

## The Role of Individual Educational Plans in Helping Cycle One Attention Deficit Hyperactivity Students on the Behavioral Level

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**Abstract :** Parents and teachers face major problems dealing with attention deficit hyperactivity students. One solution is by changing the school to a less restrictive one or leaving school for good. The purpose of this study is to highlight the importance and role of individual educational plans (IEP) in helping cycle one ages six to nine attention deficit hyperactivity disorder (ADHD) students on the behavioral level. We have adopted the qualitative approach experimental where the total number of the students in our field of study was 66 from four schools. We have limited our study to cycle one students; that is grades 1, 2 and 3, whose ages range from 5.5 to 8.5. We divided the students into two groups where the controlled group was 36 students, and the experimental group was 30 students. The measuring instrument or tool that we used in our study is The SNAP-IV Teacher and Parents Rating Scale and was filled by class teachers. We did the pretest during the first trimester of the school year. Then we applied the Individual Educational Plans IEP's for two trimesters. Then we did the posttest and submitted the results for analysis, where we used the ANCOVA. The results of this study showed that the IEP's efficacy in helping ADHD students on the behavioral aspect showed statistical differences and varied depending on the initial level of difficulty of the student.

**Keywords :** attention deficit hyperactivity disorder, individual educational plans, behavioral charts, SNAP-IV teacher and parents rating scale

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