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특수아동을 위한 교육실행에서 장애인교육법(IDEA) -인간작업모델(MOHO)간의 공통된 핵심원리 탐색

Exploring the Alignment between MOHO and IDEA Principles: A Qualitative Analysis in Special Education Settings

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Abstract The study seeks to examine the alignment between the Model of Human Occupation (MOHO) and the Six Principles of the Individuals with Disabilities Education Act (IDEA) through qualitative analysis. The study utilizes a qualitative methodology that entails a comprehensive review of the existing literature to establish connections between MOHO and Individuals with Disabilities Education Act (IDEA) principles, with a specific focus on collaborative special education environments. Data collection involves examining academic literature on MOHO, Individuals with Disabilities Education Act (IDEA) principles, and the partnership between occupational therapists and special education teachers. Thematic analysis is employed to identify recurrent themes and relationships, offering valuable insights into the theoretical foundations of MOHO and its compatibility with the Individuals with Disabilities Education Act (IDEA). The Model of Human Occupation (MOHO) highlights the significance of active engagement and meaningful participation in inclusive education. It promotes the development of independence and self-determination in occupational performance for children with special needs. Moreover, MOHO stresses the importance of offering tailored support and adjustments for these children.

Key words : Individuals with Disabilities Education Act, Model of Human Occupation, Special Education

요약 연구는 인간 작업 모델(MOHO)과 장애인 교육법(IDEA)의 여섯 가지 원칙 간의 공통된 핵심원리를 도출하여, 다학제간 접근을 통한 특수교육 실행 활성화의 시사점을 찾는 것이다. 이를 위해 다학문적 특수교육 접근에 초점을 맞추어 인간 작업 모델(MOHO)과 장애인 교육법(IDEA) 원칙 간의 연결을 확립하고자 하였다. 인간 작업 모델(MOHO), 장애인 교육법(IDEA) 원칙 및 작업치료사와 특수교육교사 간의 협력에 대한 학술 문헌을 조사하고 분석하였다. 주제 분석을 통해 반복되는 주제와 관계를 식별하여 인간 작업 모델(MOHO)의 이론적 기초와 장애인 교육법(IDEA)과의 공통된 핵심원리를 도출하였다. 이를 통해 작업치료의 핵심이론인 인간작업모델이 특수교육 활동에 접목되는 원리를 이해함을 지원하여, 특수교사-재활치료사들 간의 원활한 협력과 의사소통을 강화하는데 기초자료를 제공하였다.

주요어 : 특별한 교육적 요구를 지닌 아동, 장애인교육법, 인간작업모델, 특수교육

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I. Introduction

The collaboration between occupational therapists (OTs) and special education teachers (SETs), under the guidance of the theoretical framework of the Model of Human Occupation (MOHO) and informed by the principles outlined in the Individuals with Disabilities Education Act (IDEA), plays a critical role in enhancing educational achievements for children with special needs [1]. Through collaborative endeavors, these professionals possess the ability to create inclusive and supportive learning settings customized to address the varied requirements of each student. It is crucial to engage in continuous research and promote collaboration to guarantee that children with special needs receive the customized support essential for their appropriate development and achievement.

By establishing inclusive and supportive learning environments that address the varied needs of all children, occupational therapists (OTs) and special education teachers (SETs) can improve the educational experience for children with special needs, promoting equity and academic enrichment. Nevertheless, attaining this objective necessitates continuous research endeavors and unwavering advocacy for fostering collaboration between Occupational Therapists (OTs) and Special Education Teachers (SETs) [2]. By allocating resources to research and professional development initiatives that promote collaboration, stakeholders can ensure that children with special needs receive the customized assistance essential for their success in educational settings [2]. Sustained commitment to cooperation is crucial for consistently improving educational outcomes for children with special needs and promoting their overall well-being and development.

The IDEA delineates six fundamental principles that regulate the provision of special education services for children with special needs. These principles encompass Free Appropriate Public Education

(FAPE), Appropriate Evaluation, Individualized Education Program (IEP), Least Restrictive Environment (LRE), Parent and Student Participation in Decision-Making, and Procedural Safeguards [4]. MOHO, known for its client-centered approach and emphasis on personalized and inclusive interventions, is in accordance with these principles [5]. By prioritizing the distinctive requirements, preferences, and environmental circumstances of children, MOHO facilitates the goal of delivering Free Appropriate Public Education (FAPE) in the least restrictive environment. This approach emphasizes the active participation of both children and parents in decision-making processes.

Moreover, adherence to the principles of the IDEA guarantees that children with special needs are provided with the essential support and accommodations required to access a free and appropriate education. Through collaborative efforts, occupational therapists (OTs) and special education teachers (SETs) can work together to uphold and effectively implement these principles in educational settings [2, 6]. This collaboration aims to optimize educational outcomes for children with special needs.

The MOHO framework provides a comprehensive structure for comprehending the various elements that influence children's involvement and educational progress. By adopting this approach, therapists and educators can investigate the intricate interplay between individuals, environments, and occupations. This exploration can result in heightened involvement, enhanced skill development, and positive results for children with special needs in educational settings [6].

The motivation for this study arises from the acknowledgment of the substantial impact that collaboration between Occupational Therapists (OTs) and Special Education Teachers (SETs) can exert on the educational experiences and accomplishments of children with special needs. Through their specialized knowledge and skills, occupational therapists (OTs) and special education teachers (SETs) can collaborate

to develop tailored interventions and support systems that address the diverse needs of children with special needs. The theoretical framework proposed by MOHO strengthens the rationale for collaboration by underscoring the significance of occupation, client-centered practice, environmental influences, and empowerment [3, 7].

The utilization of MOHO in rehabilitation therapy for educational purposes among children with special needs offers a comprehensive framework for comprehending and tackling the intricate factors that impact children's engagement and educational progress. The collaboration between Occupational Therapists (OTs) and Special Education Teachers (SETs) is essential for enhancing the academic performance of children with special needs. Informed by the theoretical foundations of MOHO and guided by the principles outlined in the IDEA, this collaboration is strengthened in its efficacy and potency [6, 7].

Hence, the justification for utilizing MOHO in rehabilitation therapy to deliver educational interventions to children with special needs stems from its holistic and client-centered perspective on comprehending human behavior and involvement in significant activities [8]. MOHO highlights the significance of the dynamic interplay among individuals, their environment, and their engagement in activities as fundamental elements of human performance [9]. The study aims to offer insights into how MOHO can support the implementation of IDEA principles and enhance educational services for children with special needs. The research methodology is structured to offer a thorough comprehension of the correlation between MOHO and IDEA, emphasizing how this association can improve collaborative practices and cater to the educational requirements of children with special needs.

II. Method

The study utilizes a literature review to investigate the relationship between MOHO and the IDEA principles. This entails a thorough review of the current literature and theoretical frameworks to explore the alignment of MOHO with the principles of the IDEA, especially within the framework of collaborative practices in special education environments. The research seeks to identify important themes and correlations between Model of Human Occupation (MOHO) concepts and IDEA principles by conducting a thematic analysis of existing literature.

Data collection encompasses a methodical examination and assessment of scholarly literature, comprising academic articles, books, and other pertinent resources that address MOHO, IDEA principles, and the collaboration between occupational therapists (OTs) and special education teachers (SETs) within special education environments. The literature review incorporates theoretical frameworks, empirical research outcomes, and practical implications that are pertinent to the research subject. Thematic analysis is performed on the data gathered from the literature review to recognize recurrent themes, patterns, and relationships. The analysis seeks to understand the theoretical foundations of MOHO and its compatibility with the principles of the IDEA, along with the importance of collaboration in the field of special education.

The findings are examined using established theoretical frameworks and empirical evidence to assess their significance for theory, practice, and future research in the special education field. Interpretation: The interpretation underscores the importance of MOHO in shaping occupational therapy practice and its compatibility with the IDEA. The statement highlights the significance of interdisciplinary collaboration in the progression of inclusive education for children with special needs.

III. Theoretical Framework

1. The Model of Human Occupation (MOHO)

[6, 7, 8, 9]

MOHO, formulated by Gary Kielhofner, suggests that human engagement in occupation is shaped by three primary elements: volition, habituation, and performance capacity. Volition pertains to an individual's motivation, values, and interests, whereas habituation encompasses the routines and patterns of behavior. Performance capacity refers to the combination of physical, cognitive, and emotional capabilities that empower individuals to participate in various occupations [5, 8]. MOHO underscores the significance of taking into account environmental factors and contextual influences when comprehending and promoting occupational engagement. Moreover, MOHO advocates for a client-centered approach that emphasizes the distinct needs, preferences, and strengths of the individual [7, 8]. The theoretical framework known as MOHO, developed by Gary Kielhofner, holds a prominent position in the field of occupational therapy. MOHO asserts that human engagement in occupation is influenced by three primary elements: volition, habituation, and performance capacity. Volition pertains to an individual's motivation, values, and interests, whereas habituation involves their routines and patterns of behavior. Performance capacity denotes the physical, cognitive, and emotional capabilities that empower individuals to participate in various occupations [9]. Research has shown the effectiveness of MOHO in providing guidance for occupational therapy assessment, intervention planning, and measuring outcomes. Furthermore, research has underscored the significance of taking into account environmental factors and contextual influences when implementing MOHO, promoting a comprehensive and client-centered approach to clinical practice [6, 8].

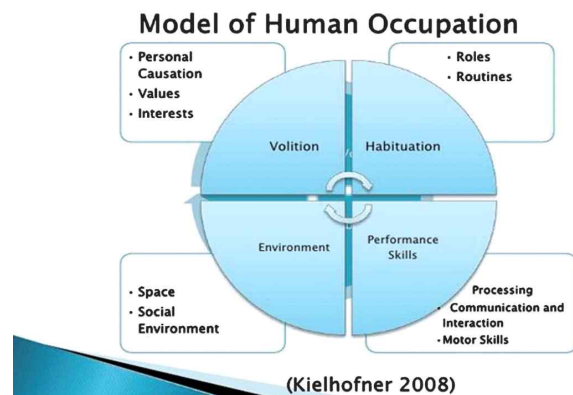


Figure 1. A framework for Model of Human Occupation [8]

2. IDEA [1, 2, 3]

The six principles outlined in the IDEA serve as a foundational framework for the provision of efficient early childhood special education services. These principles are designed to guarantee that children with special needs are provided with the essential assistance and resources required for their optimal development and well-being. Let us arrange these principles in a more coherent structure [1, 10].

Free Appropriate Public Education (FAPE): The Free Appropriate Public Education (FAPE) ensures that each child with a disability has the right to access a free and suitable public education. This principle requires educational institutions to provide individualized teaching and support services to address the specific needs of every student, without imposing any financial obligations on parents or guardians.

Appropriate assessment: A thorough evaluation involves a comprehensive assessment of a child's strengths, weaknesses, and educational needs. Through a variety of assessment tools and strategies, educators collect crucial information regarding the academic, developmental, and functional capabilities of the child. The outcomes of evaluations play a crucial role in shaping the creation of personalized education plans (IEPs) and establishing qualification for specialized educational services.

Individualized Education Program (IEP): The Individualized Education Program (IEP) is a collaborative

document that involves educators, parents, and relevant stakeholders. It delineates a child's present academic and functional levels, as well as establishes measurable annual goals, specialized services, accommodations, and modifications. It ensures that the child's learning experience is customized to meet their specific needs, thereby fostering active engagement in the general education curriculum.

Least Restrictive Environment (LRE): The principle of LRE underscores the importance of providing education to children with special needs in an environment that imposes the least amount of restrictions while still meeting their individual needs. This entails offering children the chance to engage in learning activities with their non-disabled peers to the fullest extent feasible, while also ensuring they receive the essential supports and services specified in their Individualized Education Programs (IEPs).

Involvement of Parents and children in Decision-Making: Both parents and children actively participate in the decision-making process regarding special education. Parents have the entitlement to engage in Individualized Education Program (IEP) meetings, provide input in the development of the plan, and make well-informed decisions regarding the child's educational needs. Schools should guarantee significant opportunities for parents and children to articulate their preferences, concerns, and objectives.

Procedural safeguards: Procedural safeguards are in place to protect the rights of children with special needs and their parents during the special education process. These safeguards encompass the entitlement to be informed about assessments and placements, the authority to approve or decline services, avenues for resolving disputes through mediation or formal hearings, and the option to challenge decisions made by the school district.

By adhering to these principles, special education programs can establish inclusive environments that promote the comprehensive development and achievement of children with special needs.

IV. A Integrating the MOHO Principles into Special Education: Alignment with IDEA Principles

1. The integration of the principles of MOHO into Collaborative initiatives involving Occupational Therapists (OTs) and Special Education Teachers (SETs) [1, 2, 7, 10, 11, 12]

MOHO provides a comprehensive framework for understanding how individuals engage in meaningful activities and the factors that influence their participation. By incorporating MOHO principles into collaborative efforts between OTs and SETs, several benefits can be realized:

Client-Centered Approach: MOHO underscores the importance of comprehending individuals' motivations, values, and level of involvement in various occupations. This statement is in line with the emphasis of the IDEA on developing individualized education plans (IEPs) that are customized to address the distinct requirements and preferences of each child. By integrating Model of Human Occupation (MOHO) principles, occupational therapists (OTs) and special education teachers (SETs) can tailor interventions to meet the unique interests and motivations of children with special needs. This customization can result in enhanced engagement and positive outcomes [10, 12].

Dynamic Interaction of Factors: As posited by MOHO, the performance in occupational activities is shaped by the dynamic interconnection among volition, habituation, and performance capacity, situated within the environmental supports and demands. This statement is in line with the emphasis of the IDEA on taking into account environmental factors that could affect a child's engagement in educational endeavors. Occupational therapists (OTs) and special education teachers (SETs) can utilize this framework to recognize and overcome obstacles to participation, ultimately resulting in more efficient interventions and enhanced academic performance.

Environmental Modification: MOHO acknowledges the influence of environmental factors on occupational performance and promotes the adjustment of environments to enhance participation in meaningful activities. This statement is in accordance with the principle of the IDEA that emphasizes the importance of offering a LRE for children with special needs. Occupational therapists (OTs) and special education teachers (SETs) have the opportunity to work together in adjusting classroom environments, implementing assistive technology, and establishing inclusive learning atmospheres that facilitate the engagement of children with special needs. This collaboration can significantly improve educational achievements [10, 13].

Implications for Cooperative Partnership: Through the alignment of Model of Human Occupation (MOHO) principles with IDEA principles, Occupational Therapists (OTs) and Special Education Teachers (SETs) can establish a collaborative partnership aimed at enhancing the academic achievements of children with special needs. This collaboration facilitates a more profound comprehension of the needs of children and the legal responsibilities, resulting in the development of inclusive and supportive learning settings. Through continuous research and the promotion of collaborative initiatives, stakeholders can guarantee that children with special needs receive the essential support and resources required to thrive in educational environments.

In conclusion, the incorporation of Model of Human Occupation (MOHO) principles into collaborative efforts between Occupational Therapists (OTs) and Special Education Teachers (SETs) within special education environments has the potential to improve the educational experiences and outcomes of children with special needs. By aligning with the goals and principles of the IDEA, this collaboration ensures the implementation of individualized interventions, the mitigation of environmental barriers, and the

facilitation of academic success for children with special needs.

2. The alignment of the principles of MOHO with the Six Principles of the IDEA [1, 2, 3, 8, 9, 10]

By integrating the theoretical underpinnings of MOHO into educational strategies, practitioners can establish inclusive and empowering learning settings that address the varied requirements of children with special needs.

MOHO is in alignment with the principles of the IDEA by emphasizing personalized and inclusive interventions that take into account the distinct requirements, choices, and surroundings of children. The client-centered approach of the program facilitates active participation in decision-making processes, aligning with the objective of offering Free Appropriate Public Education (FAPE) in the least restrictive environment, while its emphasis on holistic development further supports this goal.

The alignment of MOHO with the principles of the IDEA is apparent in various aspects. The emphasis on occupation in the text underscores the significance of offering purposeful activities that are customized to meet the needs of children, thereby aligning with the Free Appropriate Public Education (FAPE) mandate. Secondly, the client-centered approach of MOHO supports the creation of personalized education plans (IEPs) that target the strengths and objectives of children. Moreover, MOHO takes into account environmental factors, advocating for the integration of individuals with special needs with their non-disabled peers when suitable. Moreover, its emphasis on empowerment fosters engagement in decision-making procedures, in accordance with the principles of parental and student involvement. Finally, the MOHO framework places importance on the respect for individuals' rights, which aligns with the introduction of procedural safeguards aimed at safeguarding children's rights and autonomy [14].

While MOHO does not explicitly offer theoretical

evidence for the Six Principles of the IDEA, it presents a framework for comprehending the personalized needs and experiences of individuals with special needs. This framework is in harmony with the fundamental objectives of IDEA, aiming to deliver significant and suitable educational opportunities for every student.

Free Appropriate Public Education (FAPE): The concept of Free Appropriate Public Education underscores the significance of individuals participating in occupations that hold personal meaning and relevance to them. The Free Appropriate Public Education (FAPE) mandate guarantees that children with special needs are provided with educational opportunities tailored to their individual needs, enabling their full participation in educational activities and experiences.

Appropriate Evaluation: MOHO acknowledges the importance of assessing an individual's occupational performance across different contexts. Similarly, the IDEA requires the implementation of suitable evaluation protocols to ascertain a student's capabilities and deficiencies, encompassing their capacity to engage in educational endeavors.

The Individualized Education Program (IEP): The Individualized Education Program (IEP) is highlighted in MOHO as crucial for taking into account the distinctive strengths, interests, and environmental influences of each individual when formulating interventions. This is consistent with the concept of the Individualized Education Program (IEP) outlined in the IDEA, which mandates the creation of a customized plan designed to address the unique requirements of individual children with special needs.

The concept of the LRE: The concept of the LRE in MOHO underscores the significance of facilitating engagement in meaningful activities within the authentic setting of an individual's life. Similarly, the principle of LRE in the IDEA guarantees that children with special needs receive education alongside their non-disabled peers to the greatest

extent suitable, facilitating complete inclusion and engagement in educational endeavors.

The involvement of parents and children in decision-making: MOHO acknowledges the significance of engaging individuals and their families in the process of planning interventions to guarantee the meaningfulness and effectiveness of the interventions. Similarly, the IDEA underscores the importance of the active involvement of parents and children in the formulation of the Individualized Education Program (IEP) and in decision-making processes pertaining to their educational needs.

Procedural safeguards : Procedural safeguards are not explicitly addressed in MOHO; however, the model emphasizes the significance of upholding the rights and autonomy of individuals during the intervention process. Likewise, the IDEA incorporates procedural safeguards designed to safeguard the rights of children with special needs and their parents or guardians. These safeguards ensure that the educational needs of children with special needs are addressed and that their perspectives are considered throughout the educational journey.

V. Analyzing Themes through the lens of the MOHO in connection with the six principles IDEA [1, 2, 3, 8, 10, 13, 14, 15, 16]

1. Free Appropriate Public Education (FAPE)

The theoretical principles of MOHO are in alignment with the principles of Free Appropriate Public Education (FAPE) as they underscore the significance of occupation, adaptation, client-centered practice, environmental influence, and empowerment. By incorporating these principles into educational methodologies, educators and therapists can guarantee that children with special needs are provided with a complimentary, suitable, and significant education that fosters their holistic growth and welfare.

Client-Centered Practice: MOHO underscores a client-centered methodology that prioritizes

comprehending individuals' values, interests, and priorities. Likewise, the provision of a Free Appropriate Public Education (FAPE) necessitates that educational services be customized to address the individualized requirements of every student with a disability. By implementing a client-centered approach informed by MOHO, educators and therapists can work together with children and their families to create individualized educational plans that cater to their unique objectives and preferences. This collaborative effort guarantees that the education delivered is relevant and significant.

Environmental Influence: MOHO acknowledges the significance of environmental elements on occupational performance, encompassing physical, social, and cultural contexts. Likewise, the Free Appropriate Public Education (FAPE) requires that educational settings are accommodating and encouraging to guarantee the full engagement of children with special needs in school-related endeavors. By taking into account environmental influences informed by MOHO, educators and therapists can recognize obstacles to participation and apply tactics to establish inclusive learning settings that cater to the educational requirements of all children.

Empowerment is highlighted in MOHO, underscoring the significance of enabling individuals to engage actively in their occupational therapy and educational planning. Likewise, the Free Appropriate Public Education (FAPE) strives to empower children with special needs by furnishing them with the necessary assistance and resources essential for their academic and social achievements. By promoting empowerment informed by MOHO, educators and therapists can assist children in cultivating self-advocacy skills, enhancing confidence, and assuming responsibility for their education. This approach ultimately fosters independence and contributes to their academic success.

2. Appropriate Evaluation [4, 6, 10, 13, 14, 16]

The theoretical principles of MOHO are in accordance with the criteria for Appropriate Evaluation as outlined in the IDEA. This alignment is evident through the emphasis on holistic assessment, client-centered approach, incorporation of environmental factors, and acknowledgment of occupational adaptation. By implementing these principles during the assessment procedure, educators and evaluators can guarantee comprehensive, personalized, and significant evaluations. This, in turn, can result in more efficient educational planning and interventions for children with special needs. MOHO employs a client-centered evaluation approach that entails comprehending the values, interests, and priorities of the individual. This statement is in accordance with the mandate of the IDEA for assessments to be personalized and customized to address the specific requirements of each student. By taking into account the preferences and priorities of the student, evaluators can guarantee that the evaluation process is both meaningful and pertinent to the student's life.

Moreover, MOHO acknowledges the impact of environmental factors on occupational performance. Similarly, the IDEA mandates that evaluations take into account environmental factors that could affect the student's engagement in educational endeavors. Through an evaluation of the student's surroundings, encompassing physical, social, and cultural dimensions, assessors can pinpoint obstacles and enablers to engagement, thus enabling them to propose adjustments and assistance.

Finally, MOHO recognizes the significance of occupational adaptation, in which individuals adjust their occupations according to their capabilities and environmental influences. Likewise, evaluations under the IDEA should evaluate the student's capacity to adjust and perform in diverse educational environments. By comprehending the student's ability to adapt, assessors can pinpoint strengths and areas

for improvement, and create specific interventions to enhance the student's academic achievement.

3. Individualized Education Program (IEP)

[1, 10, 13, 14, 16, 17, 19]

MOHO offers theoretical support for the implementation of Individualized Education Programs (IEPs) as mandated by the IDEA. It underscores the significance of taking into account the distinct abilities, requirements, and objectives of each individual during the educational planning phase. MOHO aligns with the principles of the Individualized Education Program (IEP) in the following ways:

Holistic Assessment: MOHO underscores the evaluation of various facets of occupational performance, encompassing physical, cognitive, emotional, and social elements. Likewise, the IDEA mandates a thorough assessment procedure to pinpoint all aspects of the student's capabilities and requirements. Through the implementation of a comprehensive evaluation guided by MOHO, educators and therapists can acquire a profound comprehension of the student's strengths and limitations. This understanding serves as the foundation for establishing objectives and strategies in the Individualized Education Program (IEP).

4. LRE [1, 10, 13, 14, 16, 19]

MOHO offers theoretical support for the LRE principle outlined in the IDEA. It underscores the significance of facilitating engagement in meaningful activities within natural settings while reducing environmental obstacles to foster inclusivity. MOHO aligns with the principles of LRE by followings:

Importance of environmental factors: MOHO recognizes the significance of environmental elements, including physical, social, and cultural contexts, in shaping an individual's occupational performance. Likewise, the LRE takes into account the impact of the educational setting on a student's capacity to avail educational opportunities and engage effectively

in school-related endeavors. By comprehending environmental factors through MOHO, educators and therapists can recognize and overcome obstacles to inclusion, thereby enhancing the student's engagement in the least restrictive environment feasible.

Occupational adaptation: it is a concept within MOHO that acknowledges individuals' ability to adjust their engagement in various activities based on their personal capacities and the influences of their environment. Likewise, the LRE promotes the customization of educational programs and services to cater to the individual requirements of children with special needs. By comprehending the student's aptitude for occupational adaptation, educators and therapists can recognize techniques and assistance that enhance their engagement in educational tasks within the most inclusive setting.

Promotion of Inclusion: MOHO underscores the significance of fostering engagement in meaningful activities within authentic environments. Likewise, the LRE strives to facilitate the integration of children with special needs into mainstream educational environments to the fullest extent suitable. By cultivating an inclusive culture guided by MOHO, educators and therapists can establish settings that facilitate the engagement of every student, irrespective of their capabilities or impairments. This approach guarantees that children are provided with educational opportunities in the least restrictive environment feasible, thereby optimizing their potential for academic and social development.

5. Parent and Student Participation in Decision-Making [1, 10, 13, 14, 16, 18]

MOHO offers theoretical support for the involvement of parents and children in decision-making processes mandated by the IDEA. It underscores the significance of including individuals and their families in the planning of interventions, acknowledging the importance of their viewpoints and

choices. MOHO facilitates the principles of involving parents and children in decision-making processes.

Approach that prioritizes the needs and preferences of the individual: MOHO promotes a client-centered approach to intervention, emphasizing the importance of comprehending the individual's values, interests, and priorities. Similarly, the IDEA requires the active involvement of parents and children in the creation of the Individualized Education Program (IEP) and other educational decision-making processes. By employing a client-centered approach informed by MOHO, educators and therapists can work together with parents and children to determine goals, preferences, and priorities. These factors will then shape the Individualized Education Program (IEP) and provide insights for educational planning.

Cooperative Alliance: MOHO underscores the significance of establishing collaborative partnerships among individuals, their families, and healthcare providers to enhance engagement and empowerment. Similarly, the IDEA acknowledges the importance of fostering collaboration among parents, children, educators, and other pertinent stakeholders in the decision-making processes concerning the student's educational journey. By cultivating collaborative partnerships guided by MOHO, educators and therapists can establish settings that promote open communication, collective decision-making, and mutual respect among all participants.

Valuing Autonomy and Self-Determination: MOHO recognizes the significance of honoring the autonomy and self-determination of individuals during the intervention planning process. Similarly, the IDEA advocates for the active engagement of parents and children in the decision-making process to guarantee the acknowledgment of their opinions and preferences. By respecting the autonomy and self-determination of parents and children, as guided by MOHO, educators and therapists can empower them to actively participate in shaping their educational experiences

and advocating for their needs.

Appreciating Cultural Differences and Diversity: MOHO acknowledges the impact of cultural and contextual elements on individuals' occupational experiences and preferences. Similarly, the IDEA underscores the significance of taking into account cultural and linguistic diversity when engaging parents and children in the decision-making process. By demonstrating sensitivity to cultural variances and embracing diverse viewpoints influenced by MOHO, educators and therapists can establish inclusive and culturally attuned settings that respect the distinct backgrounds and values of all individuals and families engaged.

6. Procedural Safeguards [3, 12, 13, 16, 18]

MOHO provides theoretical support for the notion of procedural safeguards within the framework of the IDEA by highlighting the significance of upholding the rights, autonomy, and dignity of individuals during the intervention planning and decision-making processes. MOHO upholds the principles of procedural safeguards by followings:

Client-Centered Approach: MOHO promotes a client-centered approach to intervention, emphasizing the importance of comprehending the individual's values, interests, and priorities. Similarly, the IDEA requires procedural safeguards to ensure the protection of the rights of children with special needs and their parents or guardians during the educational process. By employing a client-centered approach informed by MOHO, educators and therapists can guarantee the implementation of procedural safeguards in a way that upholds the autonomy and dignity of all individuals involved.

Informed consent: Informed consent is highlighted in MOHO as crucial for ensuring that individuals are equipped with the necessary information to make informed choices regarding their treatment and involvement in interventions. Similarly, according to the IDEA, parental or guardian consent

is necessary prior to conducting any assessment or determining the educational placement of their child. By offering transparent and easily understandable information guided by MOHO, educators and therapists can empower parents to make well-informed decisions regarding their child's education and guarantee the protection of their rights.

Confidentiality and Privacy: MOHO acknowledges the significance of upholding the confidentiality and privacy of individuals during the intervention process. Similarly, the IDEA requires that educational records remain confidential, and it grants parents or guardians the privilege to access and examine their child's educational records. By upholding confidentiality and privacy principles guided by MOHO, educators and therapists can establish a secure and trustworthy setting that fosters transparent communication and cooperation, all the while safeguarding the privacy rights of all parties engaged.

Dispute Resolution Procedures: MOHO recognizes the potential for conflicts to arise during the intervention planning process and highlights the significance of resolving disputes in an equitable and respectful manner. Likewise, the IDEA offers procedural protections, including mediation and due process hearings, to address conflicts between parents and educational institutions concerning the identification, assessment, or placement of children with special needs. By incorporating dispute resolution protocols grounded in MOHO, educators and therapists can guarantee the timely and efficient resolution of conflicts, thereby advancing the well-being and rights of all parties concerned.

VI. Implication

The alignment of MOHO with the principles outlined in the IDEA provides valuable insights into the potential advantages of collaboration and the harmonization of these frameworks within special

education environments. By integrating MOHO principles with IDEA principles, professionals can create inclusive, client-centered, and empowering learning environments that meet the diverse needs of children with special needs [16, 17].

In understanding individual deeds and abilities, MOHO underscores the significance of comprehending the distinctive strengths, interests, and challenges of each child. In inclusive educational environments, educators can utilize this comprehension to customize instruction and assistance to effectively address the specific requirements of children with special needs [10].

In the importance of environmental factors, the importance of environmental factors in occupational performance is emphasized by MOHO when creating inclusive learning environments. In special education settings, educators have the opportunity to establish learning environments that are both accessible and supportive, fostering inclusivity for all children, irrespective of their abilities or special needs [14, 15, 16].

In addressing environmental factor, MOHO acknowledges the impact of environmental factors on individuals' occupational performance. In special education settings, educators have the opportunity to take into account the physical, social, and cultural dimensions of the learning environment that could influence a child's engagement in educational activities.

For promoting active participation and engagement: MOHO underscores the significance of active engagement and participation in meaningful activities. In the context of inclusive education, educators have the capacity to create learning opportunities that actively involve all children in experiences that are pertinent, significant, and inspiring.

In promoting independence and self-determination, MOHO emphasizes the significance of fostering independence and self-determination in occupational performance. In the field of special education,

educators have the opportunity to empower children with special needs by fostering the development of skills, confidence, and self-advocacy abilities essential for their active engagement in educational pursuits and for advocating for their individual needs [18, 19].

In individualized support and accommodations, MOHO advocates for the implementation of personalized support and accommodations to address the varied requirements of children with special needs. In the context of inclusive education settings, educators have the opportunity to create and execute individualized education plans (IEPs) that delineate precise objectives, tactics, and adjustments to facilitate the learning and growth of each student [11, 15, 16].

In collaboration and teamwork, MOHO underscores the significance of fostering collaboration among educators, therapists, families, and other professionals. In inclusive educational environments, the collaborative approach is crucial for effectively supporting the diverse requirements of children with special needs. Educators have the opportunity to collaborate in order to exchange knowledge, resources, and methodologies. They can also engage with families to create and execute personalized support plans tailored to the specific needs and objectives of the child [2, 3, 18].

By integrating Model of Human Occupation (MOHO) principles with IDEA principles, professionals can establish inclusive, client-centered, and empowering learning environments that cater to the varied needs of children with special needs. This collaborative approach has the potential to enhance service delivery, improve educational outcomes, optimize resource utilization, and promote family and community engagement in special education settings.

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