

English Learning Needs of Children with Speech Delay: A Basis for Developing an Individualized Education Plan

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Children with speech delays may experience challenges in English learning, particularly in communication, comprehension, attention, and classroom participation. This study aimed to identify their English-learning needs and to establish a basis for developing an Individualized Education Plan (IEP). A qualitative approach was employed using the Context, Input, Process, and Product (CIPP) evaluation model, integrated with the Organizational Evaluation Model (OEM) to identify gaps between existing practices and desired educational conditions. The study was conducted at TK Dwijendra Denpasar and involved three children, an English teacher, three parents, and three therapists, all selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and document analysis, then analyzed thematically. Trustworthiness was supported through triangulation, member checking, and systematic documentation. The findings revealed that the children demonstrated limited vocabulary, unclear articulation, inconsistent two-way communication, short attention spans, and difficulties with behavioral regulation. Visual supports, simple instructions, and adult guidance facilitated comprehension and participation, but their implementation remained inconsistent. Existing lesson plans also lacked individualized objectives, systematic progress monitoring, and documented collaboration among teachers, parents, and therapists. Although initial progress in communication, comprehension of instruction, and classroom participation was observed, outcomes remained inconsistent and dependent on adult assistance. The needs analysis identified four areas for IEP development: individualized learning needs, limitations of instructional strategies and support, gaps between needs and existing practices, and the basis for individualized planning. The study highlights the importance of measurable learning objectives, adapted instructional strategies, collaborative support, and systematic progress monitoring. Future research

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Introduction

The early years of schooling are regarded as the best time for children to acquire a second language after their first language has formed (Allehyani & Algamdi, 2023). This argument is supported by the recognition of early childhood as a critical period for children's language development, during which foundational communication skills are formed, strengthening their cognitive, social, and academic growth (Hafidah & Dewi, 2020). A neuroscientific perspective highlights early childhood as a vital stage in which heightened neural plasticity facilitates children's rapid development of linguistic and cognitive abilities (Herwegen et al., 2026; Romeo et al., 2018). It is added that early communicative experiences and interactions are associated with children's academic achievement and social competence (Rowe & Weisleder, 2026). These developmental considerations contribute to the increasing introduction of foreign languages in early childhood education, suggesting that early exposure to a foreign language directly supports students' linguistic, cognitive, and social development (Fatima, 2018; Thieme et al., 2022; Waddington et al., 2018).

Although introducing a foreign language is considered beneficial and pivotal in the early stage of children's learning, the learning process cannot be assumed to be uniform across children, particularly when instructional approaches do not adequately accommodate individual developmental and communication needs (Chan et al., 2023; Zheng et al., 2021). This issue is relevant to individual differences in language development, particularly for children with speech delays, who are considered to have difficulty producing speech and expressing their thoughts verbally (Kunnari et al., 2024). A preliminary observation also highlights a relevant issue in the English learning process at TK Dwijendra Denpasar, where children with speech delays pose a potential challenge for teachers in accommodating their needs. It shows that the classroom activities require particular attention to the children's participation in vocabulary learning, their responses to teachers' questions and instructions, and their ability to express their understanding verbally. These aspects highlight

the importance of examining whether conventional classroom activities provide sufficient opportunities for children with speech delays to participate in line with their individual communication abilities. In particular, learning activities that rely heavily on oral responses may not fully capture children's understanding when verbal expression is challenging. These issues highlight the challenge of ensuring that English learning activities are accessible and responsive to the individual communication needs of children with speech delays, particularly when their understanding and learning progress may not be fully reflected through verbal responses alone.

Children with speech delays pose a challenge that can affect students' self-confidence and emotional well-being due to their difficulty interacting with peers, expressing their desires, or exhibiting frustration (Hendriadi et al., 2025). In contrast, this condition should not automatically be interpreted as a limitation in language comprehension or in the ability to learn a foreign language (Hearnshaw et al., 2023). Children demonstrate their understanding through alternative forms of communication, including gestures, pointing, visual responses, and other nonverbal means (Griffiths & Clarke, 2022; Lüke et al., 2020). Consequently, understanding the individual communication profiles of children with speech delay is essential for identifying their specific learning needs and ensuring that English language instruction accommodates their abilities, learning pace, and preferred modes of communication.

In early childhood education settings, teachers play a vital role in facilitating children with communicative learning environments by not only providing consistent verbal praise to build students but also creating opportunities for children to participate through different forms of communication (Aulia & Mubarak, 2026; Burke et al., 2022; Moreno-Núñez & Casla, 2024). A pedagogical perspective demonstrates that children with speech delays require a learning environment with instructional approaches that recognize individual differences in communication abilities and provide alternative ways for children to demonstrate their understanding (Quinn et al., 2019; Singer et al.,

2023). In determining appropriate instructional approaches, teachers are required to understand children's specific learning needs comprehensively, communication preferences, existing abilities, and challenges encountered during learning activities (Brebner et al., 2016; Hapsari, 2023). Without such an understanding, teachers may find it difficult to identify whether existing classroom practices adequately support children's participation and language development.

In this regard, an individualized approach is essential to ensure that instructional planning reflects children's diverse learning characteristics, particularly in teaching children with speech delay (Light et al., 2021). The Individualized Education Plan (IEP) has been viewed as a framework for identifying individual learning goals, determining instructional strategies, and obtaining the specific support required to facilitate children's learning (Fashlah et al., 2025; Gormley et al., 2024). It enables teachers to consider children's existing abilities, developmental needs, and communication profiles when planning learning activities rather than applying uniform expectations to all students (Rakap, 2015). It suggests that IEPs can assist ECE teachers in providing optimal language learning for children with diverse learning characteristics and needs, particularly those with speech delays.

Empirically, several important aspects of supporting children with speech delays in language classrooms have been highlighted by many scholars. A systematic literature review has emphasized the importance of Individualized Education Plans (IEPs) in addressing children's individual needs through individualized instructional methods, appropriate resources, early intervention, and collaboration among teachers, parents, and other stakeholders (Yuniari & Santosa, 2024). Similarly, a study has discussed a developmental language disorder (DLD) in English as foreign language (EFL) classroom through a systematic review of empirical studies showing that DLD does not preclude foreign language learning, although progress in vocabulary, grammar, word recognition, and narrative production may be slower or less consistent. The findings also highlighted the potential benefits of explicit instruction, repetition, multimodal support, and differentiated teaching, while identifying methodological limitations and a lack of research across diverse linguistic and educational contexts (Putra & Machmud, 2026). Another study reveals

that the implementation of differentiated learning for children with speech delays in an Indonesian kindergarten did not fully incorporate systematic planning, curriculum documentation, and assessment, indicating challenges in translating individualized support into structured classroom practices (Wiranti et al., 2023).

Despite previous research on IEPs, EFL learning among learners with developmental language disorder, and differentiated learning for children with speech delay, a gap remains in understanding how the specific English learning needs of young children with speech delay can inform individualized educational planning. Previous studies have primarily focused on the general role of IEPs, foreign language learning outcomes, or the implementation of differentiated instruction, with less emphasis on systematically examining children's existing English language abilities, learning difficulties, communication preferences, and required instructional support as an integrated basis for developing an IEP. To address this gap, the present study offers a needs-based perspective by identifying these dimensions within the children's educational context and translating the findings into recommendations for individualized learning objectives, instructional strategies, learning activities, and assessment approaches. The novelty of this study lies in establishing an empirical link between identifying children's English learning needs and formulating context-sensitive recommendations for IEP-based English instruction, thereby supporting more individualized learning opportunities that recognize children's existing abilities and diverse ways of communicating.

METHOD

The current study employed a qualitative approach, adopting the CIPP (Context, Input, Process, and Product) research design to evaluate the learning needs of children with speech delay at TK Dwijendra Denpasar. In addition, the Organizational Evaluation Model (OEM) was also integrated to identify the gaps between the ongoing and desired learning conditions. These frameworks enabled a comprehensive evaluation of learning context, resources, implementation processes, and outcomes as a basis for developing an Individualized Education Plan. The study was conducted at TK Dwijendra Denpasar, involving 3 students, an English teacher, 3 parents, and 3 therapists, who were selected through purposive sampling. Data were collected through

observation, semi-structured interviews, and document analysis. The research instruments were an observation sheet, an interview guide, and a note-taking sheet. Observations focused on learning processes, interviews explored learning conditions and expectations, and document analysis examined instructional planning and alignment. These techniques supported the CIPP components while enabling identification of gaps through the OEM perspective. Data were analyzed using thematic analysis, including familiarization, coding, theme development, and interpretation, informed by the CIPP and OEM frameworks. Trustworthiness was ensured through credibility, dependability, and confirmability using triangulation, member checking, and systematic documentation. Ethical considerations included informed consent, confidentiality through pseudonyms, and ensuring the child's well-being throughout the study.

FINDING AND DISCUSSION

Table 1. The Context Evaluation Results on The Learning Needs of Children with Speech Delays

Themes	Sub-Themes	Findings
Communication and Language Development	Expressive and Receptive Language	The children demonstrated unclear articulation, limited vocabulary, and inconsistent two-way communication. Understanding English instructions remained challenging without visual support.
Attention and Learning Engagement	Attention Span and Classroom Participation	The child exhibited a short attention span, inconsistent engagement, and limited participation in group activities, requiring frequent adult guidance.
Emotional and Behavioral Regulation	Impulse Control and Emotional Regulation	The child demonstrated high activity levels, impulsivity, and difficulty waiting for turns, although social interaction and environmental adaptation were improving.
Visual and Multisensory Learning Support	Instructional Accessibility	Visual cues, gestures, and pictures support the child's understanding of English instructions, while existing materials were not sufficiently adapted to individual needs.
Individualized Educational Planning	IEP and Collaborative Support	Existing lesson plans lacked individualized objectives and documented collaboration among teachers, parents, and therapists, indicating the need for a structured IEP.

Table 1 indicated that several indicators were obtained during the context evaluation, covering communication and language development, attention and learning engagement, emotional and behavioral regulation, visual and

Finding

The current findings served as an analytical lens on the gaps between existing learning conditions and desired educational practices in the English learning process, specifically for children with speech delay, as a foundation for developing an Individualized Education Plan (IEP) that is responsive to the child's communication abilities and learning needs. The findings were presented thematically, based on the CIPP (Context, Input, Process, and Product) evaluation framework and the Organizational Evaluation Model, as follows.

Context Evaluation

This context evaluation explored the existing conditions related to English learning for the children with speech delays at TK Dwijendra Denpasar. It identified the current practices and learning environment by examining institutional readiness, learner characteristics, and stakeholders' perspectives. The findings were presented in Table 1, as follows.

multisensory learning support, and individualized educational planning.

Communication and Language Development

addressed the expressive and receptive language development of children with speech delays during English instruction. It was found out that the children had unclear articulation, limited vocabulary, and inconsistent two-way communication. It was reported based on the interview results with the teachers and parents, as stated:

“The child’s speech is sometimes difficult to understand, and the child has a limited vocabulary. Although the child is willing to participate in learning activities, communication remains challenging, particularly when responding verbally.” (I)

“The child has experienced speech delays since the age of two. Two-way communication is still inconsistent, and the child sometimes has difficulty expressing needs and feelings clearly.” (P)

The interview showed that the teacher reported that children with speech delays had difficulty expressing ideas verbally, while the parents explained that children had experienced speech delays since age two, with communication remaining inconsistent. Both the occupational and behavioral therapists also mentioned that the children’s communication was generally limited to one- or two-word utterances, as stated:

“The children’s speech is sometimes difficult to understand, and verbal communication remains limited. The child is beginning to communicate more effectively but still requires support to express needs and respond during interactions.” (OT)

“The child’s two-way communication is still inconsistent. The child can occasionally respond to questions or instructions but does not always maintain the interaction or communicate verbally using complete sentences.” (BT)

These findings revealed that children with speech delays experienced difficulties in both expressive and receptive communication, as reflected in unclear articulation, limited vocabulary, short verbalizations, and inconsistent two-way communication. These became a challenge in teaching English to children with speech delays, as supported by another finding indicating that the children struggled to understand English instruction without visual support. The teacher reported that children with speech delays experienced difficulties understanding English instructions when verbal

explanations were provided without visual assistance, as stated:

“Children with speech delays often have difficulty understanding English instructions when they are delivered verbally. However, they can better understand the meaning when pictures or visual examples are provided.” (I)

The parents also highlighted the children’s reliance on visual cues to understand unfamiliar instructions, stating:

“When the child does not understand what is being said, showing pictures or demonstrating what to do helps the child understand the instruction more easily.” (P)

Similarly, the occupational and behavioral therapists emphasized the importance of visual and contextual support in helping the child process information, as stated:

“The child responds better when instructions are accompanied by pictures, gestures, or demonstrations. Verbal instructions alone are sometimes difficult for the child to understand.” (OT)

“The child sometimes has difficulty following verbal instructions, especially when they are unfamiliar or contain several steps. The child responds better when instructions are simple, direct, and supported by visual examples.” (BT)

The consistency of these findings across interviews with teachers, parents, and therapists highlighted the need for individualized English-learning strategies that incorporated visual supports and alternative ways for children to demonstrate comprehension and express their needs.

Attention and Learning Engagement

The findings indicated that the child exhibited a short attention span, inconsistent engagement, and limited participation in group activities, requiring frequent adult guidance. These difficulties were identified through classroom observations and interviews with the teacher, parent, occupational therapist, and behavioral therapist. The teacher reported that children with speech delays were generally able to participate in learning activities during the initial stages but tended to lose focus after a short period. As stated:

“Children with speech delays are usually willing to participate in learning activities, but they can maintain their attention for only a short time.

After approximately 15 minutes, they may start moving around or engaging in other activities.” (T)

These findings were further supported by other involved parties, such as parents, occupational therapists, and behavioral therapists. They described that the children with speech delays had limited independence and experienced difficulty in sustaining attention, particularly during prolonged activities or in less supportive environments, stating:

“The child is enthusiastic about going to school and learning, but maintaining attention becomes difficult when the activities last too long or the environment is not conducive.” (P)

“The children with speech delays tend to have limited independence, and the child is not yet able to sit calmly for an extended period.” (OT)

“The child is still very active and has difficulty sitting calmly. The child is easily distracted and frequently displays impulsive behavior.” (BT)

Based on these findings, the children with speech delays were characterized by limited attention span and inconsistent classroom engagement influenced by interconnected difficulties in communication, attention, and behavioral self-regulation. Limited language and communication skills made it more challenging for children to follow instructions, express their learning needs, and participate in group activities. Therefore, English instruction was suggested to incorporate short and structured activities, clear instructions, visual support, movement breaks, and gradual opportunities to develop attention and independence.

Emotional and Behavioral Regulation

The context evaluation also showed that the children demonstrated high activity levels, impulsivity, and difficulty waiting for turns, although improvements in social interaction and environmental adaptation were also reported. These findings were identified through classroom observations and interviews with the teacher, parent, occupational therapist, and behavioral therapist. The teacher reported that children with speech delays sometimes experienced difficulties regulating their behavior during classroom activities, particularly when required to wait or follow structured routines. As stated:

“The child sometimes has difficulty waiting for turns and following classroom routines, especially

during activities that require sitting calmly and listening to instructions.” (T)

The parent described the child’s emotional responses when experiencing discomfort or difficulty expressing needs, which was consistent with the occupational and behavioral therapists’ observation that the child still required assistance in developing independence and regulating behavior during structured activities.

“When the child feels uncomfortable or cannot express what they want, the child sometimes becomes upset. However, the child has gradually become more comfortable interacting with others and adapting to different environments.” (P)

“The child still requires support to develop independence and regulate behavior, particularly when participating in structured activities.” (OT)

“The child is still very active and has difficulty sitting calmly. The child is easily distracted and frequently displays impulsive behavior.” (BT)

These findings revealed that emotional and behavioral regulation represented an important consideration in addressing the children’s English learning needs. Several challenges were identified that potentially influenced the children’s participation in structured learning activities, including difficulties with impulse control, waiting their turn, and expressing emotions. Additionally, improvements in social interaction and environmental adaptation indicated emerging developmental progress. From these findings, it was suggested that English instruction should provide predictable routines, clear expectations, positive reinforcement, and structured opportunities to practice turn-taking and emotional regulation within supportive learning environments.

Visual and Multisensory Learning Support

The visual and multisensory learning support provided pictures illustrating how visual cues and gestures supported the child’s understanding of English instructions, whereas the existing learning materials were not sufficiently adapted to the child’s individual needs. The teacher reported that children with speech delays experienced difficulties understanding verbal instructions in English but demonstrated better comprehension when pictures or visual examples were provided. Similarly, the parent explained that the child could understand instructions more easily when they were accompanied by demonstrations or visual cues, particularly when the instructions

were unfamiliar. These findings were further supported by the occupational therapist, who emphasized the importance of using concrete and visual supports to facilitate children with speech delays' understanding and engagement in learning activities. The behavioral therapist also highlighted the need for clear, simple instructions accompanied by visual examples to help the child follow classroom routines and respond more consistently. As stated:

“Children with speech delays usually have difficulty understanding English instructions when they are delivered verbally. However, they can better understand the meaning when pictures or visual examples are provided.” (T)

“When the child does not understand what is being said, showing pictures or demonstrating what to do helps the child understand the instruction more easily.” (P)

“The child responds better when instructions are accompanied by pictures, gestures, or demonstrations. Verbal instructions alone are sometimes difficult for the child to understand.” (OT)

“The child sometimes has difficulty following verbal instructions, especially when they are unfamiliar or contain several steps. The child responds better when instructions are simple, direct, and supported by visual examples.” (BT)

The current findings indicated that visual and multisensory support became an essential indicator for making English instruction more accessible to children with speech delays. The limited adaptation of existing learning materials highlighted the need for individualized instructional resources incorporating pictures, gestures, demonstrations, and contextualized vocabulary. These strategies were perceived as

beneficial for facilitating comprehension, encouraging participation, and providing meaningful opportunities for the child to engage in learning English in line with their communication abilities.

Individualized Educational Planning

The findings indicated that the existing lesson plans and syllabi were primarily designed for general learners and lacked individualized learning objectives, adapted instructional strategies, and documented collaboration among teachers, parents, and therapists. Document analysis revealed that the child's specific communication, attention, and behavioral needs had not been systematically incorporated into English learning plans. It suggested that the absence of a structured Individualized Education Plan (IEP) potentially limited the systematic identification of learning priorities and the monitoring of children's progress. Therefore, an IEP was needed to establish measurable English learning objectives, individualized instructional strategies, appropriate learning materials, and progress-monitoring procedures. Collaboration among teachers, parents, and therapists was also essential to ensure that the children's learning needs were addressed consistently across educational and therapeutic settings.

Input Evaluation

Input evaluation concerns the resources, strategies, and support systems available to facilitate English learning for children with speech delays. It focused on instructional planning, learning materials, stakeholder roles, and collaboration practices to determine whether existing inputs adequately supported effective, individualized, and inclusive learning within the current educational context. The findings were presented in Table 2.

Table 2. The Input Evaluation Results of The English Learning Needs of Children with Speech Delays

Themes	Sub-Themes	Findings
Instructional Strategies and Learning Materials	Adapted instruction and visual support	General teaching strategies predominated, while visual aids and adapted materials were used inconsistently.
Individualized Educational Planning	Learning objectives and documentation	No documented IEP, individualized learning objectives, or modified instructional materials were available.
Family Support and Home Learning	Parental involvement and language stimulation	Parents provided emotional support, but structured language stimulation and guidance remained limited.

Therapeutic Support and Learning Readiness	Attention, independence, and self-regulation	Therapy addressed attention, independence, and behavioral regulation, but difficulties persisted.
Interprofessional Collaboration	Coordination among stakeholders	Collaboration among teachers, parents, and therapists remained informal and insufficiently documented.
Classroom Support and Instructional Scaffolding	Individual guidance and engagement	The child relied on visual cues and adult prompting, while individualized support was inconsistently provided.

The thematic analysis of the input evaluation identified six themes concerning the resources, strategies, and support systems available for children's English learning. As presented in Table 2, the findings revealed several limitations in the provision of individualized instructional support. First, instructional strategies and learning materials were primarily designed for general learners. Visual aids and adapted materials were used inconsistently, although children benefited from visual support during English learning activities. Second, individualized educational planning remained limited, as no documented Individualized Education Plan (IEP), individualized learning objectives, or modified instructional materials were available. Third, parental support was evident through emotional encouragement and daily interaction; however, structured language stimulation and guidance remained limited. Fourth, therapeutic support addressed attention, independence, and behavioural regulation, but the child continued to experience difficulties in these areas. Fifth, collaboration among teachers, parents, and therapists remained informal and insufficiently documented, limiting the integration of therapeutic goals into classroom instruction.

Finally, classroom observations indicated that the child relied on visual cues and adult prompting to participate in learning activities. However, individualized support was not consistently provided throughout the learning process. These findings indicated a gap between the existing instructional inputs and the child's individualized learning needs. The absence of structured educational planning, consistently adapted materials, and coordinated stakeholder support highlighted the need for an IEP that integrated visual learning strategies, individualized objectives, and collaborative support to facilitate the child's English learning and communication development.

Process Evaluation

This process evaluation examined how English learning and intervention activities were implemented in practice for children with speech delays. It focused on instructional routines, consistency of strategy application, learner engagement, and stakeholder coordination to assess whether existing processes effectively support sustained participation, communication development, and learning continuity overall outcomes.

Table 3. The Process Evaluation Results of the English Learning Needs of Children with Speech Delays

Themes	Sub-Themes	Findings
Instructional Implementation and Consistency	Learning routines and strategy application	Learning activities followed general routines with limited individualized adjustments.
Attention and Learning Engagement	Sustained attention and task completion	The children with speech delays showed short attention spans and required repeated prompts to complete tasks.
Communication and Classroom Participation	Expressive communication and interaction	Verbal responses remained limited, and adult guidance was needed for participation.

Therapeutic Intervention and Skill Generalization	Self-regulation and transfer of skills	Therapeutic strategies addressed developmental needs, but their application across settings remained inconsistent.
Emotional Regulation and Behavioral Management	Impulse control and reinforcement	The children with speech delays struggled with impulse control and following instructions, but responded better to reinforcement.
Monitoring and Stakeholder Coordination	Documentation and continuity of support	Implementation procedures, progress monitoring, and coordination among stakeholders were insufficiently documented.

Based on Table 3, six themes were identified regarding the implementation and continuity of English learning and intervention activities for the child with a speech delay. As presented in Table 3, the findings revealed that learning processes remained inconsistent and highly dependent on adult guidance. The initial finding showed that instructional activities generally followed classroom routines designed for other students, with limited individualized adjustments. Children with speech delays demonstrated difficulties sustaining attention and completing tasks, frequently requiring repeated prompts and redirection. It was also found that communication and classroom participation remained limited, as verbal responses often consisted of single words or imitation. Inconsistent therapeutic interventions addressed attention, sensory regulation, independence, and behavioral control. Meanwhile, difficulties with impulse control, waiting for turns, and following instructions continued to affect participation,

although reinforcement and individual guidance appeared to improve responsiveness. Finally, document analysis revealed the absence of structured implementation procedures, systematic progress monitoring, and formal coordination between teachers and therapists. These findings indicated that the learning process had not yet provided consistent, individualized support for the child's communication development, attention, and classroom participation.

Product Evaluation

As the last stage, product evaluation examined the implementation English learning and intervention activities for children with speech delays. It focused on observable progress in communication, behavior, attention, and independence to determine whether current practices had achieved the intended learning outcomes and inform future instructional improvement decisions.

Table 4. The Product Evaluation Results of The English Learning Needs of Children with Speech Delays

Themes	Sub-Themes	Findings
Communication Development	Two-way communication	Children with speech delays started to respond others and gave feedback, although with unclear and inconsistent verbal expression
	Understanding instructions	Children with speech delays followed simple instructions with visual cues and adult guidance
Attention and Behavioural Regulation	Attention and engagement	Children with speech delays were able to participate in learning activities for short periods with the struggles in maintaining focus and complete tasks.
	Emotional and behavioral control	Tantrums had become shorter but impulsivity and difficulties with self-regulation persisted.
	Task independence	Children performed simple tasks with the reliance on adult prompting and assistance

Independence and Functional Participation	Skill generalization	Skills acquired during therapy had not been consistently demonstrated at school and home.
Achievement of Learning Outcomes	Partial outcome achievement	There was initial progress in communication, attention, behavior, and participation but the expected outcomes had not been fully achieved.
	Progress monitoring	The lack of measurable individual targets and systematic documentation limited the objective evaluation of progress of children with speech delays.

The results showed that the implementation of English learning and intervention activities had resulted in partial achievement of the intended learning outcomes. Observable progress had emerged in the children's communication skills, attention, behavioral regulation, and participation in learning activities. In particular, the children had begun engaging in two-way communication, responding to simple instructions, participating in structured tasks, and demonstrating slight improvements in emotional regulation. Nevertheless, these gains remained inconsistent, and the children continued to rely heavily on adult assistance and visual support. Independent communication, sustained attention, behavioral self-regulation, and functional independence had not yet developed consistently across learning environments. Furthermore, the lack of measurable, individualized targets and systematic documentation of progress made it difficult to objectively determine the extent of outcome

achievement. These findings suggested that existing practices had produced initial positive outcomes but require further improvement through individualized learning targets, consistent intervention, collaboration among teachers, parents, and therapists, and systematic evaluation of progress.

Needs Analysis for An Individualized Education Plan (IEP) for the English Learning Process of Children with Speech Delays (Based on CIPP Evaluation)

Based on the results evaluated through the CIPP model, the needs analysis identified four key areas: individualized learning needs, limitations of instructional strategies and support, gaps between children's needs and existing learning practices, and the basis for developing an Individualized Education Plan (IEP), as presented in Table 5.

Table 5. The Needs Analysis For An Individualized Education Plan (IEP) for the English Learning Process of Children with Speech Delays

Areas	Key Findings	Implications for IEP Development
Individualized Learning Needs	Limited communication, skills short attention spans, behavioral regulation difficulties, and dependence on adult assistance.	Establishing measurable learning objectives based on individual abilities and needs.
Limitations of Instructional Strategies and Support	Instructional adaptations, visual materials, stakeholder collaboration, and progress monitoring remained inconsistent	Providing adapted materials, consistent support, collaborative planning, and systematic monitoring.
Gaps between Needs and Practices	Limited adaptation of instructional routines, unoptimized accommodation of children's communication, attention, and behavioral needs	Aligning instructional strategies and assessments with individual learning needs.

Basis for IEP Development	The absence of individualized objectives and structured progress monitoring	Developing an IEP integrating individualized objectives, adapted strategies, stakeholder collaboration, and regular evaluation.
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Based on Table 5, the needs analysis identified four key areas that informed the development of an Individualized Education Plan (IEP). First, the children's individual learning needs were characterized by limited communication skills, short attention spans, difficulties with behavioral regulation, and dependence on adult assistance, highlighting the need for measurable learning objectives tailored to their abilities. Second, instructional strategies and support remained limited, with adapted materials, stakeholder collaboration, and progress monitoring implemented inconsistently. Third, a gap existed between the children's developmental needs and existing instructional practices, indicating the importance of aligning learning activities and assessments with individual abilities. Finally, the absence of individualized objectives and structured progress monitoring emphasized the need for an IEP that integrated individualized learning targets, adapted instructional strategies, collaborative support, and regular evaluation to facilitate more effective and inclusive English learning.

Discussion

The current study initially explored the learning needs and accessibility challenges of children with speech delays in English classrooms. It was found that children faced difficulty in communicating, as they tended to have limited vocabularies and unclear articulation. These findings were relevant to a study revealing that limited expressive language constrained children's ability to express their understanding and participate in the classroom (Luyt & Hilton, 2026). It was noted that children with speech delays were struggling to understand English instruction and were relying on visual materials to help them understand the context or meaning. It strengthens the finding that visual representation and gesture provided supplementary access for children to understand the instruction when they were not optimally using verbal language (Armstrong et al., 2026; Yeh, 2026). Attention and behavioral regulation were also considered, as language processing and executive functioning interact with children's ability to follow instructions and complete the learning task (Niu

et al., 2024; Senter et al., 2023). Therefore, the learning accessibility of children with speech delays depends not only on the linguistic content being taught but also on how instructions are delivered, how understanding is elicited, and how learning activities accommodate the child's communication and participation needs.

The input and process evaluation findings indicated a gap between the individual learning needs of children with speech delays and the instructional practices currently provided in the classroom. Although visual materials and supportive strategies were perceived as facilitators for children with speech delays, inconsistent implementation limited the continuity of instructional support. As highlighted by the scholars, supports were supposed to be implemented consistently based on children's needs, not only in situational contexts (Armstrong et al., 2026; Avery et al., 2025). The absence of specific, measurable individual learning objectives led to unclear, unsystematic evaluation of the learning progress of children with speech delays. This condition had been identified as a substantial shortcoming in the alignment among present performance statements, individualized goals, and progress-monitoring procedures in the Individualized Education Program (IEP) (Hott et al., 2021; Rojo et al., 2022). These limitations were potentially compounded when communication and coordination among teachers, parents, and therapists were not systematically established, as collaboration requires ongoing communication and active family participation (Klatte et al., 2024). These identified limitations within the learning environment of the children with speech delays concerned not only the availability of instructional strategies but also their consistency, individualization, coordination, and systematic evaluation.

Additionally, the current studies indicated emerging learning potential in children with speech delays, particularly in two-way communication and the comprehension of simple instructions. In this case, the responses of children with speech delays appeared more successful when visual supports and adult

guidance were available, suggesting that the observed outcomes still depended on the instructional context. These findings were perceived positively, given that initial responses in communication could be a positive result that needed to be investigated across varied situations (McDaniel et al., 2022). A better response from children with speech delays through visual materials and adult assistance showed that communication interventions for children with autism spectrum disorder were more consistently demonstrated for context-bound outcomes than for generalized skills (Ansari et al., 2025; McDaniel et al., 2022). Although this evidence was not directly generalized to children with speech delays without an established autism diagnosis, it highlighted the importance of distinguishing between performance in supported learning activities and independent use of skills across contexts (Herwegen et al., 2026). In addition, the findings indicated that the absence of individualized learning targets and systematic progress records limited the objective evaluation of changes in communication, comprehension, independence, and task completion of the children with speech delays. Regular progress monitoring was important for identifying learning trajectories and informing instructional adjustments (Fuchs et al., 2025). Nevertheless, the usefulness of progress monitoring also depended on the quality and sensitivity of the measures used to detect changes in learning (Nitz et al., 2026). These findings demonstrated that the initial progress should be interpreted as evidence of emerging learning potential rather than sufficient evidence that individual learning needs had been fully met. Consistent instructional support, measurable learning targets, and systematic monitoring were necessary to determine whether these outcomes were sustained, generalized, and progressively achieved with greater independence.

The CIPP evaluation results provided a basis for developing an Individualized Education Plan (IEP) addressing the specific communication, instructional, and participation needs of children with speech delays. The evaluation suggested that the IEP was fundamentally developed by formulating measurable learning objectives, selecting appropriate instructional strategies, and establishing systematic monitoring procedures. It was aligned with a study that emphasized the relationship between students' identified needs, individualized educational goals, and progress-monitoring methods in IEP development

(McKenna et al., 2024). In this case, the approach involved defining specific targets for children with speech delays to understand simple English instructions, expand their functional vocabulary, and participate in two-way communication. Instructional strategies were suggested to incorporate visual supports, simplify instructions, and scaffold activities, as visual supports improve accessibility, predictability, and participation when appropriately individualized (Rutherford et al., 2020). Furthermore, communication, attention, behavioral regulation, and independence were considered fundamental aspects when determining the support required for meaningful participation in learning activities. The implementation of these supports also required collaboration among teachers, parents, and relevant therapists to promote continuity between learning environments. Studies on interprofessional collaboration highlighted the importance of coordinated practices in supporting young children with speech, language, and communication needs (Langner & Fukkink, 2023; Oyang-o & Uychoco, 2026). It was also added that measurable indicators and periodic progress reviews should be incorporated into the proposed IEP framework to document changes in the performance of children with speech delays, evaluate the effectiveness of instructional strategies, and guide subsequent adjustments (Beqiraj et al., 2022; Klefbeck, 2026). Therefore, the results of CIPP evaluation established an evidence-informed basis for individualized planning, while the effectiveness of the proposed IEP required subsequent implementation and evaluation.

Despite its contributions, this study had several limitations. The findings were based on a specific educational context and focused on the learning needs of children with speech delays at TK Dwijendra Denpasar, which potentially limited their transferability to other educational settings and learners with different developmental profiles. Furthermore, the study identified the potential components of an IEP through CIPP evaluation but did not implement or evaluate the effectiveness of the proposed IEP in practice. Therefore, the findings should be interpreted as an evidence-informed basis for individualized educational planning rather than evidence of intervention effectiveness. The implications highlighted the need for educators to develop individualized, measurable learning objectives; consistently implement visual supports and adapted instructional strategies; strengthen

collaboration among teachers, parents, and therapists; and conduct systematic progress monitoring. Future research should implement the proposed IEP and examine its effectiveness in improving communication, comprehension of English instruction, classroom participation, and learner independence across different learning environments.

Conclusion

This study concludes that children with speech delays require individualized English-language learning support that addresses communication, comprehension, attention, behavioral regulation, and classroom participation. The CIPP evaluation reveals gaps between children's learning needs and existing instructional practices, particularly in the consistency of

adapted strategies, individualized learning objectives, stakeholder collaboration, and progress monitoring. These findings provide an evidence-informed basis for developing an Individualized Education Plan (IEP) incorporating measurable learning objectives, visual supports, adapted instructional activities, and systematic progress evaluation. The study implies that teachers, parents, and therapists should collaborate to ensure consistent support across learning environments. Future research is suggested to implement and evaluate the proposed IEP to examine its effectiveness in improving children's communication, English comprehension, participation, and independence, as well as investigate its applicability in diverse educational settings.

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