels of progress of children with mental disabilities concerning the appropriate time to move from one level to the next.
- Establishing a communication and a follow-up system between the teacher and parents of children with mental disabilities to follow up the child's situation in a timely manner and exchange school and home reports.

Based on the principles of the Individualized Educational Plan (IEP) preparation, and modern principles of measurement and evaluation, the American Association on Intellectual & Developmental Disabilities (ASIDD) has developed an individual support plan as the bedrock of programs developed for individuals with mental disabilities in adulthood. To participate in different life activities successfully, the more these individual services rely on good planning and implementation, the more effective they will be in improving the individual function and outcomes (Aalatawi & Rossan, 2013).

ISP refers to the process of developing, implementing and evaluating individual goals and objectives related to personal outcomes in terms of the amount of support and adaptive behaviour degree. The soft or hard copy of the ISP, describes the goals and objectives (Thompson et al., 2009; Herps et al., 2013). Therefore, the intellectual education teacher can determine the amount of support that people with intellectual and developmental disabilities need to enhance their personal skill and degree of weak points in their adaptive behaviour (Thompson et al., 2009).

ISP has become a major bedrock of support for intellectually and developmentally disabled persons in many countries. Individual support planning and adaptive behaviour performance levels have become a key aspect of support for persons with intellectual disabilities (Schwartz, Holburn, & Jacobson, 2000; Robertson et al., 2007).

The identification of support services for individuals with intellectual and developmental disabilities requires a systematic analysis of their interests, inclinations, and the types of support they need to participate effectively in different community settings and activities on a regular

basis. The identification of support services will show the degree of adaptive behaviour, drawing on the five key elements of an individual support plan (goals, needs, development, monitoring, and evaluation) stated by Individual Support Plans.

Choose Goals: This method requires individual-centered planning that considers interests, trends, and preferences. This planning seeks to find out what is important to the individual in daily activities and dimensions including daily and home life, community, educational, health & safety, behavioural, social, vocational, self-protection activities and skills (Singh & Hwang).

Needs & Requirements: examine the individual's service needs. The Supports Intensity Scale (SIS) is a standardized and rationalized scale used to assess the individual's need for support within seven dimensions of daily life activities and to determine the need for medical and behavioural services. It can also be used to assess the needs for direct monitoring services for a person with disabilities in many life activities (Herps et al., 2016).

Student's information gathering process entails a number of basic information that comes before the planning process of transition, the relationship between the students and important people and their roles in his life, where the student spends his/her time, what others consider as strengths or weaknesses in the student's personality and potentials, the individual's interests, goals, inclinations and preferences. In addition to the opportunities and possibilities in an individual's environment that can be invested for his or her interests and the objectives of the plan, also the obstacles that may arise before or during the planning process that may reduce the chances of success of the plan (Reynolds et al., 2018).

ISP Development: depends on the two previous elements to develop an individual support plan, and it is crucial to develop realistic and practical plan, since a single plan is not able to effectively take into account all priorities at the same time, so it can focus on some of the individual priorities identified in the first component.

In short, the result of this stage shall produce clear ISP that explore the following:

- The current person's functional level in all dimensions including daily life, academic, health, vocational, social, community, and self-protection skills.
- Locations and activities that the individual is expected to participate in the community.
- Identify the individual's tendencies, needs and preferences.
- Necessary services and timetable to provide such as type, duration, and severity, and who will provide them (Individual Support Plan Overview, 2013).
- Date of services commencement.

Monitoring Improvement & Progress: The fourth phase of this process encompasses progress and improvement monitoring in individual's performance which requires the planning team to monitor the implementation of the ISP that shall be continuous and organized in the form of periodic meetings with a clear timetable to specify the extent of implementation of what has been planned (Singh & Hwang, 2019).

Evaluation: This stage focuses on evaluating the amount to which individual goals and objectives have been reached, as well as the individuals' tendencies and priorities that change over time. Individual Support Plan (2013). Both Petworth and his colleagues (Herps, Buntinx, & Curfs, 2013) say that support needs for people with intellectual and developmental impairments vary by context and setting. Hence, assessment and planning should include a flexible set of support services. Periodic assessments are needed to determine if individual support meets needs. The following figure shows the ISP elements (Thompson et al., 2007):

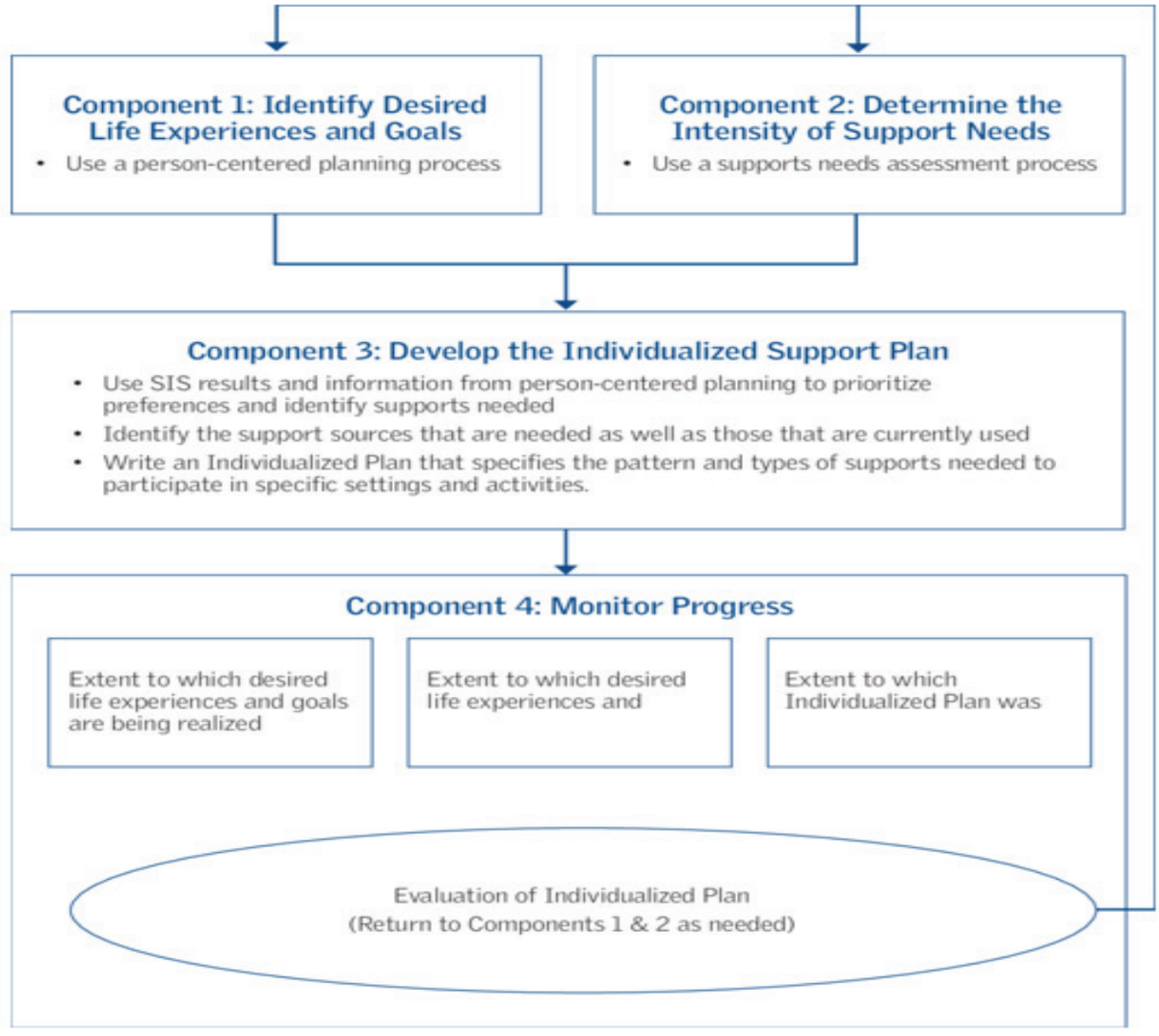

Figure No. (1):

Individualized Support Plan (ISP) Components.

Resource: Individual Support Plan Overview, 2013

ISP aimed to enabling intellectually and developmentally disabled individuals with new independency skills, providing community support for intellectually and developmentally disabled individuals and developing their level of autonomy and self-sufficiency and continuity. This includes developing new relationships in their environment and community, with an increase in the level of independence and self-sufficiency (Kamstra et al., 2017). Help intellectually and developmentally disabled individuals to maintain relationships that support them in their environments and society along with maintaining continuity of level of independence and self-sufficiency (Herps, 2017).

Herps (2017) noted that the relevance of the ISP is derived from its numerous uses in one document. Thus, it is considered a required document by the impaired person who Missouri indicated as eligible for receiving adequate services and support, A document used to analyze the frequency, duration, and type of supports and services needed now and in the future and what actions are needed to reach goals. It is a tool to chronicle what is important to you and your family member so that all supporters understand what is needed to deliver the greatest supports and services. In addition, a working document to keep the information acquired for the plan updated and current as your family member's life changes. This ensures that assistance and services continue to work toward results and goals.

Knauder & Koschmieder (2018) indicates ISP is an investment in an individual's life and we previously stated that intellectual disability has to specific characteristics that define the intellectual performance and the adaptive behaviour as well as we discussed how Individual Educational Plans (ISPs) are developed to improve intellectual performance.

This investment is reflected in the way and the amount of educational support to be provided, depending on the initial diagnosis, the severity of individual's condition and the need for support. Furthermore, the ISP works on specific indicator pertain to adaptive behaviour through activities and necessary group of life skills. these are categorized in three main groups that forms the individuals' adaptive behaviour namely; conceptual skills, social skills, and practical life skills needed for individuals with intellectual and developmental disabilities according to the severity and need of the case (Reynolds et al., 2018).

For many intellectually disabled adults, adaptive behaviour through the Individual Support Plan is essential, since the ISP is developed not only for assessment but also for the provision of public and private services for intellectually disabled individuals. Therefore, the ISP provides educators responsible providing educational services for the intellectually disabled individuals as well as the support needed to improve adaptive performance (Bambara, Kem, Elliot & Wit, 2005).

One of the characteristics of individual support plans and support services is usually provided through social services programs. They may also continue the support services for as long as the person needs them. They can be provided intermittently as needed (Knauder & Koschmieder, 2018). The Individual Support Service provides the necessary support services to ensure continuity in improving the adaptive performance of each individual and enhances the intellectually disabled individuals' independence and self-determination (Reynolds, Zupanick & Mark, 2018).

(Hamburg et al., 2019) mentioned that the importance of assessing adaptive behaviour and social skills comes from being one of the most important indicators in diagnosing intellectually and developmentally disabled individuals in the definitions of intellectual disabilities. As approved by the American Association on Intellectual & Developmental Disabilities (ASIDD) in 2012, the intellectual and developmental disability is defined as a disability characterized by significant limitations in both intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills and this disability originates before the age of 18 (AAIDD, 2013).

Therefore, attention to adaptive behaviour and disabled children's social adaptation functions and skills are the most important achievement in the education of intellectually and developmentally disabled because it is the focus of the diagnosis of intellectual disabilities. They must be educated and trained on adaptive behaviours and skills through structured planned steps starting from goals setting to expectations setting (Al-Batsh, 2000).

Adaptive behaviour is any behaviour that enables an individual to conform to the environment in a right and effective manner, as well as an individual's ability to perform social and personal duties in accordance with what is customary in the community to which the individual belongs (Al-Qemish, 2011).

Al-Rousan (2017) stated that adaptive behaviour from the biological viewpoint is the individual's ability to biological adaptation to the determination of the ability to survive and vice versa is correct. The individual's biological adaptation failure identifies many life problems that threaten his/her survival, and between the manifestations of adaptive behaviour from the psychological viewpoint in the following aspects: self-satisfaction and self-realization, successful academic achievement, family and social harmony, ability to produce and work, ability to socialize and build social relationships successfully.

Al-Rousan also discussed adaptive behavior from a social perspective, defining it as an individual's adaptability to all social variables, such as family, school, employment, and production institutions. Al-Rousan (2017) said that from the perspective of special education, adaptive behavior includes social maturity and visual motor synergy, the ability to learn academic

skills necessary for age and developmental stage, social skills portrayed in learning everyday life and language skills. AAIDD (2002) defines adaptive behavior as a set of conceptual, social, and practical skills a child learns to use in everyday life (McComb, 2007).

(Thoma et al., 2001) state the functional of adaptive behaviour in three shapes: the child's ability to perform skills expected by the society in certain age such as, the use of bathroom, having lunch, wearing clothes (Autonomy Function). The ability to shoulder the personal responsibility of one's behaviour and it reflects the ability of choice and decision-making (Personal Responsibility); the social responsibility which is related to the individual ability of to accept responsibility as a member of the community and conduct appropriate behaviours in the form of these social expectations, such as social harmony, emotional maturity and economic independence.

There are several acceptable manifestations of adaptive behaviour socially that appear in different degrees in children with mental disabilities; Independency skills, Physical and motor skills, Cash handling skills, Language Skills, Numbers and time skills, Vocational Skills, Self-orientation skills, Responsibility taking skills, Social upbringing skills, Safety skills (Al-Rousan, 2017; Novell et al., 2020).

Review of Related Literature & Previous Studies

In a study conducted by Craves in 2017 that aimed at identifying the effectiveness of the individual support plan in improving the sexual culture of intellectually and developmentally disabled individuals, it used the analytical method by analysing an Individual Support Plan for a sample of 159 intellectually disabled individuals, including 60 males and 99 females. A questionnaire was applied containing questions related to sexual concepts and aspects of sexuality. The results showed insufficient indicators of sexual support for intellectually disabled individuals (Curfs, 2017).

The study of Herps (2017) conducted a qualitative analytical study which aimed at analysing the specialists' policies and practices in the intellectual education centres in the Netherlands stated in the Individual Support Plan (ISP). The study in analysing the documentation of their individual support plan showed that the practices of specialists need to be better understood in terms of the Implementation of the Individual Support Plan, and the way of determining the support that the child needed. Since there was no clear definition by specialists in the individual support plan for the goals and results of support. The majority of individual support plans contain general information and data about disabled individuals and their performance but they did not contain the desired results. Therefore, the study recommended the need to train specialists on the instruction's application of the Individual Support Plan and the importance of all its elements in the disabled individual's performance quality (Herps, 2017).

The study conducted by Herps, Buntinx & Curfs (2016) which aimed at identifying the effectiveness and analysis of goals and objectives in the Individual Support Plan (ISP) to explore the areas of quality of life to which they are associated. The study sample consisted of 209 intellectually disabled individuals. Their individual support plan was obtained from eight centres, which provided services for people with all kinds of intellectual disabilities. The results showed that support levels were slightly lower concerning autonomy and social participation of individual with moderate intellectual disabilities compared with those with severe intellectual disabilities. The objectives of the Individual Support Plan had been more effective by improving the quality of life of people with severe intellectual disabilities, and the Individual Support Plan was effective for individuals with disabilities aged (20–34) with respect to independence from other age groups. As for the quality of life, the levels of support in the individual support plan were more favourable for those under 50 years of age than for the elderly and in the use of resources (Herps et al., 2016).

Scotland's study aimed to know the effectiveness of the individual educational plan

in improving the communication skills of the pre-acquisition language of autistic children in the state of New York, USA, and its effect in reducing inappropriate social behaviour patterns. The study sample consisted of 87 autistic children who were less than10 years old. The results of Scotland›s study showed the effectiveness of the individual educational plan in improving communication skills for pre-acquisition language for autistic children (Scotland, 2014).

Irim Bilal conducted study in 2013 entitled «Effectiveness of individual educational plan in teaching receptive language skills of children with Down›s Syndrome which aimed to identify the effectiveness of the individual educational plan in teaching receptive language skills for children with Down syndrome. The study sample consisted of 20 boys and girls with Down syndrome divided into control & experimental groups. Each group consisted of 7 children. The experimental group was taught by using the individual educational plan and included 25 sessions, each session took 35 minutes only and the application lasted for a full semester. The results showed that the experimental group achieved more progress compared to the control subjects on the receptive language skills scale, after applying the designed individual educational plan (Bilal, 2003).

Herps & Buntinx & Curfs conducted a study in 2013 entitled «Individual support planning: perceptions and expectations of people with intellectual disabilities in the Netherlands» that aimed to focus on the perceptions and experiences of Dutch persons with intellectual disability (ID) with respect to their involvement in their ISP. Data were gathered through a semi-structured interviews with 61 people with mild to moderate ID. Participants were recruited in 23 Dutch service provider organizations. A systematic qualitative analysis was performed on the interview transcripts. A qualitative and systematic analysis was conducted through interviews. The results of the interviews showed that the individual support plan is not common in their centres, and difficulties in achieving the effectiveness and objectives of the individual support plan are weak in the ability to determine the exact content of the individual support plan attributed to the lack of experience (Herps et al., 2013).

The Buffington›s study in 2013 examines the effectiveness of an individual educational plan in developing communication skills of children with autism (gestures, cues, and verbal communication). The study sample consisted of (4) children with autism in the United States between the aged (4-6). The study used a training program on communication skills, and the results showed the effectiveness of the individual educational plan in providing children in the study sample the targeted communication skills (Buffington, 2013).

Comments on the Above-Mentioned Studies

Reviewing the previous studies that were discussed above, a few were aimed at verifying the effectiveness of the individual support plan and in its entirety from foreign studies such as (Herps et al., 2013; Herps et al.,2016; Herps, 2017) as well as some studies which aimed to investigate the effectiveness of the individual support plan including (Bilal 2013), (Buffington, 2013) and (Scotland, 2014). After examining previous related literature studies, it is noticed that few number of studies dealt with the ISP. According to the researcher's knowledge, none of the Arab studies addressed or dealt with ISP, therefore the current study is one of the first studies that added literature and tools to educated intellectually and developmentally disabled individuals that contain many characteristics in improving the quality of services provided for individuals with intellectual and developmental disabilities.

Problem Statement:

Special education for cognitively and developmentally handicapped people is difficult. Intellectual disability reduces cognitive, communicational, social, occupational, and independent development. Educational, behavioural, skill, communication, physical, self, and cognitive demands change intellectually impaired individuals' identities and improve their efficacy. Meeting these needs must be done in accordance with theoretical frameworks of a future evaluation and targeted process, which enhances their performance and adaptive behavior as diagnostic criteria for persons with intellectual and developmental impairments in regular social

situations.

Due to the importance of the Individual Support Plan for intellectually and developmentally handicapped individuals in the Arab world, this study attempted to determine its usefulness in supporting them and improving their adaptive performance now and in the future. This may be one of the major qualitative shifts in special education programs and support for intellectually and developmentally impaired Arabs. The study's core question encapsulates its dilemma. How well does Saudi Arabia's Individual Support Plan (ISP) improve intellectually and developmentally impaired people's adaptive behavior?

This question is reformulated as follows:

Are there statistically significant differences at the significance level of .05 in the mean scores of the subjects in the two groups (experimental, control) in the adaptive behaviour level attributed to the use of the Individual Support Plan (ISP)?

Application Importance: this study provides an integrated curriculum for special education centres and intellectual education centres, a systematic scheme based on performance expectations, to improve their performance and adaptive behaviour.

Procedural Definitions of the Study Terminologies

- Individual Support Plan (ISP): defines and organizes support services provide to individuals who need them directly to participate successfully in the different life activities for those aged (14 and above) and these activities include the following dimensions: daily life, community, social, academic, vocational, health and safety, self-protection activities
- Intellectually disabled Individuals: whose age ranged between 14 and above who are classified and diagnosed as intellectually disabled according to the assessment of their special education centres and rehabilitation organization where they receive their special education services regularly in Tabuk Region in the KSA.
- Adaptive behaviour: the degree to the extent to which an individuals is compatible with all social variables that surround an individual and are represented by social institutions such as the family, school, and labour and production institutions of intellectually disabled cases aged 14 and above in tabuk region.

Limitations of the Study

The limitations of the current study are represented by the following:

- Human limits: the sample of the study consists only of intellectually disabled cases aged 14 and above because this age category is available in the special education centres.

  It also includes the following intellectual disability levels: simple, moderate and severe.
- Place limits: the study is conducted on representative samples in Tabuk region which include rehabilitation and special education centres and organizations.
- Study limits: the dissemination of the study results is limited based on the suitability of its tools prepared to achieve its objectives.

Methodology

Semi-experimental method was used to achieve the objective of the study represented in investigating the effectiveness of the Individual Support Plan (ISP) in improving the intellectually and disabled individuals' adaptive Tabuk Region in the KSA

Population of the Study

The study population consisted of all individuals with intellectual and developmental disabilities who suffer from simple, moderate and severe cases and who are enrolled in special education programs in the education administration in Tabuk region, aged 15 and above and their number was 110 in the scholastic year 2020/2021

Sample of the Study

The sample of the study consisted of 30 students with intellectual and developmental

in special education centres who were divided evenly in two groups, experimental: 15 and control: 15 students and distributed according to the degrees of their disabilities whose cases were classified into simple, moderate, severe as shown in the following table

Table (1):

The distribution of the study population in special education centres in Tabuk Region

Group	Number	Degree of Disability		
		Simple	Moderate	Severe
Experimental	15	5	5	5
Control	15	5	5	5
Total	30	10	10	10

Instrument of the study

Aiming at measuring the adaptive behaviour level, Supports Intensity Scale (SIS) was used to measure support levels of adaptive behaviours developed by (Aalatawi, 2012) The scale was developed to assess the required support levels for intellectually and developmentally disabled individuals through seven dimensions, The scale consists of 105 daily activities and distributed over seven main dimensions. The scale showed high validity and reliability indications. The arbitrators' agreement reached at 80%. The validity of the criterion showed an acceptable percentage of the correlation that reached 0.54. The coefficient reliability coefficient was 0.97and the Cronbach's alpha was 0.99. The following table demonstrates the distribution of items and degrees for each dimension. The following table illustrates the distribution of dimensions and their degree.

Table (2):

The distribution of items and degrees for each dimension

Dimension	No. of items	Lowest degree	Highest degree
Daily life activities	15	0	45
Community activities	15	0	45
Social activities	15	0	45
Academic activities	15	0	45
Vocational activities	15	0	45
Health & safety activities	15	0	45
Self-protection activities	15	0	45
Grand Total	105	0	405

The examiner has to assess the examinee's performance against each of the activities mentioned in the scale to measure the adaptive behaviour by circling the right number (0 – 3) for each frequency indicator and explains the degrees from zero to three as follows:

(0)	Degree means the intellectually disabled person doesn›t need adaptive behaviour support.
(1)	Degree means the intellectually disabled person needs adaptive behaviour support monthly.
(2)	Degree means the intellectually disabled person needs adaptive behaviour support weekly.
(3)	Degree means the intellectually disabled person needs adaptive behaviour support daily.

Statistical Treatment:

- Statistical package for social sciences (SPSS) was used to treat data and the questions of the study statistically.
- The questions of the study were answered by finding out the arithmetic means, standard deviations and amended means, analysis of covariance (ANCOVA) and effect size.

Results & Discussion:

The results to the main question of the study which states the following: "Are there statistically significant differences at the significance level of 0.05 in the mean scores of the subjects in the experimental - control groups in the adaptive behaviour level attributed to the use of the Individual Support Plan (ISP)?"

In order to answer the abovementioned question, Means and Standard deviations were extracted to find out the performance of the experimental and control groups concerning the adaptive behaviour level as shown in table number (3).

Table (3):

Means and standard deviations of the subjects› degree in both the experimental & control groups related to the adaptive behaviour level

Skills	Group	N	Pre-Test		Post-Test	
			M	SD	M	SD
Daily life activities	Experimental	15	42.93	1.70	6,50	.82
	Control	15	44.50	1.43	34.90	1.74
Community activities	Experimental	15	42.20	1.79	8.46	1.06
	Control	15	41.87	1.65	32.80	1.74
Social activities	Experimental	15	43.79	1.70	7.80	1.52
	Control	15	44.78	1.77	30.20	1.74
Academic activities	Experimental	15	44.21	1.73	5.86	1.80
	Control	15	43.80	1.71	31.50	1.74
Vocational activities	Experimental	15	43.90	1.80	8,70	1.80
	Control	15	42.40	1.34	35.00	1.74
Health & safety activities	Experimental	15	42.93	1.54	4.50	1.80
	Control	15	43.60	1.76	33.75	1.74
Self-protection activities	Experimental	15	40.18	1.79	2.50	1.80
	Control	15	42.10	1.71	32.80	1.74
Grand Total	Experimental	15	42.87	1.52	5.82	1.80
	Control	15	43.29	1.74	32.99	1.34

Table (3) above shows that there are apparent differences between the mean scores of students of intellectual and developmental education on the adaptive behaviour activities included in the support scale, and on the overall score of adaptive behaviour, according to the group variable. The means showed that the mean of the experimental group on the post-test control was low since the mean of the experimental group on the post-test was 5.82, while the mean of the control group on the overall degree of adaptive behaviour was 32.99 indicating that the student's need for support with regard to adaptive behaviour has been reduced in the experimental group after the using individual support plan, while the high mean of the control group indicate that students need high levels of support for adaptive behaviour, i.e., students did not benefit from traditional educational programs.

To find out the significance of these differences in the means, the multivariate variance analysis (MANOVA) was used using the Wilk's Lambda test at the significance level a≤.05. Table number (4) below shows the results of the Wilk's principal test and the results of multivariate variance analysis.

Table (4):

the results of the Wilk's principal test and the results of multivariate variance analysis

Variables	Skills	(SS)	dF	(MS)	F	Sig	η2
Pre	Daily life activities	.014	1	.014	.007	.935	
	Community activities	2.486	1	2.486	.688	.416	
	Social activities	.516	1	.516	.216	.647	
	Academic activities	.149	1	.149	.063	.803	
	Vocational activities	2.286	1	2.286	.534	.473	
	Health & safety activities	3.207	1	3.207	1.797	.194	
	Self-protection activities	2.582	1	2.582	.898	.354	

Variables	Skills	(SS)	dF	(MS)	F	Sig	η2
Group Wilks' lambda value =0.033	Daily life activities	4089.544	1	4089.544	1971.144	.000	.989*
	Community activities	5216.289	1	5216.289	1443.135	.000	.985*
	Social activities	4464.374	1	4464.374	1867.555	.000	.988*
	Academic activities	5014.870	1	5014.870	2133.477	.000	.990*
	Vocational activities	4929.254	1	4929.254	1150.730	.000	.981*
	Health & safety activities	5121.324	1	5121.324	2869.211	.000	.992*
	Self-protection activities	4512.411	1	4512.411	1569.741	.000	.985*
Error	Daily life activities	45.644	22	2.075			
	Community activities	79.520	22	3.615			
	Social activities	52.591	22	2.390			
	Academic activities	51.712	22	2.351			
	Vocational activities	94.239	22	4.284			
	Health & safety activities	39.268	22	1.785			
	Self-protection activities	63.242	22	2.875			
Total	Daily life activities	4420.667	29				
	Community activities	5593.867	29				
	Social activities	4986.300	29				
	Academic activities	5523.200	29				
	Vocational activities	5438.700	29				
	Health & safety activities	5683.867	29				
	Self-protection activities	5051.367	29				

* Statistically significant at the statistical significance level (α=.05)

* (SS)Sum of Squares, (MS): Mean squares, η2: Effect Size.

Table number (4) above demonstrates that there are statistically significant differences at the level a≤.05 attributed to the individual support plan in teaching intellectually and developmentally disabled students to adaptive behaviour related to the following activities including daily activities, community, social, academic, vocational and self-protection activities. The differences were in favour of the experimental group for which the individual support plan was applied, and the F-value reached to 144.1971, 1443.135, 1867,555, 2133,477, 1150,730, 2869,211 & 1569.741 respectively for adaptive behaviour activities, which are statistically significant values at the significance level α ≥0.05. The results in Table (4) showed a significant impact according to the results of the effect size of the ETA square as the effect size was.98, .98, .98, .99, .99, .99, .99, .99 and 0.98 for the individual support plan to improve the level of adaptive behaviour of intellectually and developmentally disabled individuals that is a significant impact size.

The study attributes the result that the structural basis of the Individual Support Plan (ISP) deals with all aspects of the scientific education of individuals with intellectual disabilities and focuses on the most important indicators of diagnosis of intellectual and developmental disability in terms of their adaptive and intellectual performance, since they are the key to the progress of their education process. Its five elements are based on identifying the strengths and weaknesses

of intellectually and developmentally disabled individuals. Goals setting and outcomes are based on weaknesses and continuity in providing support for them to improve and grow their behaviour towards the goal. It also consolidates strengths to prevent their disappearance and contributes to their growth for the better. The results of the current study are consistent with (Herps et al., (2016) that the Individual Support Plan had been more effective by improving the quality of life of people with severe intellectual disabilities. In addition, the Individual Support Plan was effective for individuals with disabilities; also with the results indicated by Curfs, (2017) results which revealed ISP showed insufficient indicators of sexual support for intellectually disabled.

On the other hands, the results of current study disagree with (Herps et al., 2013) which indicated that ISP that the individual support plan is not common, and there are difficulties in achieving the effectiveness and objectives by teachers.

Conclusions:

Based on the survey results conducted, the researcher proposed the following conclusion and recommendations as follows:

1. The necessity to use the Individual Support Plan (ISP) in intellectual disability programs in specific.
2. The need to train teachers and those in charge of assessment in the field of mental and developmental disabilities on how to work with the ISP and calculate grades.
3. Familiarize teachers with the contents of the ISP and the conceptual and procedural terms in the plan.

Recommendations

1. The study recommended that the training of specialists and teachers shall be based on special education and integration programs to build an individual support plan and way of implementing such plan.
2. Carrying out an extensive workshop in the Kingdom of Saudi Arabia at the universities level to include a special course related to the Individual Support Plan in the programs and courses of universities for intellectual and developmental education major.

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