

Dr. Mumpuniarti, M.Pd

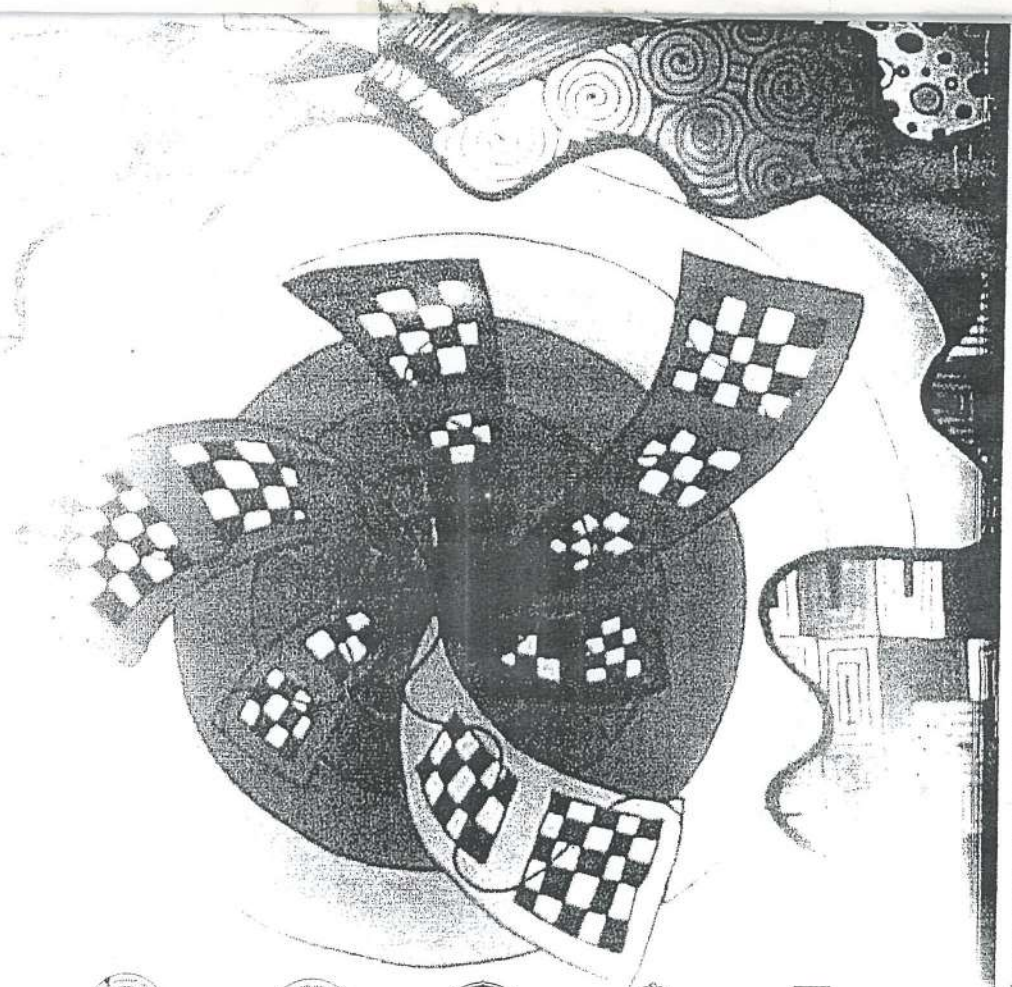


Multicultural Education and Special Education International Conference 2014 : Cultural Sensitivity in Educational Practices Toward the 21st Century

December 17-19, 2014

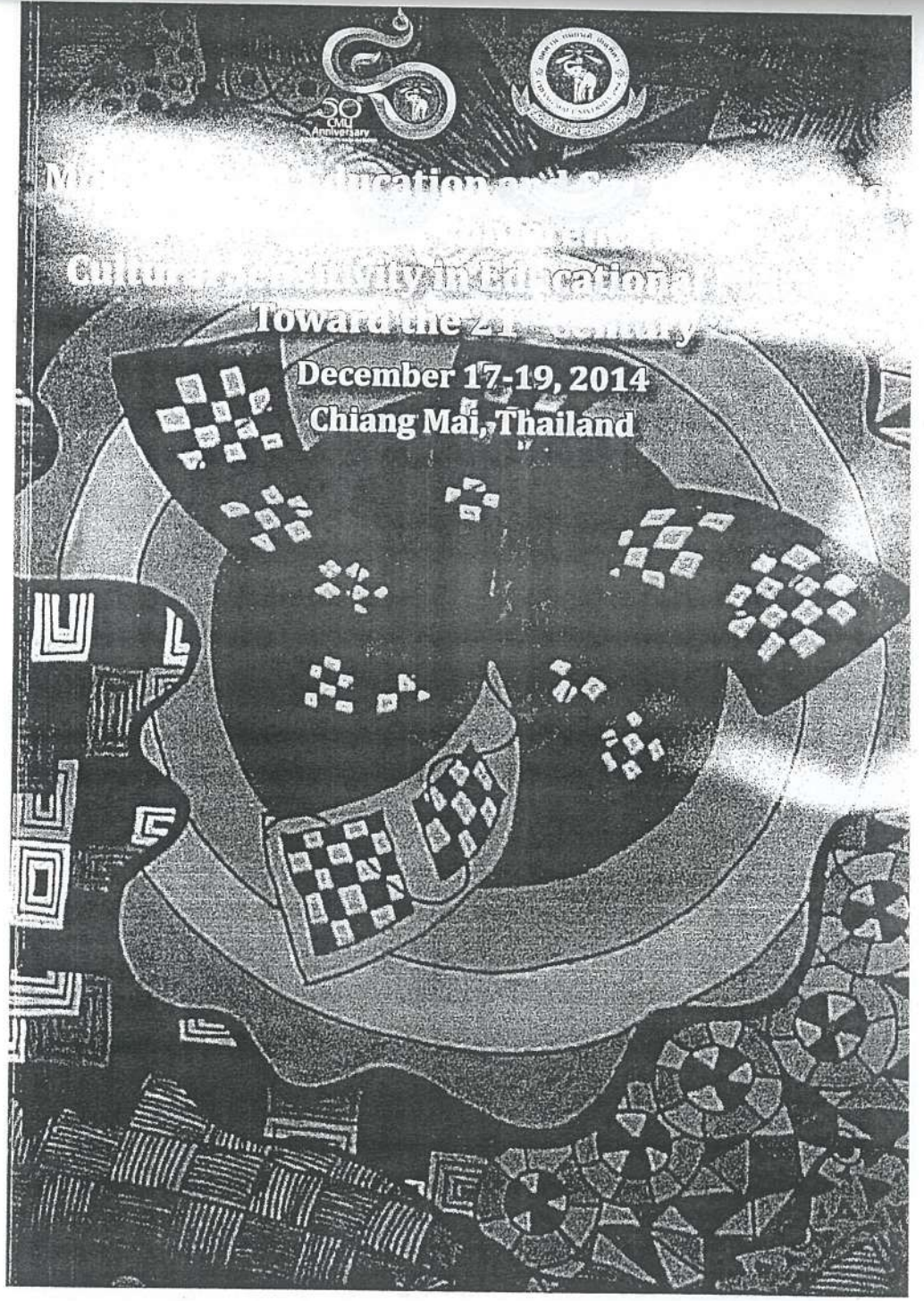
Chiang Mai, Thailand

Mumpuniarti



Cultural Sensitivity in Educational Practices Toward the 21st Century

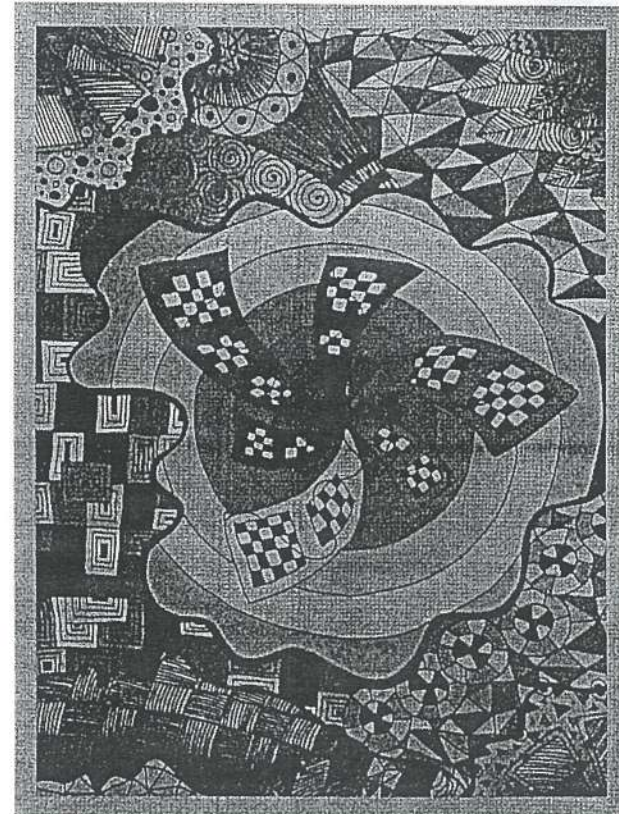
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Chiang Mai
University | Chiang Mai University
Thailand | Yogyakarta State
University
Indonesia | Niagara University
USA | Central University of
Technology Free State
South Africa |
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| UFS-UV
University of the
Free State
South Africa | Shiga University
Japan | Kagawa University
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| Songkhla
Rajabhat University
Thailand | Mahasarakham
University
Thailand | Universiti
Brunei Darussalam
Brunei | | |





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**Multicultural Education and Special Education
International Conference 2014 :
Cultural Sensitivity in Educational Practices
Toward the 21st Century**



**December 17-19, 2014
Chiang Mai, Thailand**

O

pening Speech

Honorable guests,
Distinguished ladies and gentlemen,
It's my honor and great pleasure to warmly
welcome each of you to Chiang Mai,
Thailand the country known as the "The
Land of Smiles".

Your presence here at this conference will
undoubtedly afford you with the opportunity
to experience the different events that
focus on sharing knowledge and networking
in the field of multicultural and special
education. I hope that you will find the
scheduled presentations you choose to
attend, both interesting and educational.

We now live in a globalized world and
diversity becomes the norm. Societies have
to adapt themselves to the reality of
diversity in ethnicity, cultures and languages
in their population mix. Undoubtedly,
such change of increased diversity poses
challenges of various degrees to countries,
as they try to embrace and effectively
manage these changes, while at the same
time endeavoring to improve the living
standard of its citizens.



Assoc. Prof.
Niwes Nantachit, M.D.

I believe that almost everyone here would agree with me when I say that education is the ONLY means by which an individual's quality of life could be definitively improved. Hence, the declaration by the United Nations which states that an individual's access to quality education is a fundamental human right for all, a statement that assures us that we are on the right path. With good quality education, a person is free and able to pursue his or her happiness as well as meet the needs of his or her family.

Our students are individuals with diverse needs and learning abilities that range from the gifted to the handicapped. They too, deserve and are entitled to the fundamental right to education without discrimination. Therefore, it is our responsibility, as educators, to modify our teaching content and approaches in order to accommodate and support students with special needs in their learning process, in order to help them become productive and self-fulfilled members of society.

In our endeavor to help these students learn in a conducive environment, however, we must, first and foremost, be cognizant of the fact that things are not always as straight forward as they may seem. The process of helping students with special needs is complicated by the fact that each child's learning ability could be characterized the same way we characterize a fingerprint – each one unique. That is to say, each child is different and requires a different approach in his or her learning process.

To complicate things further, each country is faced with different sets of challenging issues, including, but not limited to, the political will to support sufficient funding for special education, poverty eradication, protecting scarce resources etc. The point that I am trying to make here is, no individual person is capable of solving the enormous challenges facing school children single handedly. Rather, we MUST share what we know with one another and also be willing to learn from each other if we are to achieve our ultimate goal of providing quality education to every child. This is not only because it is their right, but it is also the right thing to do.

This is why I am so delighted to see so many international educators amongst us. I am sure some of you have traveled from faraway places to attend this conference in the spirit of sharing your expertise and experiences for the sake of helping the children, so that they can fulfill their dream of living an enjoyable and better life.

Finally, let me again welcome and thank you all for travelling long distances to Chiang Mai for this conference. I am confident that *you will enjoy your stay here and that this conference will be as informative and enjoyable as we hoped it would be.*

Thank you.

Niwes Nantachit, M.D.
Associate Professor
President of Chiang Mai University

W

elcome Speech



Assoc. Prof.
Ratchaneekorn Tongtukdee,
Ph.D.

Dear Conference Attendees:

As part of our celebrations to mark Chiang Mai University's 50th Anniversary and the Faculty of Education's 45th Anniversary, I am whole heartedly delighted to welcome all of you to the 2014 International Conference on Multicultural Education and Special Education. The conference will focus on Cultural Sensitivity in Educational Practices Toward the 21st Century.

The conference was designed and organized to provide a cross-border and cross-disciplinary themes for researchers, educators, teachers, and students to effectively live through the 21st century which is characterized by rapid changes in various fronts. These changes, have in turn, presented difficult challenges as well as opportunities to various societies in their quest to deal with multicultural education and special education. Therefore, collaboration and working together will share the opportunities to find effective solutions and help us all overcome these enormous challenges.

We are indeed honored to have, as our keynote speakers, **Dr. André Keet**, who is the Director of the Institute for Reconciliation at the University of the Free State in South Africa and **Dr. Michael Wehmeyer**, the Director of the Kansas University Center on Developmental Disabilities. He is also the senior scientist at the Beach Center on Disability. In addition, there are more than 60 sessions which represent a variety of professional interests and perspectives in a single location. I hope that you will take advantage of this opportunity and make your contribution by participating in presentations, discussions, and interactions so that we may develop new ideas and new directions for future research studies.

I am happy to see all our partners with whom we have had good working relationships for many years now, and hope that our cooperation with new partners will be equally fruitful as well. Please allow me to thank our lead partners: the University of Free State, South Africa; Yogyakarta State University, Indonesia; Shiga University and Kagawa University, Japan; Niagara State University, USA; Universiti Brunei Darussalam, Brunei; and Mahasarakham University, Thailand for exhibiting exemplary collaboration over the years. Their systematic work has built up the network which has made it possible to bring many professionals from many countries to attend this conference.

**Multicultural Education and Special Education
International Conference 2014 :
Cultural Sensitivity in Educational Practices
Toward the 21st Century**
Imperial Ballroom, The Empress Chiang Mai Hotel
December 17-19, 2014

I do hope that you will find the programmes at this conference, including lectures from our keynote speakers, the multicultural education and special education sessions, and other events interesting and educational. My heartfelt thanks go to the paper reviewers, the presenters, and the keynote speakers whose contributions make this conference possible. I'd also like to extend my special thanks to all schools for students with special needs, to those outstanding individuals, and to the organizing committee members who have taken time out of their busy schedules to help organize this year's conference.

Finally, I hope that you will have the opportunity, if time permits, to explore the cultural and historical richness of Chiang Mai and other parts of Thailand. The conference organizing committee and I look forward to welcoming you to Chiang Mai with open arms and warm greetings. And do wish each one of you a very pleasant and safe journey.

Sincerely Yours,

Ratchaneekorn Tongsookdee, Ph.D.
Associate Professor
Chair of the Conference

Dec 17, 2014	Dec 18, 2014	Dec 19, 2014
8:30-16:00 City Tour (Optional)	8:00-9:00 Registration	8:00-9:00 Registration
	9:00-9:15 Welcome Speech by Asst. Prof. Dr. Pongsak Pankaew Dean, Faculty of Education, Chiang Mai University	9:00-11:00 "Future of Special Education in the Multicultural Society" by Prof. Michael Wehmeyer (Ph.D.) Professor, Department of Special Education, University of Kansas
	9:15-9:30 Opening Remarks by Assoc. Prof. Niwes Nantachit (M.D.) President of Chiang Mai University	Executive Director, Kansas University Center on Developmental disabilities Associate Director, Beach Center on Disability, University of Kansas
	9:30-9:45 Photo Session	
	9:45-11:00 "Multicultural Education in the 21 st Century" by Assoc. Prof. André Keet (Ph.D.) Director, The International Institute for the Studies in Race, Reconciliation and Social Justice, University of the Free State, South Africa <i>(Coffee Break will be served in the room)</i>	
	11:00-12:00 Concurrent Sessions	11:00-12:00 Concurrent Sessions
	12:00-13:00 Lunch	12:00-13:00 Lunch
13:00-16:00 Registration	13:00-14:00 Concurrent Sessions	13:00-14:00 Concurrent Sessions
	14:30-14:45 Coffee Break	14:30-14:45 Coffee Break
	14:45-16:00 Concurrent Sessions	14:45-16:00 Concurrent Sessions

Multicultural Education and Special Education International Conference 2014 :
Cultural Sensitivity in Educational Practices Toward the 21st Century
 Imperial Ballroom, The Empress Chiang Mai Hotel
 December 17-19, 2014

Concurrent Sessions

December 18, 2014

Time	Room	Track	Presentation Title	Presenter
11.00-12.00	Track: Multicultural Education			
	Petcharat 1	Cross-Marriage Family, Youth, & Gender Education <i>Moderator:</i> 1. Smart Srijumong 2. Duanghathai Katwibun	LGBTI Microaggressions Among Teachers in the Free State, South Africa	• Dennis Francis
			Gendered Discourse to Form Women's Leadership Identity: A Case Study of Student Council Activities, Maesai Prasitsart School	• Pisit Sriwichai
	Petcharat 2	Curriculum & Instruction: Innovative Actions for Multicultural Education <i>Moderator:</i> 1. Nongyao Nawarat 2. Jensamut Saengpun	Challenges for Thai Teachers in Multicultural Education	• Nattiya Bunwirat
			Trends Influencing Curriculum and Instruction of Multicultural Education Course Offerings at The California State University (CSU) System	• Paoze Thao
		Weaving Educational Experiences of the Atayals: An Ethnographic Study about Indigenous Arts Education in Taiwan	• Hao Chen	
	Educating about Sexual Minority Rights: Results from a Classroom-Based Project and Implications for Human Rights	• Trevor G Gates		

Time	Room	Track	Presentation Title	Presenter
11.00-12.00	Track: Special Education			
	Imperial Ballroom	Inclusive Education & Transition <i>Moderator:</i> Yuwadee Viriyangkura	Education of Inclusions Children with Special Needs in an Inclusive Elementary School in Indonesia	• Ibnu Syamsi
			An Evaluation of Japan's Central Examination from Quantitative and Qualitative Perspectives	• Kristy King Takagi • Yih Yeh Pan
			The SEAT Framework; The Educational Provision Operation for Children with Special Needs in Leading Inclusive Schools	• Suchada Bubpha
Lunch 12.00-13.00				
13.00-14.30	Track: Multicultural Education			
	Petcharat 1	Curriculum & Instruction: Innovative Actions for Multicultural Education <i>Moderator:</i> 1. Smart Srijumong 2. Duanghathai Katwibun	The Professor in Residence PDS Model: Promoting Ethno-Cultural Understanding, Affordable Education, and International Teaching Opportunities	• Robert Michael Smith
			A Cross-Cultural Examination of In-Service Teachers' View on Blended Learning	• Ming Ming Zhou
			Students' Understandings of Human Rights: A Critical Reflection	• Willy Nel
			The Production of an Artistic Performance of Folktales for Multicultural Education	• Wajuppa Tossa • Prasong Saihong • Sanchai Duangboong
	Petcharat 2	Language, Citizenship, Ethnicity, & Border Education <i>Moderator:</i> 1. Nongyao Nawarat 2. Jensamut Saengpun	Value Inculcation for Early Childhood through Traditional Javanese Songs	• Rukiyati
			The Impact of Cultural Diversity on Special Education Provision in the United States	• Manisara Palawat
			Indigenizing Instructions – Can it really be done?	• Joane Serrano • Sherry Bayot Marasigan
			Constructing an Eight-way Framework Strategy to Enhancing Afrocentric-Indigenous Pedagogy for an Inclusive Classroom	• Micheal M van Wyk

Time	Room	Track	Presentation Title	Presenter
13.00-14.30	Track: Special Education			
	Imperial Ballroom	Inclusive Education & Transition <i>Moderator:</i> Yuwadee Viriyangkura	Implementation of SEAT Framework to Promote Inclusion in Private Schools	• Chompunuch Somchan
			'Almost Friends': Interpersonal Communication between Students with Disabilities and Regular Students in a High School Inclusion Class	• Leah Melita Guiruela de Ocampo
			Opportunities for Nurturing the Mathematically Talented Secondary School Students in Sub-Saharan African Countries	• Michael Mhlolo
Study of Behaviors of At-Risk Young Children in the Storytelling Activities			• Prasong Saihong	
Break 14.30-14.45				
14.45-16.00	Track: Multicultural Education			
	Petcharat 1	Curriculum & Instruction: Innovative Actions for Multicultural Education <i>Moderator:</i> 1. Samart Srijumnong 2. Duanghathai Katwibun	Creating Safe and Disciplined Multicultural School Environments in South Africa Through Restorative Discipline	• K L Teise
			Education for Excellence in Empowering Minority Students	• Yer Jeff Thao
		Language, Citizenship, Ethnicity, & Border Education <i>Moderator:</i> 1. Samart Srijumnong 2. Duanghathai Katwibun	Ethnicity and Borderland Studies on Chinese Migrants along Mekong River in Northeastern Thailand	• Apiradee Jansaeng
Students' Behaviors and Self Development Classroom Learning Environments in Rajabhat Maha Sarakham University			• Toansakul Santiboon	

Time	Room	Track	Presentation Title	Presenter	
14.45-16.00	Petcharat 2	Policy, Leadership, & Partnership <i>Moderator:</i> 1. Nongyao Nawarat 2. Jensamut Saengpun	Meaning of Political Power for Teachers	• Arif Rohman	
			Coping with the Coup: External Obstacles Threaten International Teaching Practicums	• Robert Michael Smith	
			Cultural Responsiveness: Perceptions of Education Students at a University in South Africa	• K L Teise • Gregory Alexander	
			Teacher Burnout: Exploring Teachers' Perceptions towards Positive and Negative Aspects of Teaching Children with Special Educational Needs (SEN)	• Saengduean Yotanyamaneewong	
			Are our schools there yet? Portrayals of Multicultural Education in Historically White Schools	• Gregory Alexander	
	Track: Special Education				
	Imperial Ballroom	Instructional Strategies for Diverse Learners <i>Moderator:</i> Yuwadee Viriyangkura	The Development of a Prototype School to Support Students with Reading Problems using Response to Intervention (RTI) in Satun Province	• Sampas Plodkaow • Kullaya Kosuwan	
			Special Educational Needs Assistance (SENA) and Regular Teachers' Attitudes and Perceptions of Instructional Adaptations for Students with Special Needs in Brunei Darussalam	• Syazwina Mahmud • Teng Leong Koay	
			Science Camp in Parks for Students with Special Needs: Ways to Make It Work	• Ratchaneekorn Tongsookdee	
			The Developmental of Gross Motor Skills of Children with Developmental Disabilities in Kindergarten Level by using Sensorimotor Activities Set	• Wishita Kesaraksha	
Adolescents & Adulthood <i>Moderator:</i> Yuwadee Viriyangkura			A Study on Desired Attributes of Students with Hearing Impairments for Enrolling in Higher Education Perceived by Faculty and Students with Hearing Impairments	• Hathairat Srichaichana • Kullaya Kosuwan	
Teacher Education <i>Moderator:</i> Yuwadee Viriyangkura	Pre-Service Teachers Leading and Teaching for Social Justice	• Desiree Pearl Larey			
Technology for Individual with Disabilities <i>Moderator:</i> Yuwadee Viriyangkura	How UDL Meets Accessibility: An Evaluation of Online Learning System for Visually Impaired Learners	• Nantanoot Suwannawut			

December 19, 2014

Time	Room	Track	Presentation Title	Presenter
11.00-12.00	Track: Multicultural Education			
	Imperial Ballroom	Curriculum & Instruction: Innovative Actions for Multicultural Education <i>Moderator:</i> 1. Bupa Anansuchatkul 2. Nongyao Nawarat	Integrating Thai-Yai (Shan) and Red-Musur Local Games into Experiential Learning Activities of Fundamental Mathematic Subject for Pre-school Level 2. Ethnic and Indigenous Students at Ban Huay Heang School, Pangmapah District of Maehongson Province	• Banyen Chantanawat
			Culturally Diverse Grade 12 Learners' Perceptions of the Efficacy of Science Tutors during Winter School Sessions	• Wendy N. Setlalto
	Track: Special Education			
	Petcharat 1	Instructional Strategies for Diverse Learners <i>Moderator:</i> 1. Porntip Rojsiraphisal 2. Nutjira Busadee 3. Sunee Nguenyuang	The Improvement of Career Exploration through Experiential Learning for Students with Hearing Impairment in Wiyata Dharma I Special School, Sleman, Indonesia	• Edi Purwanto
			The Ability in Writing Words with Irregular Vowels of Students with Visual Impairment using Direct Instruction and Authentic Assessment	• Orapanee Petcharat • Kullaya Kosuwan
			Effect of Physical Education Activities on Attention Span and Communication Ability of Children with Short Attention Spans	• Jareeluk Ratanaphan
	Petcharat 2	Teacher Education <i>Moderator:</i> 1. Ratchaneekorn Tongsookdee 2. Sutthikan Tipayakesorn	Teacher's Perceptions about the Transition Programme for Children on the Path to Adulthood	• Mumpuniarti
			Comparative Study about Pre-Service Students Attitude in 3 Different Universities towards Children with Learning Difficulties at Elementary School	• Pujaningsih FNU
			The Social Work Educator and Inclusivity: Boundary Broker or Boundary Protector?	• Anneline CS Keet
Lunch 12.00-13.00				

Time	Room	Track	Presentation Title	Presenter
13.00-14.30	Track: Multicultural Education			
	Imperial Ballroom	Curriculum & Instruction: Innovative Actions for Multicultural Education <i>Moderator:</i> 1. Bupa Anansuchatkul 2. Nongyao Nawarat	Global Education in Japan: Meeting Today's Challenges	• Scott Lloyd Lind
			Overcoming Learning Disabilities with Music: A Model for the Rural Multicultural Classroom in South Africa	• Karendra Devroop
			Research-Based and Mixed-Grade Classroom Organized for Health Study Subject to Develop Ethnic Student's Life-Skills at Nong Pa-Jam Mobile-Classroom of Anuban Pang Ma Pa School	• Banjerd Taboonreaung
			Integrating Local Wisdom into Teaching Activity of Grade 6 - Social Science Subject to Enhance Ethnic Student's Life Skills: Case Study of Ban Huay Heang School	• Sirisak Pasupipatkul
	Track: Special Education			
	Petcharat 1	Instructional Strategies for Diverse Learners <i>Moderator:</i> 1. Porntip Rojsiraphisal 2. Nutjira Busadee 3. Sunee Nguenyuang	Computer-Assisted Technology (CAT) Strategy to Enhance Creative Art in Children with Autism Spectrum Disorder (ASD)	• Madhya Zhegan
			Study Descriptive Learning "Karawitan Arts" on Improving Communication Skills and Social Interaction for Autism in Special School Bina Anggita Yogyakarta	• Sukinah Sadirin
			Use of Picture Task Analysis to Develop Dressing Skills for a Child with Cerebral Palsy	• Veeraya Asana
			Usage of a Pre-Writing Skills Package to the Child with Down Syndrome	• Sutatta Kanhasut

Time	Room	Track	Presentation Title	Presenter
13.00-14.30	Petcharat 2	Parent-Teacher-Paraprofessional-community Partnerships <i>Moderator:</i> 1. Ratchaneekorn Tongsookdee 2. Sutthikan Tipayakesorn	Parent Perceptions on Interactions Between Parents of Young Children with ASD and Education Professionals in Thailand	• Kullaya Kosuwan • Yuwadee Viriyangkura
		Teacher Education <i>Moderator:</i> 1. Ratchaneekorn Tongsookdee 2. Sutthikan Tipayakesorn	Culturally Responsive Teaching in Special Education Teacher Preparation Programmes in Turkey	• Onder Islek • Hatice UYANIK
			Practice Modes of Village Health Volunteers in Helping Children with Special Needs in Early Intervention	• Nuntawun Chaikomwang
			Visual Art Therapy Approach for Children with Autism	• Madhya Zhegan
Break 14.30-14.45				
14.45-16.00	Track: Multicultural Education			
	Imperial Ballroom	Curriculum & Instruction: Innovative Actions for Multicultural Education <i>Moderator:</i> 1. Bupa Anansuchatkul 2. Nongyao Nawarat	Teaching Activity by Using Large Screen Picture Showing the Scene of Black-Lahu Way-of-Life in order to Develop Communication-Skill and Life-Skill of Grade 6 Students at Ban'Ja Bo School	• Hassayarat Puchaichoke

Time	Room	Track	Presentation Title	Presenter
14.45-16.00	Track: Special Education			
	Petcharat 1	Instructional Strategies for Diverse Learners <i>Moderator:</i> 1. Nutjira Busadee 2. Sunee Nguenyuang	Using "Math for Fun" to Improve Number Writing in Words for a Student with Learning Disabilities	• Uthen Wirakham
			Merging Culturally Compatible Education and Early Childhood Special Education	• Patricia Sheehey • Mary Jo Noonan
		Inclusive Education & Transition <i>Moderator:</i> 1. Nutjira Busadee 2. Sunee Nguenyuang	Exploring of Strategies for Helping Students with Reading and Writing Difficulties	• Prasong Saihong
	Petcharat 2	Teacher Education <i>Moderator:</i> 1. Ratchaneekorn Tongsookdee 2. Sutthikan Tipayakesorn	Postgraduate Students' Perceptions of Learning in South Africa's Culturally Diverse Context: Challenges and Prospects	• Alfred Henry Makura
			Assessment of Competence of Teacher's Inclusive School for Children with Educational Needs	• Sari Rudiwati Sutardi
		Parent-Teacher-Paraprofessional-community Partnerships <i>Moderator:</i> 1. Ratchaneekorn Tongsookdee 2. Sutthikan Tipayakesorn	Participation of Community Members in an Early Intervention Programme for Children with Developmental Delay in Thailand	• Jutamas Chotibang
			The Development of Special Schools-Based Mental Health Services for Children with Special Needs in Special Territory of Yogyakarta	• Purwandari Purwandari
The Collaboration of Education Service Providers of Children with Disabilities from Indigenous Communities			• Myra Trinidad Timtiman Tantengco	
Community Involvement on Early Intervention of Children with Developmental Disabilities	• Atien Nur Chamidah			



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Dr. Michael Wehmeyer

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Dr. Wehmeyer has authored or co-authored widely used books and frequently cited articles. He is also an editor of well-known academic journals and a director of several federally funded projects. His recent work includes *The Story of Intellectual Disability: An Evolution of Meaning, Understanding, and Public Perception* (Paul H. Brookes, 2013); *The Oxford Handbook of Positive Psychology and Disability* (Oxford University, 2013); and *Inclusion* (a peer-reviewed journal by AAIDD).

In addition to the area of self-determination for which he has been internationally recognized, his specializations are education of students with intellectual and developmental disabilities, access to the general curriculum for students with significant disabilities, and technology use and people with intellectual disabilities.



Dr. André Keet

Director, The International Institute for the Studies in Race, Reconciliation and Social Justice, University of the Free State
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André Keet was a teacher and a tutor before earning his doctorate from the University of Pretoria in 2007. Dr. Keet has been appointed in multiple administrative positions at human rights and social justice organizations such as Director of the National Center for Human Education and Training (NACHRET), Deputy Chief Executive Officer (DCEO) of the South African Human Rights Commission; a Commissioner on the Commission for Gender Equality; and Director of the Transdisciplinary Programme.

Known as a national and international expert on human rights education, Dr. Keet participates in the relevant structures and processes of the African Union and the United Nations. Dr. Keet's specializations include human rights critiques, social justice and socially-engaged scholarship, transdisciplinarity, and law, society, regulation and freedom.

Oral Presentations of two Research Areas

Pre-Service Teachers Leading and Teaching for Social Justice

Desiree Pearl Larey

Abstract:

Addressing the sources of injustice in schools and society requires pre-service teachers to become leaders who foster successful, equitable and socially responsible learning practices. Moreover, capacitating pre-service teachers to lead and teach for social justice begins with building a sense of community and engaging them in dialogue in order to change the focus of their awareness regarding oppressive practices in education. This paper affords an exposition of the responses of third-year pre-service teachers in a B.Ed. course at a South African university. In particular, perceptions about democracy, race and oppression were analyzed and via the application of social justice principles, a discourse analysis was conducted. By employing Critical Social Theory, their personal belief systems, commitment to democracy and their alignment to social thinking and transformation were earthed. The findings reveal that this critical social interaction offered pre-service teachers possibilities to undergo value change in terms of their individual attitudes, preferences and intentions in order to teach and lead for social justice in schools.

Keywords: social justice principles, discourse analysis, critical social theory value change social justice teaching

Date: December 18, 2014

Time: 14.45–16.00

Venue: Imperial Ballroom

Teacher's Perceptions about the Transition Programme for Children on the Path to Adulthood

Mumpuniarti

Abstract:

The study aims to describe teacher's perceptions about intellectual disability programmes are necessary for the world on the path to adulthood. Survey research methods implemented through the open questionnaire and interview teachers on special schools in Yogyakarta provinsi, as well as categories of analysis carried out on aspects of programme needs. The results showed that teachers' perceptions about the programme transition to adulthood is urgent given vocational skills with coaching attitude about work behavior support skills trained. The teachers for not considering the persons with disabilities on intellectual about the coaching ability of intellectual disabilities in self-direction.

Keywords: teacher's perceptions of adulthood transition programme

Date: December 19, 2014

Time: 11.00–12.00

Venue: Petcharat 2

Teacher's Perceptions about the Transition Program for Children on the Path to Adulthood

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Abstract

This study aims at describing the teachers' perception on the transition program into adulthood of the children with intellectual disability. The research data were collected through an open questionnaire and interview administered by the teachers of five special school in Yogyakarta Province. Categorical analysis technique was used to analyze the data. The result of the research shows that the teachers' orientation of the transition program into adulthood is closely connected to achieving a vocational program with appropriate guidance to the chosen program. The teachers have not yet thought about the importance of self-determination aspect within the transition program into adulthood.

Key words: teacher perceptions of transition into adulthood program

Introduction

The term intellectual disability refers to an individual who needs life skills in order to be independent. The individual needs an intensive and specific training. The training specification should be in line with the individual's potential barriers. However, the individual's limitation, be it physical or emotional, often leads to a negative perspective from the society. Such perspective implies a psychological effect for the individual with intellectual disability. The society is likely to assume the individual as a person who cannot involve totally in the social life. Such social stigma becomes a big problem when the individual with intellectual ability is in his or her transition into adulthood. The problem covers the skills needed by the individual to earn a living for him or herself and the skills required to live well in the midst of society. Fisher & Sax's research shows that in order for the individual to be a better person and citizen, she or he is to be trained after school hours within a natural setting of society. The research finding implicitly emphasizes on the useful skill for the individual with intellectual disability is to be trained within a natural atmosphere.

Purposes of the study

The purpose of this study is to describe the teacher's perception of the needs of the transition program into adulthood for the children with intellectual disability in Yogyakarta. It also highlights the guidance program needed by the children.

Perspective frame work

Self-determination is a central skill to the disability of intelligence, because the decision in choosing the activities that need to be done everyday lies in this ability.

Wehmeyer (Hallahan & Kauffman, 2011: 560) defines self-determination as "volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life." These skills form the ability to decide the activities on the basis of their own accord and as the main actors in the life and enhance the quality of life. The skills are required by an individual in life in adulthood. To that end, intelligence disability also needs to have coaching on self-direction skills so as to support independency, in addition to the skills that made vocational field.

Intellectual disability or mental retardation, according to American Association on Intellectual and Developmental Disabilities (AAIDD) through Schalock et al., 2010 (Kauffman & Hallahan, 2011: 176), is "characterized by significant limitation both in intellectual functioning and in adaptive behavior as Expressed in conceptual, social, and practical adaptive skills. "Such definition has almost similar substance to the previous definitions of the barriers experienced by intellectual disabilities. Yet, it emphasizes on the appearance of conceptual skills, social, and adaptive. Such constraints have implications for the transition to adulthood further intensify their solutions to the barriers that can be applied in the community. Conceptual barriers needed solution to learn about the way of life in the communities directly with the practice of concrete setting; social barriers with solutions focused on behavior management according to the manners in society and adaptive communication skills. All the hindrance of adaptive communication need to be solved, particularly through education system that focuses on problem solving.

Urgent milestones of the transition program into adulthood for children with intellectual disabilities is the competence to carry out daily life activities, including for activities that require vocational skills. Arnett, 2007; Gutmann et al., 2002; Steinberg 2007 (Kauffman & Hallahan, 2011: 624-625) suggests that when young children have finished high school they did not achieve community living outcomes. To that end, a milestone to be able to explore opportunities and overcome challenges in community transition programs to adulthood, including the ability to steer themselves (self-determination). Young children with intellectual disabilities are expected to gradually be responsible to live their life. The responsibilities include managing finances and making legal decisions, organizing their health and health care-seeking; choosing recreation and leisure time settings; developing relationships with friends and work together, and managing their transportation needs. Based on these studies, the program assumes that the needs of the transition to adulthood is not just a matter of vocational course, but also a useful program that support the intended competencies.

Schools will be able to carry out the public trust if they can conduct "Best-Practice". The concept for people with intellectual disabilities by the Individuals with Disabilities proposed Education Act (IDEA, 2004) through (Kauffman & Hallahan, 2011: 625) "best practice transition services correlate with enhanced community living outcomes". The services include: (1) knowledge of the relationship of education and philosophy of available life choices; (2) the development of the ability of self-determination; (3) the availability of public participation and build skills; (4) a flexible, comprehensive, and inter-agency relationships that support life. Furthermore, the experience of community participation will be meaningful as a source of ideas about post-school program, which includes: making choices, making decisions, solving problems, setting goals, self-reliance, overcoming risk, security, self-evaluation, self-advocacy and leadership, internal locus of control, positive-attributes of efficacy outcomes expectancy, self-awareness, and self-knowledge. So the transition programs to adulthood not only about developing vocational, but also being

supported by the source of their life personality to get along with the community. It takes the ability of self-direction.

The effectiveness of the transition programs into adulthood for intellectual disability is indicated by the ability to direct to community living outcomes. The direction by Wehmeyer & Palmer (2003) in the form of employment and housing competencies, while McConkey, R., Sowney, M., Milligan, V., & Barr, O. (2004) is widely expected independence in managing life in adulthood. Furthermore, the research conducted by Mc.Grew and Bruininks, 1994 (Smith, Ittenbach, & Patton, 2002: 443) shows that someone will reach adjustment in the community if she or he reaches eight main aspects, namely: social integration, employment integration, recreational/leisure integration, residential integration, personal satisfaction, community acceptance, and need for support services. Some explanations supporting it shows that the post-school program will be directed to the competence effectively manage adulthood life in society with aspects of being: able to integrate with society, able to work, able to manage free time with leisure activities, integration with society in residence, satisfaction in life personally, socially acceptable, and can meet the needs of support services.

The transition program into adulthood becomes urgent for special schools that teach the students with intellectual disabilities. The program still needs to be intensified through post-school particularly in within the context of senior high school. The period is also called the transition period between the world of school and the world of work in the community. Both have a context and a world that demand a different life. To that end, the world of school to the world of work in the community is a transition that demands independent intellectual disabilities. The students are to be able to govern themselves, to make decisions, and to direct themselves in work and life activities. In addition, the category of intellectual disabilities are also able to help themselves and to do the domestic work.

The demands for the transition program into adulthood after the school hours are various in natures. The variety is due to the different intellectual needs and hindrances as well as the expectations from the headmasters, teachers, and parents. Besides, such variety is also influenced by the trainers' skills and perspectives. From the teachers' views, some trainers, both in the vocational programs and supporting programs, have a clear vision on the future world that the trainees are about to live in, while some trainers do not. This phenomenon leads to the teachers' perception variety. Thus, it becomes a point of interests to be research in the context of special schools in Yogyakarta.

Methods of inquiry

The study was conducted through a survey in five Special Schools in Yogyakarta. The schools, which are categorized as having a majority of mentally retarded students/intellectual disability, are: the Extraordinary School Marsudhi Son II Bantul, Special School Rela Bhakti Sleman, the Extraordinary School Consecrated Kencana Berbah Sleman, Special School Yogyakarta State Trustees, and Special School Renaring Dharma Putra II Yogyakarta. The data were collected through an open questionnaire and interview conducted as to the strengthening of the open questionnaire results. The data were analyzed by using the categories on the basis of the aspects that are used for program development-adulthood transition.

Results

The results show the variety of the effectiveness of the program-adult transition period. Yet, one common orientation among the subjects is the use of trained skills to persons with intellectual disabilities. Likewise, the skills given depends much on the schools' effort in providing the resources to support the implementation of the skills. Some things are perceived by the teacher who teach life skills to support future-adult transition program are:

Program 'Marsudhi Putra Bantul's of special school.

"While still in school, students have received vocational education work while in high school in the form of vocational education. In this school there are some skills that are taught to children with intellectual challenges such as making *mlinjo* chips, salted egg, *merdoan*, quail and cattle farming. The program was elaborated by the children in accordance with their interests, a way to know at first the child was told to try all kinds of skills being taught in school. Then the teacher have to see the children's work and interest. The children's work and their pleasure in doing the work become the basis for selecting the child occupied skills program. Generally, the parents already know and agree on the occupied skills that the children choose, because the parents had previously been invited by the school to discuss about their children's interests."

Program at 'Rela Bhakti Sleman's of special school.

The school has provided the students with workshops, cooking skill, sewing skill, brick making, carpentry, and *batik* skill in order for them to be successful and independent. The school train the students through skill subjects, 75% vocational every day, 17 hours/week course every child that has different characteristics, so that adjusted only with the ability and interest of the child himself. Assessment has also been carried out so that the skills practiced in accordance with the child's ability, as well as choice programs have been based on a checklist of skills from parents.

Program at 'Bhakti Kencana Sleman's of special school

The types of vocational skills provided by SLB Bhakti Kencana include wood craft, batik, weaving, and sewing. Basic vocational education students starting in elementary school. In junior high school, the students have to learn all kinds of vocational skills. This is conducted for the preparation for elections in high school majors that are tailored to the talents and interests of students. In high school level, the students will focus on learning vocational skills and nearly 60% -65% of high school students study in the vocational field.

In the field of fashion or tailoring, the design is made by teachers while students are guided to cut the design pattern, and then sew. The students' results of sewing skills include pillowcases, bags and sheets. In terms of batik skills, the students intricate designs created by a teacher and a simple design created by students. However, the process of *batik*, students works by themselves in the completion of the process. In weaving skills, the students focused on the manufacture of mats. The safety aspect within the wood craft vocational skills in SLB Bhakti Kencana are becomes a top priority. This includes the use of safety masks, work clothes, glass eyes, the presence of working procedures, safety in the use of tools, and installation of signs in places that are considered dangerous. Results of wooden craft skills can be carved calligraphy, and nameplate."

Program at 'Pembina' of special school

Preparation through education skills since high school. Here there are culinary majors, salon, IT, agriculture (ornamental plants), clothing, timber, automotive and ceramics. Program is selected according to the interests and abilities of children and parents decision. Parents are given two options for their children's majors, such as choosing IT and catering, if a child is not that good in IT, she or he will be directed to the catering. Sometimes there is a discrepancy interests of children with parental wishes. Assessment conducted after the child finish his or her elementary school exams. In accordance with the choice of his parenting skills, the child was tested on two skills to junior high. Then the teacher is to assess the ability of the child and the child's work is better suited to take the skill which.

Program at Dharma Renaring Putra II of special shchool Yogyakarta.

Schools prepare a program that suits the students' talents and interest such as making salted eggs, tailoring, and food science. After the children graduated from high school, if the child has not worked the school offers several skills to be taught. Given program must be adjusted to the students' abilities and the parents' agreement. Assessment is done by looking at the students in terms of physical condition, mental state, psychological state and the interests of children. The results could be the basis of an appropriate vocational for the children.

Conclusion and discussion

The research has a very fundamental level surveys to map the needs of programs and business schools and to equip the students toward intellectual disabilities transition into the adult world. Each school has its own characteristics in planning and implementing the program. The program's transition to adulthood is still limited to providing the skills to understand, but there are also schools that have attempted to send off their students for a field work. Likewise, there is one school that still accept students for activity skills before they get a job. The answer from the school, especially just coming from one source of teachers, shows that the life skill teacher interpretation cannot stand alone as the basis of a comprehensive need.

The limitations of the data obtained can already be used as a map of the initial requirement that the program's transition to adulthood. The research from Arnett, 2007; Gutmann et al., 2002; Steinberg 2007 (Kauffman & Hallahan, 2011: 624-625) suggests that when young children have finished high school and they did not achieve community living outcomes, there needs to be a milestone for it to be able to explore opportunities and overcome challenges. So the research is limited on the skills that have not been accompanied to look for opportunities and challenges in the community. This implies that the program's transition to adulthood is necessary towards apprenticeship outside of school but still under the supervision of the school. The next alternative schools need to make the studio work for the workplace protected (sheltered workshops).

The teachers are convinced that the transition program into adulthood of the children with intellectual disability will be successful when the special training available. In addition, the program should be followed by a personality training to foster work sustainability. It has been such an established view in the midst of the society that those with intellectual disability will never be able to be totally independent. The schools have not yet designed some breakthrough programs to support the transition program into adulthood. Apparently, such condition could be understood in terms of limited resources. Fortunately, two special schools,

Sekolah Luar Biasa Bhakti Kencana Berbah Sleman and Sekolah Luar Biasa Negeri Pembina Yogyakarta, have built a cooperative network with home industries. It is hoped that the special schools will someday build a good affiliation with national industries.

The result of this survey is to be a starting point for a more comprehensive enhancement and refinement of the transition program into adulthood. In addition, the curriculum for special schools should prioritize the life skill development of those with intellectual disability. The 60-65% of life skill component in the current curriculum should be increased up to 90% and be designed so as it would integrate other needed competencies in the students' future life. Meanwhile, the rest 10% of the curriculum component is likely for recreation activities. The curriculum changes will encourage the teachers' creativity in that they will be conditioned to design a life skill program that covers both functional academic skill and self-determination development. At the meantime, the evaluation on the life skill program should go along with the criteria existed in the other fields so that the students might be able to apply the skill within a certain field in their future life.

As a matter of fact, the school's resources are available and could be utilized for implementing the program. However, most of the program managers have not yet involved the participation of the society. They are not well-trained to build a flexible, comprehensive, and synergetic cooperation among the institution. Therefore, the managers should build inter-institution network to support the sustainability of a program so as to respond the rapid change of the society's needs.

That some schools have tried to improve their programs and supporting resources are stimulating effort for the transition program into adulthood. It has been widely accepted that those with intellectual disability would not be able to live independently after the graduated from the special school. It is due to the program they experienced in the school are not effective. Therefore, the studies on the effective program for the children with intellectual disability are central to special school. The studies will, in turn, bring fresh air for the human resources.

The teachers have not yet seen that self-determination skill is another part of the transition program into adulthood. They have been thinking that life skills are the only component of the program. However, the students with intellectual disability need self-determination skill as they are not accustomed to organizing the information they perceived. A good skill of information organization will lead to a better action. Therefore, any transition program into adulthood should integrate the skill of information organization.

For most teachers, the effectiveness of a transition program into adulthood is indicated by the life skills being achieved by the students with intellectual disability. The teachers assume that the students could rely on such skills. The students, however, need to be equipped by integrated social competencies, workplace experience, leisure time utilization, self-esteem, society's acceptance, and self-determination. The last point mentioned could be studied and trained through information organization. Self-determination could be integrated in the life skill program.

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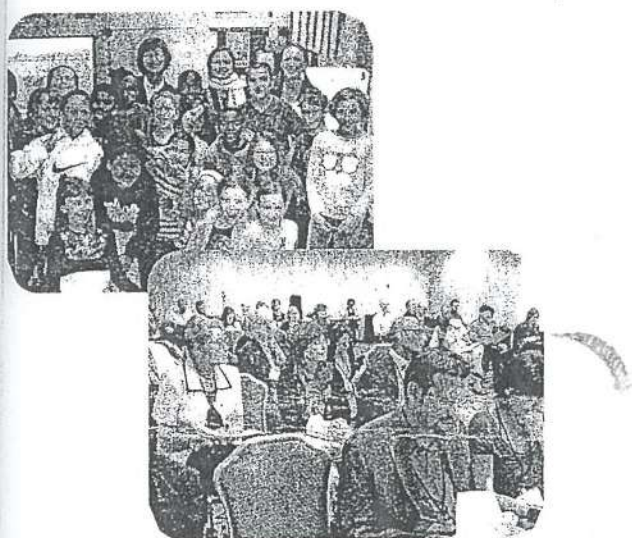
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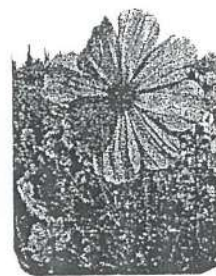
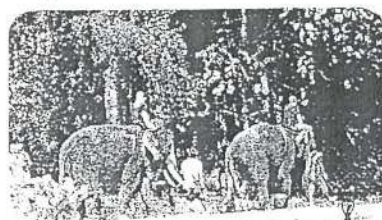
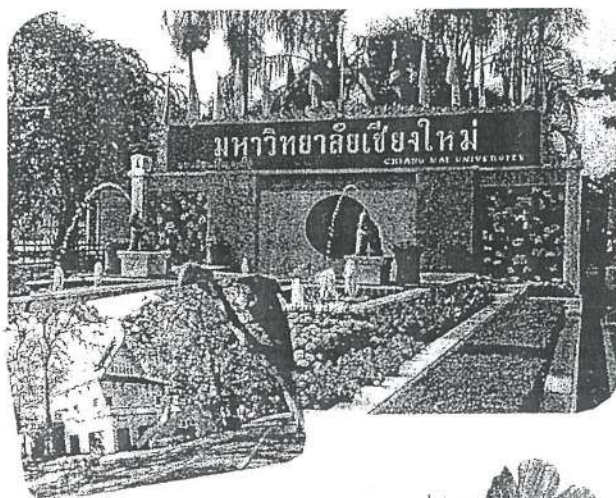
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