



***“ Oneseif is refuge of oneseif
What else indeed could refuge be?
By the good training of oneseif
One gains a refuge hard to gain.”***

*Royal Speech of Princess Maha Chakri Sirindhorn ,
Ascension to the Throne Awards Ceremony in FDR'S
2 July, 2001, Washington, D.C., USA*

Royal Speech of Princess Maha Chakri Sirindhorn
Ascension to the Throne Awards Ceremony in FDR'S

Mr. Secretary General, Mr. Alan Reich, Ms. Anne Roosevelt, distinguished guests, ladies and gentleman,

I am most honored that His Majesty the King of Thailand entrusts me to represent him in accepting the 2001 Franklin Delano Roosevelt International Disability Award on behalf of the kingdom of Thailand. Created in 1995 and named after a great statesman who was one of the founders of the United Nations, and one of the physically disabled himself, the Franklin Delano Roosevelt International Disability Award has become a source of encouragement for nations world over to work together towards the goal of full participation of citizens with disabilities as called for by the UN World Program of Action Concerning Disabled Persons.

In Thailand, for many decades, well before the adoption of this United Nations World Program of Action in 1982, all sectors of society – people with disabilities and people with diverse expertise – had come together to work for the benefits of people with disabilities. Our aim was to promote full participation of people with disabilities or people with special needs in the process of our national development towards peace and prosperity. People in the medical and related professions provide physical rehabilitation services as well as reduced causes of disabilities; legal groups worked for the enactment of legislation in favor of the rights of Thai citizens with disabilities to acquire appropriate medical services and employment opportunities; educators and teachers offered instruction and training; architects designed suitable buildings; and innovators invented gadgets and tools to facilitate the physical mobility and improved the quality of life. Also participating in the process were social workers and therapists, and people who were responsible for the administration and funding.

The concerted efforts that I mentioned above have received continuous support from every government of Thailand

His Majesty the King has always been working with keen interest for people with disabilities, for example, by initiating projects for the prevention of poliomyelitis and leprosy, projects for physical therapy and the production of prostheses, education of the people with disabilities, including many other smaller projects. His Majesty himself at times also gave music lessons for the blind.

As in these days, information and communication technology has become increasingly crucial in almost all aspects of our lives, equal access to the technology that would enable people with disabilities to participate fully in society is especially imperative. Ways and means must be found to enable disabled members of our society to take control

of themselves. This, in essence, is the ultimate philosophy of self-reliance which is reflected in our Buddhist saying, and I quote:

“ Oneseif is refuge of oneseif

What else indeed could refuge be?

By the good training of oneseif

One gains a refuge hard to gain.”

As a responsible member of the international community, Thailand has also been actively involved in promoting the well-being of people with special needs beyond our boundary. We, on our own, and in cooperation with international organizations, non-governmental organizations included, along with governments of various countries, have been supporting people in need of our funding and expertise. I would like to cite a new effort being promoted at present, namely the Asia and Pacific Center for Persons with Disabilities Project which is supported by both the Thai public and private sectors, namely, the Ministries of Labor, Public Health, Education and University Affairs, associations of people with all types of disabilities and foundations to assist people with disabilities of all kinds. This project aims at increasing the potentials and capability of all the agencies which handle the rehabilitation and development of people with disabilities in Thailand and in Asia and the Pacific region. It also encourages research to gain better knowledge and techniques as well as creates the network of regional organizations to serve the needs of persons with disabilities. It is hoped that this project will receive financial support from various agencies advocating this kind of principle and activities. On my part, I intend to allocate the contributions that come with the Franklin Delano Roosevelt International Disability Award as an initial fund for this compassionate and challenging project.

At this juncture, I wish to thank the prestigious Franklin and Eleanor Roosevelt Institute and the World Committee on Disability for the distinguished award which well serve as the beacon of inspiration to Thai society, as well as to all the nations in the region. My appreciation goes also to all individuals involved in organizing this ceremony, in particular Mr. Alan Reich and Ms. Anne Roosevelt, who are with us here today. I also wish to thank, on behalf of Thailand, the Wheelchair Foundation represented here by Mr. Behring for donating 1,000 wheelchairs to people with disabilities in Thailand. Finally, I wish to thank you, Mr. Secretary General, for your distinguished presence here today

Thank you.



Opening Address
By Mr. Yongyuth Yuthavong
Deputy Prime Minister, Thailand
at the 1st International Conference on Special Education

Good Afternoon Distinguished Government Board from SEAMEO-SEN,
Representative from SEAMEO Member Countries and Associate Members,
Co-Partners, Dr. Gatot Hari Priowirjanto, Director of the SEAMEO Secretariat

Datin Dr. Yasmin binti Hussain, Director of SEAMEO-SEN
Dr. Monthian Buntan, United Nations Committee on the Rights of Persons with
Disabilities and all Honourable guests

Ladies and Gentlemen,

On behalf of the Royal Thai Government, it is indeed a great honor for me to be part of this gathering for the Opening Ceremony of the 1st International Conference on Special Education organized under the theme “Innovation to Enhance Learning Initiatives and Practices.” (ICSE: 2015) here in Bangkok. I would like to begin by extending a very warm welcome to all of the meeting’s distinguished guests. I would also like to express my sincere thanks for allowing me to express my deep appreciation to the organizers of this conference for the excellent arrangements and warm hospitality.

I’m also glad to hear that the conference is held in parallel with another important event, that is, the Round Table Meeting on the theme “Special Education, 2015 and beyond”. The meeting aims to promote networking and collaborative work among the SEAMEO member countries and our partners in providing better education for children with special needs in the future. We will have an opportunity to exchange our opinions and formulate strategic policies and future directions for the special education in the Southeast Asia region and global. In this regard, SEAMEO-SEN is an important mechanism for its member countries in strengthening the development of quality and equity education, human resource and innovation in response to the diversity of students.

These days innovation has become increasingly crucial in almost all aspects of our lives. Equal access to the technology for students with special needs that leads to equal participation in education and society is especially desirable. In this regard, research and development work on innovations are very important and should be encouraged, as it will help to increase choices of available products and services for students with special needs to access, participate and progress in quality education and to live their lives more independently. The conference like ICSE: 2015 helps to promote awareness and better understanding of the problems and needs of students with special needs, as well as possible solutions. Consequently, such awareness would help stimulate necessary policies and actions from those concerned.

/In preparation...

In preparation for the integration with the ASEAN Community, Thailand is very proud to be working closely with SEAMEO, SEAMEO-SEN, associate member countries and co-partners;

IDPP, ICEVI, UNICEF, Perkins International Program, Academy of Orton-Gillingham, Hong Kong Institute of Education, NECTEC, TCEB, and IPST to organize this great event to improving the equity and quality of education for students with special needs and promoting regional collaboration in the Southeast Asia region and beyond.

Over the course of the forum, I would like to encourage you all to learn as much as you can not only about Thailand, but also sharing and engaging in discussion on various aspects related to innovation and students with special needs. Furthermore, future collaborations can be established, which will further advance the work towards building an inclusive society for all and contribute to sustainable development of this region, as well as the global community. I have every confidence that this conference will achieve its objectives and success.

Excellencies,
Ladies and Gentlemen,

It gives me great pleasure to now declare the 1st International Conference on Special Education open. Thank you and Sawasdee Krub.



Welcome and Report Remarks
By H.E. Admiral Narong Pipattanasai,
Minister of Education, Ministry of Education Thailand
At the 1st International Conference on Special Education
29th July 2015
Centra Government Complex Hotel & Convention Centre, Bangkok

Your Excellency, Mr. Yongyuth Yuthavong, Deputy Prime Minister, Thailand
Distinguished Government Board Member and Representatives from SEAMEO-SEN and SEAMEO
Member Countries,

Dr. Gatot Hari Priowirjanto, Director of the SEAMEO Secretariat
Directors of SEAMEO Regional Centers,
Datin Dr. Yasmin binti Hussain, Director of SEAMEO-SEN
Dr. Monthian Buntan, United Nations Committee on the Rights of Persons with
Disabilities

Distinguished Guests,
Ladies and Gentlemen,

Good afternoon. On behalf of the Ministry of Education and organizing committee of the 1st International Conference on Special Education, it is my honor and privilege to welcome you all to this important gathering in Bangkok, Thailand. A special appreciation to His Excellency Mr. Yongyuth Yuthavong, Deputy Prime Minister of Thailand for taking time off from your busy schedule to preside over this event.

First of all, may I present you on the background of the organizing of the 1st International Conference on Special Education.

The World report on disability, produced jointly by the World Health Organization (WHO) and the World Bank, suggests that over one billion people, or 15% of the world's population, experience some form of disability.

From the estimation of each state in Southeast Asia Region, approximately 16.5 million people (2.64 %) have some types of disability. The WHO anticipated that the number of this group of population will be rising in the next 10 years. The same report also reveals that persons with disabilities tend to be neglected, lacking opportunity for many fundamental rights. One of which is the access to education.

Recognizing the necessity of access to equity and quality education for students with special needs in the Southeast Asia region, the 44th SEAMEC Conference approved to establish the SEAMEO Regional Centre on Special Education (SEAMEO SEN). SEAMEO-SEN is a regional center that specializes in education to promote and enhance special education needs among SEAMEO member countries for improving the equity and quality of education services for students with different disabilities, gifted and talented children in South East Asia region.

/ On this auspicious ...

On this auspicious occasion of the year 2015 to mark the beginning of the ASEAN Community and the 50th anniversary of SEAMEO, The Office of the Basic Education Commission, Ministry of Education Thailand, SEAMEO and SEAMEO-SEN, have jointly organized the 1st International Conference on Special Education. Additionally, we receive generous support from our co-partners: UNICEF, ICEVI, IDPP, Perkins International Program, Academy of Orton-Gillingham, Hong Kong Institute of Education, NECTEC, TCEB, and IPST to make this event possible.

The objectives of the 1st International Conference on Special Education are as follows:

1. To recognize the start of the ASEAN Community by the year 2015.
2. To promote the development of cutting edge research and innovative developments in Special Education.
3. To develop links between academics and stakeholders in improving the Special Education in Southeast Asia region and beyond.

This conference will be organized from 28th-31st July 2015, under the theme of “Innovation to Enhance Learning Initiatives and Practices”, which can be divided into 9 following categories: learning and Innovation for Student with Special Education Needs, innovation in Early Intervention, innovation in Inclusive Education, innovation in Deafblind and Multiple Disabilities Education, transition from School to Employment, Technical Vocational Education Training for SEN (TVET), networking in Special Education, policy on Disabilities, and gifted and Talented.

Participants of the conference are special educators, researchers, policy makers, students, and stakeholders who are involved in special education, both from Thailand and overseas, altogether around 1,750 people from 27 countries.

The 1st International Conference on Special Education not only serves as stage for sharing education and innovation for student with special needs, but also includes the round table meeting on the theme “Special Education, 2015 and beyond” Both important events share the common principle to promote collaboration among ASEAN countries on providing the opportunities to get better access to quality education for students with special needs in an inclusive, barrier-free, and rights-based society. These are all important prerequisites for a truly sustainable development.

On this auspicious occasion, may I invite His Excellency Mr. Yongyuth Yuthavong, Deputy Prime Minister to declare the opening remarks of the opening session of the 1st International Conference on Special Education.



Welcome Message

Dr. Kamol Rodklai

Secretary-General

Office of the Basic Education Commission

Chair of the Organizing Committee of the 1st ICSE 2015.

On behalf of the Organizing Committee, I am very delighted to welcome you to participate in the First International Conference on Special Education (ICSE2015), which will be held during July 28th - 31st, 2015 in Bangkok, Thailand, in conjunction with 30 prestigious countries in South-East Asia region and beyond.

The theme of the ICSE 2015 conference is “Innovation to Enhance Learning Initiatives and Practices” is selected as innovation in Special Education. The theme depicts the increase awareness of accommodating learning environment for children with special needs and spurs the wheels of inclusive education. The goals of this conference is to recognize the start of the ASEAN Community by the year 2015, to promote the development of cutting edge research and innovative developments in Special Education and to develop links between academics and stakeholders in improving the Special Education in Southeast Asia region and beyond.

This conference is the first to be held collaboratively by MOE Thailand, SEAMEO, and SEAMEO-SEN, and therefore serves as a platform for discussion and sharing of ideas on innovations that provides new approaches in learning initiatives and practices for the benefit of children with special needs. With creative solutions and practical application technology in teaching and learning methodology, learning environment for children with special needs will be enhanced and thus creating a conducive setting for them. Presenters and participants will have the opportunity to exchange and learn the current trends and innovations in Special Education through presentations of research and exhibitions in the conference.

Furthermore, a designated section as the “Roundtable Meeting” discussion on Special Education is significant that the invited speakers will be able to highlight and deliberate the current issues in Special Education. It also sheds light on the educational path for students with special needs in South-East Asia, and beyond the region. In addition, all participants will have an opportunity to network among colleagues while enjoying all activities during this pivotal event. We believe that all of the participants will enjoy the conference programs, the social events as well as the sights and sounds of Bangkok.

We look forward to welcoming you at the ICSE 2015 in Bangkok. Hope to see you all at the Conference in July.

With my warm wishes,



Special Message

By **Dr. IR. Gatot Priowirjanto,**

Director of the SEAMEO Secretariat

First and foremost I would like to congratulate Dr Yasmin Hussain and her team in SEAMEO SEN for having the initiative and great leaps of faith to co-organise the first International Conference on Special Education with the Ministry of Education Thailand with the theme of **Innovation to Enhance Learning Initiatives and Practices** and publishing this proceeding. It is indeed a great milestone for a young SEAMEO center such as SEN to co-host the conference given its only been in operation since 2013. The conference reflects the growing importance on how intra-collaboration between two organizations who shared the same passion for Special Education can be successfully conducted for the benefit of teachers in special education in this region.

In line with the cooperation trends in this region, SEAMEO sees this conference as a platform to strengthen knowledge based-society initiatives. The papers that are presented and published in this proceeding are resources and references that enhance efforts and sharing of the best innovative ideas from diverse backgrounds of presenters which deepened one's knowledge and professional skills in delivering educational services for children with special needs. Innovations in best practices for special education undoubtedly are the key that prepares educators and children with special needs to prepare for the future and its challenges. It is also hoped that this conference will establish the beginning of Special Education network and smart partnership with between institutions and organisations who have the same passion and motivation in Special Education. Smart collaboration and strategic networking increase students' ability and empower them to be independent individuals who can contribute significantly to the society and economy growth in the region and thus gives them a better life.

The Education Agenda post 2015 is very much the important focus of SEAMEO that is in line with the paradigm shift that emphasis on reforming of how teachers teach and how learners learn. Sharing of innovations and evidence based researches promote flow of ideas and creative solutions for teachers who have aspirations and motivations to deliver educational services competently. It is hoped that outcomes of the conference would benefit and shift the contention in teaching and learning delivery towards creativity and innovative approaches. This in turn would increase the quality of teachers and educators' professional capacity in terms of knowledge and skills in teaching children with special needs.

Before I end this foreword, once again I congratulate SEAMEO SEN and the Ministry of Education Thailand for organizing this conference. I hope this conference will achieve its objectives and purpose. On my last note, I do hope that the conference will generate a lot sharing of ideas, discussions and resolutions that create positive momentum and tangible solutions pertaining to issues and challenges in the Special Education field particularly in this region.

All the Best.



Welcome Message from Co-program Chairs
Dr Yasmin binti Hussain
Director of SEAMEO Regional Centre on Special Education
(SEAMEO SEN)

Bismillahirrahmanirrahim. Alhamdulillah. This proceeding is the first publication of SEAMEO SEN that reflects the fruits of labour in organising its first International Conference on Special Education 2015. This conference is the result of the joint efforts between SEAMEO SEN and the Ministry of Education Thailand which is built upon the belief that international cooperation in education would generate a tremendous impact in the field of Special Education. My heart felt gratitude to Ministry of Education Thailand which played the vital role in sponsoring this conference. Indeed with much of the support given and the trust entrusted to SEAMEO SEN, the publication of this proceeding is very much anticipated and celebrated. As this is the first collaborative effort between SEAMEO SEN and MOE Thailand, much lessons have been learned especially in building networking and bridging partnership.

The theme for this year's conference is very much aptly chosen; Innovation to enhance learning initiatives and Practices. Innovation is the key to generate best practices in Special Education field. As we move beyond 21st Century, innovation is very much emphasised. The papers in this proceeding reflects the importance of innovations in Special Education and the innovative that has been done in the teaching and learning in Special Education.

With innovations, most learning can take place anywhere and innovative devices very much facilitate and make life much easier especially for our children with special needs. Innovations is spurred by creativity, necessity and the practicality to go beyond traditional methods and thinking in problem solving. This contentions are very much reflected in the papers presented in this conference. The convergence of diverse ideas and practices contributed by the participants and presenters in this conference are the driving force needed to create knowledge based society. The conference is very much an educational agenda that reflect SEAMEO SEN's efforts to empower teachers, educators and individuals who are involved with children of special needs in their professions. With ideas, research based evidence and the innovative devices, methods and approaches in Special Education being shared and appraised, it is hoped that the conference will regenerate fresh ideas and much better solutions for the participants and presenters in dealing with children with special needs. This opportunity must be used optimally so that the knowledge and understanding gained from this conference can strengthen ones' professional capacity and promote salient education information that can be adapted into classrooms and into research practice.

TABLE OF CONTENTS

Royal Speech	A
Opening Address	D
Project Background	Q
Program at A Glance	T
List of abstracts	X
1. Learning and Teaching Innovation for Students with Special Educational Needs	1
A01 Development of The Socio-Emotional Behaviour Factor of The Tool for Measuring Acquired Skills (ToMAS)	1
A02 Development of Malaysian Social-Emotional Competency Inventory (MySECI) for Pre-schoolers	2
A03 The Effectiveness of Simple Simulation in Upgrading The ability to Hit Badminton's Shuttlecock for Children with Intellectual Disabilities	3
A04 Supporting Language Learning for Hearing Impaired Students Through Blended Learning	4
A05 The Comparing Study on The Sign Language Using State of Teachers And Deaf Students in Special Education Schools in China	5
A06 An Education Program Called "Program Khas Lestari Pendidikan (PKLP)" – An Innovation to Improve Quality of Mathematics Teachers in National Primary Special Needs School in Selangor Malaysia	6
A07 Development Through The Eyes of The Deaf in Higher Education: The Case of Special Education Students in Quezon, Philippines	7
A08 Implementation Cheerleaders Game to Improve Noun Speech Reading Competence Toward Children with Hearing Impairment	8
A09 Assessing Disable Student Perceptions Using Padlet Application in Learning: Case of Selayang Community College	9
A10 I-Video in Basic Photography Course for Special Education Needs	10
A11 Effect of Life Skills Training on Social Skills And Self-Esteem of Hearing Impaired Students	11
A12 The Effectiveness of Using The Drilling Techniques And color Letter Storyboarding in Improving The Grammar Skills-Affixation Among Students of Special Education	12
A13 Grand Token Helps Language Teachers to Deal with Learners' Behavioural Problems	13
A14 Support For Students with Dyslexia Using DAISY	14
A15 Social Skills Development for Students with Autism in Inclusive Schools: Thailand	15
A16 Effectiveness of Learning And Teaching Innovation Special Education (Hearing) Through Video Impressions	16
A17 Subtraction Made Easy for Pupils with Learning Difficulties	17
A18 Developing A New Instrument to Measure Young Adults Dyslexics' Reading Competencies in Malaysian Language	18
A19 Sound Encoding And Syllable Blending Game: Fun Literacy Learning for Remedial Students	19
A20 The Usage of "Fishbone" Diagram as Education Toolkit in Teaching And Learning Process	20
A21 Accessibility of Disability Students on Learning Education in Asean Community	21

TABLE OF CONTENTS

A22	Practices Make Perfect: Automatic Word Recognition Skill Building Through Animated Games	22
A23	Enhancing Students with Visual Impairment's Understanding in Mathematics Using Manipulative Materials	23
A24	Malaysian Sign Language (MSL) Dictionary for Hearing Impaired Children in Malaysia	24
A25	Learning And Teaching Innovation for Students with Special Education Needs	25
A26	Developing A New Generation of Speech-Language Pathologist (SLPs) with Competences in The Management of Literacy Disorders And Learning Disabilities in Hong Kong	26
A27	Learning Fun Through Sensomotorik	27
2. Innovation in Early Intervention		
B01	The Use of Task Analysis to Improve Self-Help Skills of Children with Special Educational Needs	28
B02	Early Intervention Program with Family Oriented (Case Study on Child with Autistic PDD-NOS)	29
B03	A Sensory Integration Intervention for Children with Autism Spectrum Disorder (ASD): Development And Trail	30
B04	Cooperative Lesson Plan in Developing Autistic Children's Social Interaction Skill	31
B05	A Review of Interventions in Autistic Children by Using Somatic Games	32
B06	The Calling Canvas: Weaving Together Words And Images: Narrative Inquiry into The Creative Voice of Students with Autism Participating in A Creative Lunchtime Program	33
B07	Can Horse Riding Therapy Help Reduce Emotional And Behavioural Problems of Pupils with Learning Disabilities?	34
B08	From An Occupational Therapist's Perspective: Use of Sensory Integration Therapy	35
B09	From a Counselling Perspective: Use of Play Therapy	36
B10	Twist Band Neat Handwriting	37
3. Innovation in Inclusive Education		
C01	Guidance And Counselling in Hearing Impairment Students Integration Program	40
C02	Off to A Good Start: Enhance Reading Skills in Thai Children	41
C03	Profile of Children with Pre-reading Difficulty	42
C04	Experiencing Inclusive Playful Science: Creating Meaningful Engagements While Integrating Fun And Learning	43

TABLE OF CONTENTS

C05	General Education And Special Education: Harmonization of Inclusive Education Towards K-12 System in the Philippine	44
C06	The Role of Teaching Assistants in Supporting Students with Special Educational Needs in Hong Kong	45
C07	Innovation in Inclusive Recreation	46
C08	Conceptualizing Inclusive Education in the Philippines: A Consensus-Building Approach	47
C09	Using Mediated Learning Experience (MLE) as A Supporting Mode for Teaching Assistants to Empower Students with Special Educational Needs in Inclusive Schools of Hong Kong	48
C10	Development of Gross Motor Skills Screening Tool for Inclusive Education	49
C11	Experiences of Blind Students in Inclusive Tertiary Classes	50
C12	Hearing Voices: An Art-based Participatory Study on Children’s Experiences of Inclusion in Primary Schools in Indonesia	51
4. Transition from School to Employment		
D01	The Impact of Transition Program from School to Work	52
D02	Employability Through Transition Program for Students with Special Needs	53
D03	“Don’t Hate Me Because I Am Beautiful”: Challenging Career in Spa for Students with Disabilities	54
D04	Skills in Adolescents And Adults with Intellectual Disabilities: Towards Independent Living within The Society	55
D05	Post-School Outcomes of Students with Special Education Needs in Hong Kong: A Qualitative Investigation of Teachers’ Observations	56
D06	Visual Art Production as Transition to Semi-Independent Living for Persons with Intellectual Disability	57
D07	Vocational Skill to Improve Life Skill of Children with Mild Intellectual Disabilities	58
5. TVET: Technical Vocational Education Training for SEN		
E01	The Implementation of Entrepreneurial Element in Primary School Standard Curriculum for Special Education (KSSRPK) by Special Education Teachers	59
E02	An Overview Learning Problems (LD Students) of Special Education Programs in Malaysia’s Community College	60
E03	Development And Validation of a Customized Vocational Program for Adults with Mild Intellectual	61
E04	Person-Environment Fit of Hearing Impaired Students in Malaysian Polytechnics: A Preliminary Analysis	62
E05	Technical And Vocational Education Training (TVET) for Students with Learning Disabilities : Implementation in Community College in Malaysia	63
E06	Learning And Teaching Problems for Special Skill Certificate Disabled Student (KHK) for HK Course 206 Western Food Preparation	64
E07	Early Exposure of Entrepreneurial Skills Training Program as The Preparation of Students with Learning Disabilities in Arau Community College to Face The Working World	65

TABLE OF CONTENTS

6. Innovation in Deaf blind and Multiple Disabilities Education		
F01	Attitudes of Chinese Society Towards People with Visual Impairment : An Empirical Study	66
F02	How to Train Teachers of Children with Deafblindness?	67
7. Networking in Special Education		
G01	Parent's Role And Achievement of The Children with Autism in Special School in Pamekasan District, East Java Province, Indonesia	68
G02	The Readiness of Parental Involvement Technical Vocational Education And Training for Special Education Needs: Confirmation Factor Analysis Approach (CFA)	69
G03	Perception of Hearing Impaired Student on Parental Involvement from The Environmental Aspect of Family, Peers And School Environments	70
G04	Family Engagements: Rekindling The Bayanihan (Community) Spirit in Developing Early Literacy And Language-Rich Environments	71
G05	Parents And Teachers Opinions on Inclusive Practices in A Secondary School, Taiping District. Perak. Malaysia	72
G06	The Level of Stress Among The Parents of Children with Learning Disabilities (LD) in Malaysia	73
G07	Learning Support Network of Parents Who Have Children with Learning Disabilities	74
8. Policy on Disabilities		
H01	Making Students with Visual Impairment's Right to Access Textbooks Real: The Role of Ministry of Education in Publishers' Views	75
H02	The Implications of Person with Disabilities Act 2008 on TVET Education for Tuanku Syed Sirajuddin Polytechnic Special Skill Certificates Disabled Students	76
H03	The Right to Appropriate Education: Perspectives from Two Inclusive Schools	77
H04	Educational Placement of School-Aged Children with Autism in China	78
H05	eProjBL for Special Education: A Preliminary Case Study in A Malaysian Primary School	79
H06	How Do Thai Students with Disabilities Understand And Use Their Self-Determination Skills?	80
H07	A Study on The System of Inclusive Education in Kolkata	81
H08	Are Malaysian Universities Ready for Students with Disability?	82
H09	Inclusive Education Program in Malaysia: Evolution in Policy And Challenges	83
H10	Teacher's Attitudes Toward Inclusive: An Overview of Factor of Services, Confidence, Challenges And Education Policy	84
9. Gifted and Talented		
K01	Social Skills Among Gifted And Talented Students in Malaysia	85
K02	Innovations in Inclusive Education: Comprehensive Programs for The Gifted And Talented in the Philippines	86
K03	Parenting Styles as Perceived by Academically Talented Students	87

TABLE OF CONTENTS

K04	The Level of Resilient Among Gifted and Talented Students in Malaysia	88
K05	“Digital Classroom”: An Innovative Teaching And Learning Method for Gifted Students	89
K06	The Biotechnology for Young Learner: Empowering Gifted Children to Bring Access to Science Knowledge in Inclusive Classrooms in Indonesia	90
T01	The Administration Learns with Way History Procedure And Locality Culture.	91
T02	Teacher Development in Pilot Inclusive Schools Using Problem-Based Learning for Students with Special Needs in Inclusive Classes in Educational Area Offices Secondary School District 26	92
T03	Using “Math for Fun” to Improve Number Writing in Words for A Student with Learning Disabilities	93
T04	Influence of Music Therapy Using One to Five Piano Technique to Improve The Concentration of Children with Autism	94
T05	The Opinion of Teachers to Integrate The Use of Mobile Computing (Tablet) for Instruction in Setsatian School for The Deaf	95
T06	The Development of Servant Leadership for Academic Leader on Special Education	96
T07	Using Microsoft Excel to Foster Statistical Thinking of Mathayom Suksa 6 Hearing Impairment Students at Songkhla School for The Deafs	97
T08	Curriculum Development Electronic, Student Teachers Training in Inclusive Classroom Using Co-Teaching Approach	98
T09	The Study The Result of Using The Paint Program for Behavioral Modification in Children with Autism	99
T10	The Development of Training Model Through Computer Networking for The Deaf	100
T11	A study on The Thai Sign Language Ability of Students in Special Education Program Using The Basic Thai Sign Language Training Program	101
T12	Teaching English to Deaf Students in Thailand: Success, Challenges And Way Forward	102
T13	Development of Work Manual Set of Early Intervention Services for Children with Disabilities at Lampang Special Education Center	103
T14	The Result of Learning Style with Hearing Impairment Student at Setsatian School for The Deaf by Theory Multiple Intelligences	104
11. Poster session		
P01	The Effect of Visual Support Usage for Developing The Communication Skill of Students with Autism	105
P02	Influence of Music Therapy Using One to Five Piano Technique to Improve The Concentration of Children with Autism.	106
P03	The Effect of Drama Therapy on Self-Esteem of Student with Learning Disability	107
P04	Group Counseling for Reducing The Anxiety in Parents of Children with Autism	108
P05	The Effects of A Routine Training of Students with Autism by Using The Task Analysis Framework	109

TABLE OF CONTENTS

P06	The Effects of Using Art Therapy for Emotional Development of Students with Autism	110
P07	A Study of Music Therapy for Autistic Children's Emotional And Social Development	111
P08	The Identification of Instructional Approach for Enhancing Competency of Autism, Attention Deficit Hyperactivity Disorder And Learning Disability Groups	112
P09	The Effect of Behavioral Instruction for Reducing Undesirable Behavioral of Students with Autism	113
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	114
P11	The Effect of Using Integrated Movement Practice Program on Physical Capability of Students with Autism	115
P12	Effectiveness of Development Knowledge, Understanding and Attitudes of Teachers in Inclusive Classrooms Toward Children with Autism	116
P13	The Development Relation of Autistic Children by Using Triangular Area Movement Task	117
P14	The Development of Achievement in Word Spelling with Final Consonant to Mae-Kod Category of The Students with Learning Disability by The 4MAT Learning Activities And Spelling Exercise	118
P15	The Management of Inclusive Education though SEAT Framework Using Empowerment Evaluation	119
P16	Education Quality Developmental for The Blind Students	120
P17	Case Study: A Student with Autism Who Showed Responsibility-Lacking Behaviors in Learning	121
P18	Study The Reading Comprehension of Grade 2 Student with Hearing Impaired of Setsatian School for The Deaf by Using Tale Books	122
P19	Result Satisfaction Study of Parents to Education Administration of Setsatian School for The Deaf	123
P20	Thai Language Reading Problem Analysis for Mattayom Suksa 1 Learning Disabilities Student of Bangrakamwittayasuksa School Phitsanulok	124
P21	Strategies for Reducing The Use of Manual Physical Restraint in The Care of Adults with Learning Disabilities	125
P22	Cued Speech : Towards Enhancing Slow Learners Reading Skills	126

Project Background

The World report on disability, produced jointly by the World Health Organization (WHO) and the World Bank, suggests that One billion people, or 15% of the world's population, experience some form of disability. Furthermore, the total estimates of average rate of disabled people in each South-East Asia country is around 14.5 million people. The WHO anticipated that the number of this group of population will be rising in the next 10 years. The same report also reveals that persons with disabilities tend to be neglected, lacking opportunity for many fundamental rights. One of which is the access to education. An example of the Thai statistics indicates that about 25% of persons with disabilities over 5 years old did not access education, and nearly 60% have a highest education level at below primary school.

Recognizing the necessity of access to education for students with special needs in the South-East Asia region, the 44th SEAMEO Conference approved to establish the SEAMEO Regional Centre on Special Education (SEAMEO SEN). SEAMEO-SEN is a regional center that specializes in education to promote and enhance special education needs among SEAMEO member countries for improving the quality of education services for students with different disabilities, gifted and talented children in Southeast Asia region. The organization also serves as the enabler to organize a conference such as this through smart partnership and collaborative efforts with organizations and institutions in enhancing the quality of education services in Special Education. The Office of the Basic Education Commission, Ministry of Education Thailand shares the same mission; we takes a responsibility to promote the education of children, including those who have disabilities and disadvantaged groups, resulting in a better quality of lives in the inclusive society. The Office of the Basic Education Commission, Thailand Ministry of Education, together with the South-East Asian Ministers of Education Organization (SEAMEO), and SEAMEO Regional Centre for Special Education (SEAMEO SEN), therefore, has initiated and jointly organized this first international conference.

We receive generous support from our co-partners: UNICEF, ICEVI, IDPP, Perkins International Program, Academy of Orton-Gillingham, Hong Kong Institute of Education, NECTEC, TCEB, and IPST to make this event possible.

The theme “INNOVATION TO ENHANCE LEARNING INITIATIVES AND PRACTICES” is selected as innovation in Special Education. The theme depicts the increase awareness of accommodating learning environment for children with special needs in current education system. With innovation and technology enhanced learning environment, children with special needs will be able to gain access to information and educational materials effectively thus empowering them with knowledge and opportunities to perform in classroom and in their daily life activities. This conference is the first to be held collaboratively by MOE Thailand, SEAMEO, and SEAMEO-SEN, and therefore serves as a platform for discussion and sharing of ideas on innovations that provides new approaches in learning initiatives and practices for the benefit of children with special needs. With creative solutions and practical application technology in teaching and learning methodology, learning environment for children with special needs will be enhanced and thus creating a conducive setting for them. Presenters and participants will have the opportunity to exchange and learn the current trends and innovations in Special Education through presentations of research and exhibitions in the conference. The Round Table discussion on Special Education is significant as the invited speakers will be able to highlight and deliberate the current issues in Special Education in South-East Asia, and beyond the region.

At the heart of the conference lie the implementation and expansion of innovative instructional and pedagogical approaches for students with special needs, resulting in providing more systematic, flexible and learner-centered based inclusive interventions, appropriately designed to match their needs and circumstances. The objective of this conference is threefold:

- A. To recognize the start of the ASEAN Community by the year 2015.
- B. To promote the development of cutting edge research and innovative developments in Special Education.
- C. To develop links between academics and stakeholders in improving the Special Education in Southeast Asia region and beyond.

Participants of the conference are special educators, researchers, policy makers, students, and stakeholders who are involved in special education, both from Thailand and overseas, altogether around 1,750 people from 27 countries.

This conference will be organized from 28th-31st July 2015 (for a period of 4 days total), under the theme of “Innovation to Enhance Learning Initiatives and Practices”, which can be divided into 9 following categories: Learning and Innovation for Student with Special Education Needs, innovation in Early Intervention, innovation in Inclusive Education, innovation in Deafblind and Multiple Disabilities Education, transition from School to Employment, Technical Vocational Education Training for SEN (TVET), networking in Special Education, policy on Disabilities, and gifted and Talented.

The main activities of this conference are keynote and plenary sessions, poster and oral presentations, workshops, exhibition, and educational tour to schools and education centers operated under the Office of the Basic Education Commission.

Outcomes The discussions and dialogue during the conference will not only result in enhancing understanding of the participants in special education, the relevant dialogue and communication space for research, policy and practice in the South-East Asia region and beyond are also systematically encouraged. Additionally, the conference will also offer a platform for a detailed discussion of the emerging issues and challenges in Special Education Implementations, including issues of access and participation, delivery mechanism, quality, policy advocacy and financing. These will eventually lead to the equal access to quality education for students with special needs.

Program at A Glance

Date	Time	Activity	Room
Monday 27/7/2015	18:00 – 20:00	Arrival	5 th Floor
Tuesday 28/7/2015	08:00 – 09:00	Registration	1 st Floor
	09:00 – 09:10	Welcome Remark	Ballroom
	09:10 – 10:00	Keynote Speech: Innovation as a tool : Unlocked Education, Accessibility and Employment Opportunities to Persons with Disability by Dr.Monthian Buntan, Member of the Legislative Assembly; Expert Member of the Committee on the Rights of Persons with Disabilities	Ballroom
	10:00 – 10:30	Tea Break with Poster Session	Foyer
	10:30 – 12:00	Plenary Session 1: The Role of Innovation to Enhance Learning Initiatives and Practices <ul style="list-style-type: none"> • Dr. Derrick L. Cogburn, Director of Institute on Disability and Public Policy • Lord Colin Low, president of International Council for Education of People with Visual Impairment Dr.Ming-Tak Hue, Head of Department, Department of Special Education and Counselling, The Hong Kong Institution of Education Moderator: Dr Michael Churton	Ballroom
	12:00 – 13:00	Lunch	2 nd &5 th Floor
	13:00 – 14:30	Concurrent Session I	9 Rooms
	14:30 – 15:00	Tea Break with Poster Session	Foyer
	15:00 – 17:00	Round table: Issues and Challenges in Special Education: Way Forward Moderator: Dr.Jesus C. Fernandez	BB 206 on 2 nd Floor
	15:00 – 17:00	Concurrent Session II	9 Rooms
18:00 – 20:00	International Banquet	5 th Floor	

Program at A Glance

Date	Time	Activity	Room
Wednesday 29/7/2015	08:30 – 10:00	Plenary Session 2: Rethinking Schooling, Teaching and Learning through Innovation <ul style="list-style-type: none"> • Dr. Benja Chonlathanon, Expert Member of the National Committee for the Education of Persons with Disability, MOE, Thailand • Mr. Wan Mohd Noor B Wan Endut, Deputy Director of Special Education Programme, Special Education Division, Ministry of Education Malaysia • Dr. Sharifah Mariam, Ministry of Education Singapore • Dr. Praptono, Deputy Director of Learning, Directorate of Special Education, Ministry of Education and Culture, Indonesia. Moderator: Dr. Witaya Jeeradechakul 	Ballroom
	10:00 – 10:30	Tea Break with Poster Sessions	Foyer
	10:30 – 11:30	Concurrent Session III	9 Rooms
	11:30 – 12:30	Lunch	2 nd & 5 th Floor
	12:30 – 14:00	Opening Ceremony	Ballroom
		• Performance	
		• Welcome Remarks and Report	Ballroom
		• Opening Address	Ballroom
	14:00 – 14:45	Keynote session: Innovations that Lead from Inclusive Education to an Inclusive Society, by Dr. Sheryl Burgstahler, University of Washington	Ballroom
	14:45 – 15:15	Tea Break with Poster Session	Foyer
	15:15 – 16:00	Keynote session: The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education, by Mr. Philippe Testot-Ferry, the United Nations Children's Fund (UNICEF)	Ballroom
	18:00 – 21:00	Dinner Cruise	River Side


Program at A Glance

Date	Time	Activity	Room
Thursday 30/7/2015	08:30 – 09:15	Keynote session: Celebrating SEN Teachers and the Children They Teach, by Dr.Michael Churton, University Of South Florida	Ballroom
	9:30 – 12:00	<p style="text-align: center;">Workshop Session I</p> <ul style="list-style-type: none"> • Science Education of the Blind Students, by Dr.Yoshiko Toriyama, Japan • O-G: Long Established as a Multisensory, Structured Language Approach for Teaching Dyslexic and Language Disabled Students, by Sheila Costello, President, Board of Trustees Academy of Orton--Gillingham Practitioners and Educators • Adaptation and Replication of DO-IT Practices, by Sheryl Burgstahler, Ph.D., University of Washington • Assistive Technologies to Increase Participation of Children with Disabilities, by Shauna Mullally, UNICEF • Qalami as Assistive Device for Writing by Dr Hanafi Yasin,National University of Malaysia. • Curative Education for Children with Special Needs : How to work with family and children with special needs from new born to 6 years by Dr.Jitprapa Sri-oon, Thailand 	9 Rooms

Program at A Glance

Date	Time	Activity	Room
Thursday 30/7/2015	12:00 – 13:00	Lunch	2 nd &5 th Floor
	13:00 – 16:00	Workshop Session II <ul style="list-style-type: none"> • AT in Classroom, by NECTEC • Communication for Inclusive Education: Effective Approaches to Engage and Mobilize Communities and Educators to Reduce Stigmatization and Increase Inclusion of Children with Disabilities in Education, by Tomas Jensen, UNICEF • Innovations in Deafblind and Multiple Disabilities Education, by Perkins International • PECS for Children with Autism by Dr. Hanani Rasit Permata Kurnia Malaysia • RTI: Reading Intervention for Elementary Schools (Thai language) by Dr. Kullaya Kosuwan, Dr. Yuwadee Viriyangkura, Mr. Sampas Plodkhaw, Miss Wimol Thoawan • Bilingual Waldorf-inspired Education for Deaf Children : How to Teach Math for Deaf Children, by Dr. Jitprapa Sri-on 	6 Rooms

Sponsors, Partners
Organized by
The Office of the Basic Education Commission, Ministry of Education Thailand
the Southeast Asian Ministers of Education Organization (SEAMEO),
SEAMEO Regional Centre for Special Education (SEAMEO SEN),

 1965 - 2015 Southeast Asian Ministers of Education Organization	 MINISTRY OF EDUCATION THAILAND	 OFFICE OF THE BASIC EDUCATION COMMISSION	 SEAMEO SEN REGIONAL CENTRE FOR SPECIAL EDUCATION
 NECTEC a member of NSTDA	 ICEVI	 IPST	 unicef United Nations Children's Fund
 TCEB THAILAND CONVENTION & EXHIBITION BUREAU	 The Hong Kong Institute of Education 香港教育學院	 Institute on Disability and Public Policy for the ASEAN Region Networking • Leadership • Accessibility • Inclusion	 Perkins
 Chulalongkorn University	 Srinakharinwirot University	 Khon Kaen University	 Chiang Mai University
 MAHASARAKHAM UNIVERSITY Mahasarakham University	 Mahidol University	 Ubon Ratchathani University	 King Mongkut's Institute of Technology Ladkrabang
 ASSUMPTION UNIVERSITY OF THAILAND SINCE 1949 Assumption University of Thailand	 Suan Dusit Rajabhat University	 Pibulsongkram Rajabhat University	 Thepsatri Rajabhat University
 Ubon Ratchathani Rajabhat University	 Sakon Nakhon Ratchathani Rajabhat University	 Udon Thani Rajabhat University	 Nakhon Ratchasima Rajabhat University
 Chiang Mai Ratchathani Rajabhat University	 Chiang Rai Rajabhat University	 Lampang Ratchathani Rajabhat University	 Songkhla Rajabhat University

List of Abstracts