

Day 1 – Plenary Session: Thursday, 11 March 2010

Inclusion: An Achievable Goal ?

Time	Programme:
08:00 – 08:45	Registration
08:45 – 09:00	Welcoming Speech
09:00 – 09:45	Educating Children with Special Needs from Indonesian Perspective Prof. Dr. Fasli Jalal, Ph.D., Sp.GK Ministry of National Education, Republic of Indonesia
09:45 – 10:30	Educating Children with Special Needs from Singapore Perspective Prof. Ho Lai Yun Department of Neonatal & Developmental Medicine, Singapore General Hospital; Department of Child Development, KK Women's and Children's Hospital; Child Development Programme, Ministry of Health, Singapore Synopsis : <i>Children with special needs or abilities are those whose physical attributes and/or learning abilities differ from the norm (either above or below) to such an extent that they require an individualized program of special education and related services to fully benefit from education. They include children with intellectual disabilities, learning disabilities, emotional and behavioural disorders, autism spectrum disorders, speech and language impairments, hearing and visual impairments, physical and health impairments, traumatic brain injury, multiple disabilities, and even children who are intellectually gifted or have special talents. Educating these children is a difficult challenge.</i> <i>As the needs differ from one child to another, an individually tailored care plan is formulated after the child goes through an established system of developmental screening and comprehensive multidisciplinary assessment, taking into considerations the medical care, educational needs, social and community supports available to the child and his family. Educational placement of the child is not based on the disability category but on the concept of offering the child to train and to learn in the least restrictive environment, with parents participating as equal partners, and the progress is continually being monitored, reviewed and reevaluated. A continuum or a range of alternative educational placements and service options are provided for children with special needs.</i> <i>In 2008, Singapore completed the upgrading and reorganization of several purpose-built special schools catering to about 10% of children with disabilities in the severe range. The other children have been successfully included into various pre-schools under the Integrated Child Care Programme (ICCP). A community-based Early Intervention Programme for Infants and Children (EIPIC) is in place to support and complement the ICCP and to bring the services closer to the families. A Therapy Outreach Programme is currently being piloted to bring the therapists to the pre-schools, working closely and collaboratively with the teachers and the parents in the most natural learning environment of the child.</i> <i>The Ministry of Education have set the target to have 10% of teaching staff in mainstream primary schools and 20% of teachers in secondary schools to be trained in supporting children with special needs in their respective schools by 2011. Special needs officers, counselors, psychologists and social workers are trained and deployed to the mainstream schools. To ensure that "no child would be left behind"; Singapore's education vision is to "build a mountain range with many peaks of excellence". With more flexibility in the curriculum, catering to the different abilities of students, instead of a one-size-fit-all, students who struggle in schools will not be easily discouraged and be stigmatized, and leave the school system prematurely as a result.</i> <i>To prepare children with special needs to live a life of dignity to his fullest potential within the society, the Enabling Masterplan initiatives 2007-2011 strive to ensure that a young person with disability will undergo vocational assessment and placement tailored to his/her disability. National Skills Development Institutes give training, based on industry needs. Persons with disability will find jobs and become self-sustaining. Hostel living trains him/her to be independent and smaller-sized group homes where he or she can receive rehabilitation and care will be available.</i>
10:30 – 11:00	Break

11:00 – 11:45	<p>Including Youth with Special Needs : Lessons from Research in Singapore Dr. Kenneth POON National Institute of Education, Singapore</p> <p>Synopsis : <i>A strong emphasis is placed upon the early intervention and the special education of children with special needs, both in terms of research and resource provision. The rationale for the increased intensity of services during these first two decades is typically that these foundational years would prepare these individuals for the rest of their lives. There is relatively less research on how adults with special needs may be supported. Given the early state of service provision for youth and adults with special needs in Singapore and the region, there is a pressing need for research to guide policy and practice. The findings of ongoing studies in Singapore studying how on children, youth, and adults with special needs, chiefly among those requiring high degrees of support needs, would be analyzed in terms of service provision and public policy. It will be argued that parental support and family empowerment will need to form an important part of any program or policy.</i></p>
11:45 – 12:30	Panel Discussion
12:30 – 13:30	L u n c h
13:30 – 14:15	<p>Early Intervention and Support for Special Education Development – the Indispensable and Effective Way to Develop Education for Children with Special Needs in Vietnam Dr. Nguyen Van Le The National College for Education, Ministry of Education & Training, Vietnam</p> <p><i>This presentation focuses on Early Intervention and Special Education Development in Vietnam (status, purposes, meaning of education for children with special needs, issues relevant to inclusive education). Base on summarizing the real experience lessons of education for children with special needs of Vietnam in particular and the word in general. The presentation will share the effective ways and orientation to mobilize maximum the development of children with special needs and help them be inclusive in society as well as strengthen the quality of education for children with special needs.</i></p>
14:15 – 15:00	<p>Educating Children with Special Needs from Thailand Perspective Asst. Prof. Somsri Tritiphen Chulalongkorn University Demonstration School, Bangkok, Thailand</p> <p>Synopsis : <i>The quality of school experiences in educating children with special needs diagnosed with autism and other special needs students can be typically challenging and most trying on a number of fronts. Thailand is in the process of moving forwards inclusive education. The term 'inclusion' is defined as a process by this means taking into consideration, such as the management of inclusive school, the collaboration of teachers, the provision of learning opportunities and experiences to match the needs of the children This paper explores the action for inclusion for children with special needs in the school system from demonstration school experience through Curriculum and teaching arrangements, Determining the results, Organizing an integrated classroom and Arranging the transition for youth with disabilities. This presentation will put forward strategies and recommendations on how to improve the process of inclusion for individuals in the normal school setting with appropriate knowledge to consider abilities and cater for the needs of special needs students along with learning from the reflection of school problem to develop the suitable programme for students.</i></p>
15:00 – 15:30	B r e a k

<p>15:30 – 16:15</p>	<p>Inclusive Education of Children with Special Needs – a Shift in Perspective Mrs. June Tham Rainbow Centre, Singapore Synopsis : <i>In recent years, we have seen changes in the early childhood and education landscapes in Singapore, providing opportunities to integrate children with special needs into the preschools and the mainstream education system. How have these changes impacted on these children? This topic aims to share the benefits and challenges of these changes, and the variables to a successful inclusive education for children with special needs.</i></p>
<p>16:15 – 17:00</p>	<p>The Research Aspect of Inclusive Education on Children with Special Needs – USA Experiences Prof. Jerry Aldridge Coordinator of the PhD Program in Early Childhood Education University of Alabama of Birmingham, USA Synopsis : <i>This session will describe the positive aspects and challenges of Inclusive Education on children with special needs in the United States. Special emphasis will be placed on varying types and degrees of inclusion. Participants will be able to describe several examples of inclusion and what researchers have determined to be the strengths and challenges of each example</i></p>
<p>17:00 – 17:45</p>	<p>Panel Discussion</p>
<p>17:45 – 18:00</p>	<p>Summary and Recommendation</p>

Day 2 – Concurrent Session : Friday, 12 March 2010
 Journey of Inclusion : Will you make it possible ?

Time	Programme
08:00 – 08:30	Registration & Morning Tea
08:30 – 08:45	Welcoming Speech
08:45 – 09:30 Class A	<p>What to prepare to be ready as Inclusion School? Prof. Dr. Arief Rahman, M. Pd Universitas Negeri Jakarta (UNJ)</p>
Class B	<p>Barriers to Effective Inclusion & Strategies to Overcome Children with Special Needs Prof. Dr. Mulyono Abdurrahman Universitas Negeri Jakarta (UNJ)</p>
09:30 – 10:15 Class A	<p>Including Children with Special Needs in Educational Setting Dr. Kenneth POON National Institute of Education, Singapore</p> <p>Synopsis : <i>Whilst there exists many models for supporting students with special needs in educational settings, they are frequently developed in contexts higher levels of resources (e.g., personnel with more specialized training, better teacher-student ratios). This is frequently not the case in the Asian context. The ecological framework (Poon, Conway, & Khaw, 2007), which was developed for mainstream teachers supporting students with special needs in their classrooms, will be introduced. Within this framework, the physical environment, other classmates, teaching styles, and curriculum/resource factors are seen as important in including students with special needs. Employing case studies, this presentation seeks to demonstrate how students with special needs may be included in educational settings.</i></p>
Class B	<p>Policy for Children with Special Needs in Inclusive Education Dr. H. Ekodjatmiko Sukarso, drg., M.M., M.Kom Directorate of Special Education, Ministry of National Education Republic of Indonesia</p> <p>Synopsis : <i>Inclusive education in Indonesia is a priority policy from the Ministry of Education in order to expand educational services for all children with special needs by using a flexible curriculum with due regard to local wisdom and the learning process using information technology. Various policies as well as programs that have been carried out such as proposing legislations regarding inclusive education, increasing education budget, involving teacher training college, Universities, and Centre for Empowerment and Training for Teacher and Education Personal for Teacher in Kindergarten and Special Needs Education, networking with NGO's, Private Agencies and other NGO's which indicate encouraging results, although in some aspect still need to get for attention.</i></p> <p><i>The inhibiting factors that disabled are expelled from Primary to Junior Education are self-confidence is low and children not brave to face challenges, excessive prejudice towards normal children, communication ability and mobility of most of children with special needs is low, negative and ashamed attitudes of parents having children with specific needs, excessive attitudes or over protection of parents, uneven distribution of specific schools up to remote areas, while regular schools can afford to accept children</i></p>

	<p><i>with special needs, inefficient economic condition of parents having children with specific needs, and most of available schools are not accessible.</i></p> <p><i>Meanwhile the inhibiting factors in creating inclusive and responsive elementary and junior education system towards different needs of disabled among others understanding towards basic concepts of principles of inclusive education are still limited and varied, most of schools do not have accessible facilities for children with special needs, there are no valid data of children with special needs, inefficient commitment of regional government towards the implementation of inclusive education, most of school committees have not been taking active parts in supporting the implementation of inclusive education, and there are nor evaluation systems, promotion criteria and passing grade criteria of graduates which are accommodative to children with special needs.</i></p> <p><i>There are five proposed priority objectives that are implemented are building awareness and consensus of the importance of Inclusive Education and eliminate attitudes as well as discriminatory values, empowerment of Special School as a central source, improvement of competence for classroom teachers and specialized counselor teachers, making rules and guidelines for implementation of Inclusive Education, development of the networking with related institution.</i></p> <p><i>Meanwhile the proposed intervention options are create for service advertisements, motivating the public schools for Inclusive Education, developing data based, application of flexibility principle in school-based management, empowering the National and Provincial Special School Coach, involving Teacher Training College to provide special course, proposing Government Regulations, encourage involvement 9 University that have Special Education Faculties and some Universities that have Psychology and Mathematics Faculties for school assistance to inclusive education.</i></p> <p><i>The Government of Indonesia also has some criteria for prioritizing intervention, that are increment on understanding and commitment to the community in implementation of inclusive education, increasing the number of children with special needs who are being fulfill their education needs, increasing the number of inclusive education schools, improve quality of education services at inclusive schools, and improvement of schools that arrange for quality inclusive education.</i></p> <p><i>In Improving the quality of Inclusive Education, the Government recommends some priority interventions that are implementation of Inclusive school model with Task-Satellite System, National Campaign on the importance of Inclusive Education, improvement on capability of teachers, principals, and supervisors under implementation of pre-in service training, preparation for implementative technical manual for Inclusive Education.</i></p> <p><i>By implementing Inclusive Education, supposed the children with special needs will provide better quality of educational services.</i></p>
<p>10:15 – 11:00</p>	<p>Panel Discussion (Class A & Class B)</p>
<p>11:00 – 11:45 Class A</p>	<p>An Effective Teacher Training Model for Inclusion of Children with Special Needs Manoj Pathnapuram, MSc (Speech & Hearing) Rainbow Centre, Singapore</p> <p>Synopsis : <i>Managing children with special needs in Inclusive settings requires a good mix of passion, attitude and aptitude in the educators who work with them. A solid understanding of special education and the ability to adapt this understanding in the classroom environment and activities is the key to successful inclusion.</i></p> <p><i>This workshop aims to highlight the successes and challenges of teacher empowerment in inclusion-supported classrooms. A comprehensive learning model for teacher training will be showcased in this session</i></p>

Class B	<p>MIP (MISSION: I'MPOSSIBLE): A Pilot Project on Community-Based Therapy Outreach Program in Singapore for Children with Developmental Needs Tang Hui Nee, M.A. (Hon), Dip Ed. Psy., MNZPsS, MSPsS., DCD, Dept. of Child Development, KK Women's & Children Hospital, Singapore</p> <p>Synopsis : <i>Providing appropriate therapy services to pre-school children with developmental needs in a normal pre-school setting have been seen as appropriate through an ecological perspective nested within the RTI (Response to Intervention) model. Successful provision of therapy and support require the synergy of many variables, such as severity of child developmental needs; parents participation; type of developmental needs; availability and readiness of community support sources and facilities; availability and readiness of trained personnel; the goodness of fit between cooperating agencies and among others, the readiness of the wider communities to embrace and accept such a move. This project attempts to explore the interacting variables that contribute to the successful provision of therapy delivered with collaboration between the hospital, administrators, pre-school centre's, and parents.</i></p>
11:45 – 13:15	L u n c h
13:15 – 14:00 Class A	<p>A Multi-disciplinary Approach for Intervention in Autism (IndoCARE Perspective) Dra. Juny Gunawan Fransisca Hutabarat, S.Pd & Eryanto Pusponegoro, Amd.FT, IndoCARE</p> <p><i>When we think about a child's development, we are not only considering the influences the child receives from his/her nuclear family, we have to take into account the community surrounding the child. Research has shown that the community can have positive or negative impacts on the child's growth. As a result, it is crucial for the family as well as the community to collaborate so as to build rapport and communicate strategies based on the child's needs. This is especially true for children with autism. The collaboration is much needed with parents, schools and the community when we want to build a centre to offer children with special needs a holistic learning support. This collaboration will be illustrated in "Eco Map", a system easily understood for the application of collaboration theory among the community.</i></p> <p><i>As a centre for children with Autism, IndoCARE advocates for a team collaboration among the child, family members, teachers and therapists to assist the children. This presentation will also outline how IndoCARE manages the difficulties experienced by these children and the therapy services available to support them.</i></p>
Class B	<p>IndoCARE Outreach Program (Community Service) Pilot Program: SDN Pluit 06 Petang, Muara Angke, Jakarta Utara Mary Ann Najoan, S.Psi & Veronica Limardo, M.OT, IndoCARE</p> <p><i>IndoCARE Outreach Program is a community service program dedicated to children with special needs who are currently attending mainstream school. The framework of the program is an improvisation based on MISSION I'MPOSSIBLE project developed by Singapore local government service and it's local hospital (KK Women's and Children Hospital, Department of Child Development). The program runs weekly where the students identified having learning difficulty receive assistance from teacher and therapists from IndoCARE. The objectives of such program is to support the children and the teachers in their classroom learning.</i></p>
14:00 – 14:45	Panel Discussion (Class A & Class B)
14:45 – 15:00	B r e a k
15:00 – 15:45 Class A	<p>Preparing Your Child With Special Needs for Adulthood Should Begin Right Now Faridah Ali Chang, Psychologist Rainbow Centre, Singapore</p> <p>Synopsis : <i>Most families go through an emotional roller coaster following the diagnosis of their child with special needs, before settling into a mode of deciding and planning for their child. The most immediate concern would be to ensure that the child receives intervention in order to minimise further disability. Educators (and para-professionals) and parents play a big part in the child's</i></p>

<p>Class B</p>	<p><i>formal special education schooling. Armed with the responsibility for the eventuality of adulthood, parents and educators face challenges, which can be just as daunting for many young persons with special needs. Literature has shown the importance of transition planning, with most established societies starting this process from the age of 14 years. However, there is still room for stakeholders to start thinking and preparing for their children's eventual adulthood as early as possible. This session will share the best practices in transition planning and hopes to engage the audience to begin thinking about their current resources and how they can be involved in their children's eventual transition into adulthood.</i></p> <p>Sex Education for Children with Special Needs <i>Drs. Dyah Puspita A., M.Si Mandiga School, Jakarta</i></p> <p>Synopsis : Dyah Puspita is going to present about the aspects involved in sexuality on children with special needs. Her focus is merely on what parents or teachers should know what is involved in the term 'sexuality', so that they can prevent problems in the future. In her presentation, she also plans to cover some tips for teachers in teaching these children about the above topic.</p>
<p>15:45 – 16:45</p>	<p>Parenting a Teenagers with Special Needs (Parent's Testimonial) <i>Mrs. Ama Noersatryo, Parent of a Child</i></p> <p><i>From time to time awareness about "autism" is growing. More experts, medical doctors and psychiatrics, also research and stories whether it's in the news, television, or magazine who brought up the issues about children with autism has been helping parents to better understand these children unique behavior and needs. Not to mention healthcare, education and social services that has also offered more options for young children with autism which did not exist years ago.</i></p> <p><i>But then parents become insecure when these children grow up. As a parent of "Adikki" a 14 years old boy, I, Myself feel that we have to face more challenging problems to overcome when Adikki enters the teenage hood. We realized that autistic teenagers face discrimination that come from our society lack of understanding about autism. They also have to face the lack of tolerance and societal acceptance from people around them including expert itself.</i></p> <p><i>Adikki final diagnose is a "high functioning autism". He has good and healthy physical posture. He has quite good gross motor skills. He swims, rides bicycle, skates and also plays badminton. He communicates both in Bahasa Indonesia and English fluently and literate good remarks on Mandarin which he learns from school.</i></p> <p><i>Adikki had intensive intervention at the early age; he also joined a full inclusion school up to this present. Academically, he has shown good reports and independency. He also has a good self motivation for his study. In some way, it shows that he has achieved great improvement but on the other side, there are some limitations that we, as parents, are still working on to resolve.</i></p> <p><i>We haven't found any outstanding talent or potency in Adikki that we think can be developed. Although Adikki has a good memory and very good in numeracy, but his ability in understanding word problems still need to be developed. He has a great interest in Games, but hasn't show interest in art such as music or painting like any other autistic children, even though he has shown a great improvement on his fine motor skill especially in writing and drawing.</i></p> <p><i>Traumatic experiences we have for Adikki were when Adikki had to receive unpleasant treatment from his peer group at school. It happened since he was 10 years old. Those treatments such as verbal and physical bullying also social isolation might happen because of his lack of understanding of social cues. We, as parents, also have to face the reality that people, especially peer group, has less understanding about a high- functioning autistic children or teenagers rather than those severe ones or handicapped children because high functioning autistic children appear indifference.</i></p> <p><i>Besides those problems, my big concerns for Adikki in his teenage hood are his anxiety (look embarrassed) when we ask or told him about his inappropriate/uncontrolled behavior he has done, or his awareness of his vital body parts, perception of what should or shouldn't do, social norms and also self-defense from bullying or when he feels threaten. And also his limitation in personal relationship with others although he has shown his great interest to make friends (that made him look as a lonesome boy) which was shown by his ability to make good eye contact, empathy and concerned with familiar people. However, we still have lots of works to do to prepare him for his future.</i></p>

	<p>Building Resilience – How Parents of Children with Special Needs Can Cope Effectively Mrs. Veronica Lim-Lowe, Rainbow Centre-Singapore</p> <p>Synopsis : <i>When parents are given the news that their child has special needs, their whole world comes crashing down. Many feel overwhelmed & experience a journey of grieving & adjustment. The uncertainties & the unknown that lie ahead seem very daunting & parents can be paralyzed by the thoughts of the arduous task ahead of them. Yet other parents seem to be able to pick themselves up, accept their plight & get the help they need. And then there are those who over focus on their child's needs forgetting about their own.</i></p> <p><i>Why are some parents more accepting & understanding of their child's disability? What helps some parents adjust better & lead happy, satisfying lives? Do parents need to be strong & tenacious in order to survive? What do some parents have that help them bounce back more easily than others?</i></p> <p><i>This workshop aims to explore & examine the internal & external resources that parents may have & can rely on to help them become parents with resilience.</i></p>
<p>16:45 – 17:30</p>	<p>Panel Discussion (Class A & Class B)</p>
<p>17:30 – 17:45</p>	<p>Summary and Recommendation</p>

Day 3 – Field Trip
Saturday, 13 March 2010

Time	Programme
	Visit IndoCARE (Indonesia Centre for Autism Resource & Expertise) <i>Jl. Pantai Indah Utara 3, Blok U1, Sektor Utara – Timur, Pantai Indah Kapuk, Jakarta Utara</i>
08:30 – 08:45	Registration
08:45 – 08:50	Welcoming Speech by Ibu Juny Gunawan
08:50 – 09:00	Testimony from Rainbow Centre, Singapore
09:00 – 09:10	Testimony from Parents
09:10 – 09:40	Performance by IndoCARE students
09:40 – 09:45	Closing
09:45 – 10:15	IndoCARE Tour or Open Talk with Speakers
	Free Screening for Children with ASD (limited only to 5 children)