

**P10-DEVELOPMENT OF EDUCATIONAL MANAGEMENT
MODEL OF INCLUSIVE EDUCATION FOR AUTISM, LEARNING
DISABLED AND ATTENTION DEFICIT HYPERACTIVE STUDENTS
: STAGE 1 A STUDY ACHIEVEMENT INDICATOR AND
GUIDELINES FOR GOOD PRACTICE
IN INCLUSIVE EDUCATION**

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ABSTRACT

This research aimed to develop an educational management model of inclusive education for autism, learning disabled and attention deficit hyperactive students, who are in inclusive schools. In stage 1, the aim was to develop a study achievement indicator and guidelines for good practice in inclusive education. The target group was leaders of inclusive education in Khon Kaen province composed of 5 school directors, 5 teachers, and 5 parents of students with autism, learning disabilities, and attention deficit hyperactivity disorder, who were studying in inclusive schools in Khon Kaen province. Researchers used Focus Group conversation method by using open-ended questions about study achievement indicator, good practice to develop students' participation and reflection on inclusive education management of the school(s). Data analysis used Content Analysis and the results showed that; 1. School directors think that the indicator of successful inclusive education are: school directors' awareness, acceptance, understanding and provision of opportunities to students so they can be happy in schools, clear and practical policies for inclusive education management, education management depends on the students' needs, teachers understand, love and are sincerely kind to students and assign tasks that match the students' abilities, teachers use appropriate media to develop the students' basic morality, self-help skills and family support, teachers provide opportunities for students to enter various levels of competition, assess students on their IEP and use different tools 2. Special educators in schools are continuously being supported to develop and reinforced, by for instance, extra salary for

special educators. Good practice guidelines for inclusive education are: teachers use various media, teaching and learning processes, indicator and assessment tools, which match the students' abilities and needs, provide love, understanding and respect in the students' rights, government policies must be applied to practice so that school directors are aware and envisioned to provide support, motivations for teachers, directors and parents by providing extra budget, knowledgeable personnel visit schools to provide support and follow up continuously, raising awareness campaigns such as meetings between schools and the community, a stage for special needs students to show their talents, transition to tertiary education, occupational training institutes or schools that match the needs of students in the area. 3. Teachers think that the indicator of successful inclusive education are: parents' satisfaction on the students' academic achievements and daily living skills, directors are aware of the importance and support special education, teachers in schools understand and have good attitudes towards students with disabilities, teachers are supported through budget and 114 International Conference on Special Education 2015 knowledge from related organizations, students can live and have basic occupational skills like general people. Good practice guidelines for inclusive education are: to have a standard protocols for the special educator profession which are shared throughout Thailand in all government, private and local organizations, special educators can be employed by the government, at least 2 positions in one area per year, and they must have a standard level of knowledge and experience, support for development and security of special educators and assistants, school committees, community, and teachers cooperate to support the use of local knowledge, for example, lectures by local experts, teachers must study the curriculum carefully before providing education, curriculum should be based on scientific method of doing, using all the senses and link to the contents, use various ways of teaching and assessing, parents cooperate in special education classroom, clear transition and referral systems. 4. Parents think that the indicator of successful inclusive education are: students' happiness in meeting their friends and teachers, directors, teachers, and friends accept and understand, school activities match the students' abilities and needs, assessments and transitions are systemized, students show progress according to their capacities. Good practice guidelines for inclusive education are: directors understand students with disabilities and parents can consult and give their opinions to directors, there is a policy to let students with disabilities enter schools, support teachers' advancement and follow up on teachers' progress, school environment is set to support the needs of the students, appropriate proportion of teachers to students, enough budget was provided to manage and apply the school policies to practice, teachers understand the special needs of their students, schools should host an activity to bond students with disabilities and their peers in the classroom, flexible lesson plans, various methods of achievement assessments, regular

and serious revision of inclusive education goals, continuous exchange of students' information between teachers and parents in order to support students.

Keywords: inclusive, autism, attention deficit hyperactivity disorder and learning disability