

COURSE NO. : J-00-00640

INTELLECTUAL DISABILITIES

JFY 2000

COUNTRY REPORT

BY

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THAILAND

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## COUNTRY REPORT

### INTRODUCTION

The Kingdom of Thailand covers an area of 513,115 square kilometers. It stretches from north to south for about 1,620 kms, and stretches across from east to west for about 775 kms. It shares borders with Myanmar to the west and north, Laos to the northeast, Cambodia to the east and Malaysia to the south.

Geographically the country is divided into four distinct areas; the mountainous North where elephants work and forests and winter temperatures are sufficiently cool to permit cultivation of temperate fruits such as strawberries and peaches; the central plains, one of the world's most fertile rice and fruit-growing areas; the semi-aria plateau of the Northeast and the peninsula south distinguished by its many beautiful tropical beaches and offshore islands.

Thailand has a tropical climate with three distinct seasons: Summer (March - May), Rainy with plenty of sunshine (June - September) and cool (October - February), average temperatures are around 28°C (83°F), ranging in Bangkok, for example, from 30°C in April to 25°C in December.

### POPULATION

Thailand has a population of about 60 million. The overwhelming majority of the 60 million plus citizens of Thailand are ethnic Thais, along with strong communities of Chinese and Sino-Thais, Indians and other races. More than seven million people live in the capital city, Bangkok. Thai is the official language; English and Chinese are usually understood in business circles. There are several religions practised by the people but the most predominant is Buddhism, practised by more than 90 percent of all Thais. However, every person has the right to practise his own religion so that some of Thais are Muslims and Christians. The tables below show the information about population in Thailand.

#### NUMBERS OF POPULATION IN THAILAND

YEAR	NUMBERS OF POPULATION	NUMBERS OF INCREASING POPULATION	RATE OF INCREASING (1,000 persons/year)
1990	54,532,000	9,707,460	17.0
1991	56,961,030	2,429,030	11.6
1993	58,113,000	1,196,970	11.5
1994	59,095,419	982,419	12.9
1997	60,116,182	1,020,663	10.2
1998	60,816,227	700,000	11.6

Source: Population Projection for Thailand

TABLE OF LIFE EXPECTANCY AT BIRTH

YEAR	AGE GROUP	
	MALE	FEMALE
1985 - 1990	64.3	69.3
1990 - 1995	65.8	70.5
1995 - 2000	67.3	71.8

Source : Population Projection for Thailand

TABLE OF MATERNAL , INFANT, AND MORTALITY RATE

YEAR	TOTAL OF MATERNAL RATE (per 1 woman)	INFANT RATE (1,000 persons)	MORTALITY RATE (1,000 persons)	RATE OF INCREASING (%)
1993	2.2	19.9	7.2	1.2
1994	2.1	19.5	7.3	1.1
1995	2.0	18.3	7.5	1.0
1996	2.0	17.4	7.6	1.0
1997	2.0	18.5	6.0	1.0

Source : Population Projection for Thailand

NUMBER OF POPULATION IN LABOR FORCE

(In Thousands)

ACTIVITIES	WHOLE KINGDOM		
	TOTAL	SEX	
		MALE	FEMALE
<b>Total labor force</b>	32,810.2	18,383.2	14,426.9
1. Current labor force	31,740.3	18,050.6	13,689.7
1.1 Employed	30,024.5	17,129.1	12,895.4
1.2 Unemployed	1,715.7	921.4	794.2
2. Seasonally inactive labor force	1,069.8	332.6	737.2
<b>Persons not in labor force</b>	14,923.8	5,317.8	9,606.0
1. Household work	4,217.1	89.2	4,127.9
2. Studies	6,260.2	3,099.6	3,160.6
3. Too young, too old or incapable of work	3,694.0	1,636.4	2,057.5
4. Others	752.3	492.4	259.9
<b>Persons under 13 years of age</b>	13,817.1	6,997.4	6,819.7

Source ; Report of the Labor Force Survey round 1 (February) 1999 , National Statistical Office

## NUMBER OF LITERACY RATE IN 1990

TOTAL	SEX	
	MALE	FEMALE
3,409,006	1,261,829	2,147,177

Source ; Report of the National Statistical Office

### EDUCATIONAL SYSTEM

#### Aims and Objectives of Education

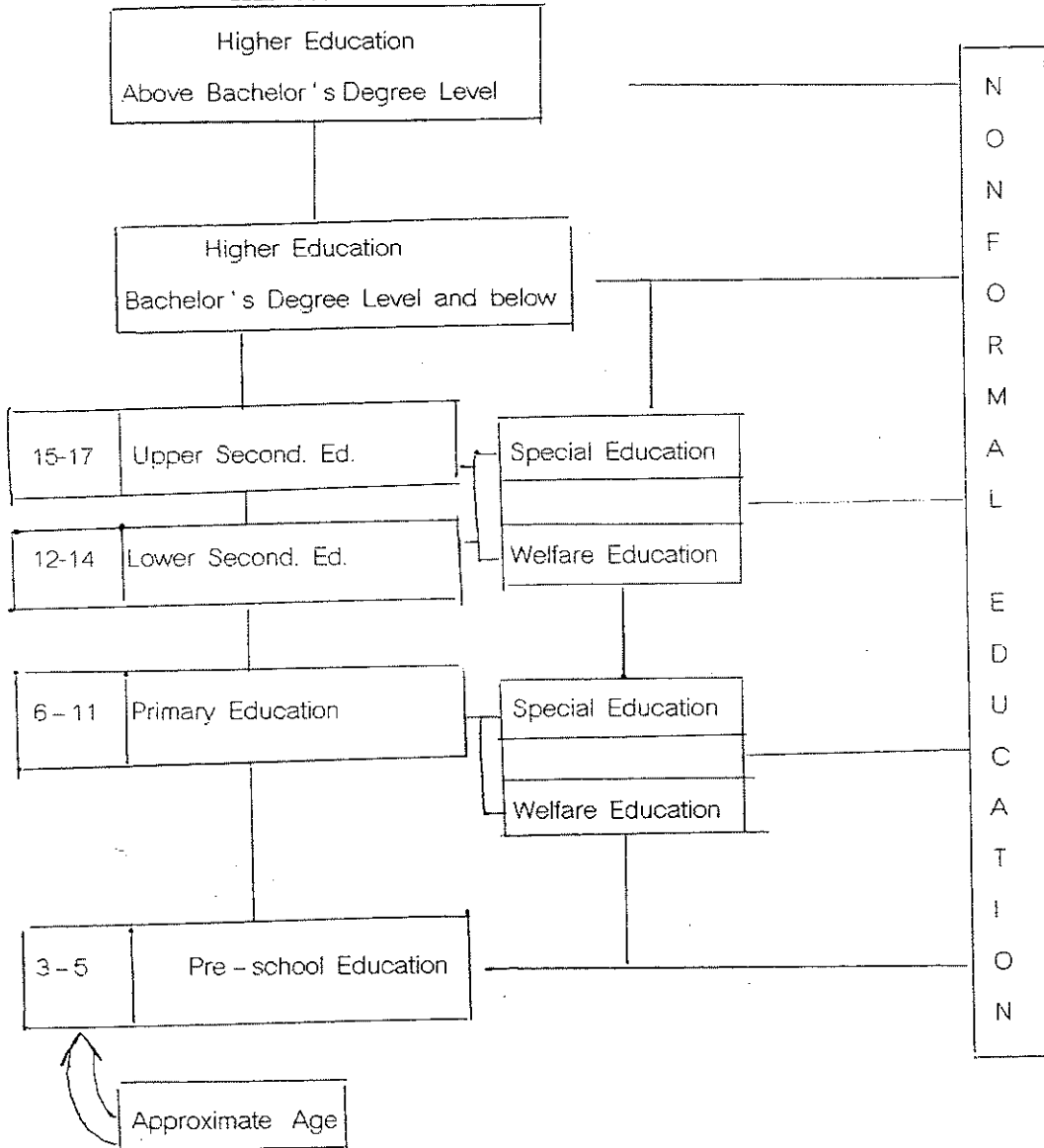
The objectives of education as laid down in the National Education Scheme 1977 (Education Development in Thailand 1984 : 2-3) can be outlined as follows :

1. to promote respect for one's own and others' rights and duties , disciplines , respect for the law , religion , and moral principles ;
2. to promote understanding of the arouse enthusiasm in having a part in the governing of the country under a democratic constitutional monarchy , with unfailing allegiance to the nation , religion , and monarch ;
3. to inculcate a sense of responsibility for the nation , the community , the family , and oneself ;
4. to realize the collective sense of being Thai and being a part of humanity , to have national pride , to bear in mind national security and to have a say in the protection of the country ;
5. to uphold equality , integrity and justice ;
6. to develop good personality , good health and hygiene , both mental and physical ;
7. to encourage diligence , professional abilities and economy as well as legitimate cooperation in all enterprises ;
8. to develop a sense of communication , mutual understanding and cooperation , search for truth , creativeness , and the ability to solve problems and conflicts by intelligent , rational and peaceful means ; and
9. to promote knowledge , understanding and appreciation of science , art , culture , and the natural environment and resources of the nation .

#### The School System

The current school system of Thailand is a 6 + 3 + 3 structure ; that is , 6 years of primary school , 3 years of lower secondary school and another 3 years of upper secondary school . All of them is compulsory and all 7 -year - old children are require to enter Grade 1 schooling .

### THE STRUCTURE OF EDUCATION SYSTEM OF THAILAND



#### Pre - Primary Education

This level encourages the harmonious physical, intellectual, emotional and social development of a child. It includes postnatal care as well as nature and education of the child. The principle agencies providing care and education at this early stage are homes, child care centres, nursery schools and kindergartens. It is aimed at preparing children for formal schooling.

#### Primary Education

This level lays the foundation for the overall growth of the children. It aims at achieving permanent literacy in reading, writing and arithmetic among pupils, providing sufficient basic skills and knowledge, and thus enabling them to learn a living and be law-abiding as socially-conscious citizens under the constitutional monarchy. At this level, education is compulsory and free of charge.

### Secondary Education

This level is broadened and expanded to include all the curricular and extra-curricular activities for the preadolescent and adolescent groups. This level of education is divided into two parts, that is lower secondary and upper secondary, each covering a period of three years.

- The lower secondary starts from Mattayom 1 to Mattayom 3 (or M.1 to M.3). This is equivalent to Grade 7 to Grade 9. The lower level allows the learners to explore both academic and vocational subjects. This level, education is compulsory too.
- The upper secondary starts from Mattayom 4 to Mattayom 6 (or M.4 – M.6), that is equivalent to Grade 10 to Grade 12. The upper level offers specialized studies leading to future employment.

According to the eighth National Education Development Plan (1997 – 2001), the government has a policy to expand basic education to the upper secondary level.

### Higher Education

This aims at the full development of the human being for considerable intellectual maturity to facilitate the advancement of knowledge and technology which will escalate to the production of high level academic and professional manpower for national development. Higher education may be organised in the form of colleges, university and institutions for specialised studies.

### Welfare Education

Welfare education is that which the state is bound by its obligation to give to people of certain categories; and provided for those who are physically, intellectually or mentally abnormal.

### Special Education

Special Education provides education to children who possess individual difference in their physical, mental, emotional or social development and are being regarded as exceptional or atypical children by making substantial modification in their educational environment. Education of this type must attend both to their basic needs as children and to their special needs as handicapped persons.

### Non – Formal Education

Non – Formal education is organized for the out – of – school population in several forms; for example, functional literacy for adult education, the academic and vocational equivalency programmes, correspondence courses and distance education. It is aimed at giving the individuals access to life long education, with those who have been left out of the formal system as the first priority.

## PRIMARY CURRICULUM

### Rationale

1. It is to provide basic education for all children.
2. It is to provide functional experiences in preparation for daily life.
3. It is aimed at building national unity and consequently consists of certain common components. It also encourages diversification and variation to suit the local needs and situations.

### STRUCTURE OF PRIMARY CURRICULUM IN THAILAND

The learning experiences are classified into five main areas :

#### AREA 1 : Basic Skills development

There are 2 subjects in this area. One is Thai Language and the other is Mathematics. This area consists of the basic subjects for students to study in the high grades.

#### AREA 2 : Life Experiences

This area has many subjects , for example ; social science , general science ,health education , history and geography. We want the children to have the problem - solving process and use scientific process skills for the purpose of survival and leading a good life in this area.

#### AREA 3 : Character Development

This area includes moral education , art education , music , and dancing , physical education and character development activities (boy scouts , girl guides). This area deals with experiences necessary for the development of a desirable character,

#### AREA 4 : Work - Oriented Experiences

This area consists of home economics , agriculture , crafts and industrial arts with emphasis on basic practical work experiences.

#### AREA 5 : Special Experiences

This area comprises basic vocational education or English language that the children can opt for

**Table : Approximate Instructional Time**

AREA OF LEARNING	GRADE 1 - 2		GRADE 3 - 4		GRADE 5 - 6	
	%	P/Y	%	P/Y	%	P/Y
1. Basic Skills	50	1,500	35	1,050	25	750
2. Life experiences	15	450	20	600	25	750
3. Character Development	25	750	25	750	20	600
4. Work - Oriented Experiences	10	300	20	600	30	900
TOTAL	100	3,000	100	3,000	100	3,000
5. Special Experiences	-	-	-	-	-	600

N.E. 1 period = 20 minutes ( 3 periods = 1 hour)

P/Y = period / year



## SITUATION OF PEOPLE WITH INTELLECTUAL DISABILITIES

### Diagnosis of Intellectual Disabilities

Intellectual Disabilities is a general term that refers to a heterogeneous group of disorder manifested by significant difficulties in the acquisition and use of listening , speaking , reading ,writing , reasoning or mathematical abilities. These disorders are intrinsic to the individual ,presumed to be due to central nervous system dysfunction ,and may occur across the life span. Problems in self – regulatory behaviors , social perception , and social interaction may exist with intellectual disabilities but do not by themselves constitute an intellectual disabilities. Although intellectual disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment , mental retardation , serious emotional disturbance) or with extrinsic influences (such as cultural differences or insufficient or inappropriate instruction ) , They are not the result of those conditions or influences.

The majority causes of intellectual disabilities are the result from injury to the brain or central nervous system.

1. Brain damage – caused by an accident or by a lack of exygen before , during , or after birth.
2. Genes and chromosomes have now been identified that may be responsible for reading problem.
3. Diet and various environmental factors have also been suggested as causes of intellectual disabilities.

### EARLY INTERVENTION

Early intervention is a general term referring to services for infants and toddlers with all kinds of disabilities. Legally , the general term early intervention applies to services for infants and toddlers with disabilities from birth through the age of two years. Children three and older are considered part of the educational system rather than the early intervention system.

Early intervention services provide in several different setting , including in the home , a school , a hospital , a child – care center or a special clinic. One common way early intervention programs combine the parents and the teachers with the programs providing direct service to the child and also teaching the parents what to do at home.

The specific services a child receives in an early intervention program will depend upon his needs. These services can include speech and language therapy , physical therapy , interventions to stimulate cognitive (intellectual) development .

Families who enroll their children in early intervention programs receive an Individualized Plan . This is a document that specifies the short – term and long – term goals that parents and teachers would like to see the child achieve , as well as the treatment methods that will be used to

help the child reach his goals This is similar to the Individual Educational Program (IEP) for a school age child , but is focused on the needs of very young children and their families. Parents are the most important teachers for early intervention.

At school , the teacher will begin by assessing the child ' s current skills in each of the general areas on the curriculum. For example , she will explore the child ' abilities in expressive and receptive language , social skills , and self - help activities. She will present tasks from various levels in each category and observe how the child performs on them. This checklist of skills is maintained over the years to show how the child has progressed.

### EDUCATION FOR INTELLECTUAL DISABILITIES

Special Education in Thailand by the Ministry of Education was founded in 1952 under the Special Education Division , Department of General Education. The responsibility for organizing education for handicapped or disadvantaged children is recognised in the National Education Scheme of 1977. The term " Special Education " is applied in Thailand specifically to the disabled. In conjunction with government agencies and the private sector , the Ministry of Education maintains a significant role in providing education to the disabled. The agency with overall responsibility for special education matters is the Special Education Division. Department of General Education which carries out the policy stated in the National Education Scheme. At the present , the name , " the Special Education Division " is changed into " The Education for the Disabled Division " (EDD).

The Education for the Disabled Division ' s realm of responsibilities covers

1. Education for the blind
2. Education for the hearing impaired
3. Education for the physically handicapped
4. Education for the intellectual disabilities
5. Education for the chronically hospitalized children
6. Education for the disadvantaged

The Department runs its own special schools for the deaf , the blind , the intellectual disabilities , the physically handicapped and the multiple handicapped , and co - operates with private foundations and state hospitals in providing personel, equipment and other technical assistance to their special schools or programmes. It also runs mainstreaming programmes for the blind , hard - of - hearing and slow learners who may attend classes in regular schools.

To further strengthen teaching/learning activities for the disabled , in - service training in the use of teachers' manuals and teaching materials are provided to special education teachers regularly. The Ministry of Education is also involved in teacher training in special education. Regular teachers without any special education qualifications are given in - service training in all areas of

special education by the Department of General Education. Special Education as a major subject is also offered in many teacher colleges and universities.

#### **Objectives of the Special Education**

1. Providing education for the disabled and the disadvantaged according to their human rights
2. Educating them the basic knowledge, vocational and social skills in order for them to become self-reliant and therefore relieve their families and their society's burden
3. Training them to be able to mingle and to work in cooperation with others
4. Urging them to be aware of the need of being a responsible and independent citizen.

#### **EDUCATION FOR THE INTELLECTUAL DISABILITIES**

Meanwhile the Education for the Disabled Division has established 21 schools for the intellectual disabilities in the provincial area as shown below :

1. Kawila Anukul School in Chiangmai Province
2. Ubon Panyanukul School in Ubon Ratchathani Province
3. Chumporn Panyanukul School in Chumporn Province
4. Songkhla Pathana Panya School in Songkhla Province
5. Nakhonratchasima Special Education School in Nakhonratchasima Province
6. Nakhonsawan Special Education School in Nakhonsawan Province
7. Phuket Special Education School in Phuket Province
8. Lopburi Special Education School in Lopburi Province
9. Rayong Special Education School in Rayong Province
10. Nakhonsrithammarat Special Education School in Nakhonsrithammarat Province
11. Suphanburi Special Education School in Suphanburi Province
12. Petchburi Special Education School in Petchburi Province
13. Pitsanulok Special Education School in Pitsanulok Province
14. Pichit Special Education School in Pichit Province
15. Nan Special Education School in Nan Province
16. Chiangrai Special Education School in Chiangrai Province
17. Phrae Special Education School in Phrae Province
18. Mookdaharn Special Education School in Mookdaharn Province
19. Kalasin Special Education School in Kalasin Province
20. Chaiyaphoom Special Education School in Chaiyaphoom Province
21. Chacherngsao Special Education School in Chacherngsao Province

The education for the intellectual disabilities is very considerable. First the children are classified by testing their ability in 5 skills. The teacher will test them in gross motor skills, fine motor skills, language skills, social skills and academic skills. After that the staffs will consider their biography and the results of testing, then classify the children into each levels that suitable to them.

1. Pre - elementary Education

This level is considered as preparatory to Elementary Education which has been designed to encouraged harmonious physical, intellectual, emotional and social development of a child. The principal agencies providing care and education at this early stages are homes, child care centers, nursery schools and kindergartens. Pre - elementary education covers 3-5 years old. Private school takes a form of 3 - year kindergarten, while the public schools takes a form of 2 - year kindergarten or 1 year for small children class.

2. Elementary Education

This level requires six years to complete. It is compulsory and free of charge. All children at the age of six are required by law to attend elementary school until the age of fifteen, otherwise complete grade sixth before they may leave school system. Elementary Education aims at providing basic knowledge and skills as well as maintaining literacy and computational abilities. It also provides practical experiences leading to the world work and become citizen under democratic constitutional monarchy.

3. Secondary Education

This level is regarded as part of the process of life - long education. It aims at providing student with knowledge and vocational skills suitable to their age, needs, interest and attitude. It is divided into two levels: Lower Secondary and Upper Secondary education, each of which requires three years to complete.

The Lower Secondary Level allows the learner to explore his individual interests and aptitudes through a wide choice of vocational subjects.

The Upper Secondary trains the children in vocational according to their capacity and they will be able to help themselves living in the social happily.

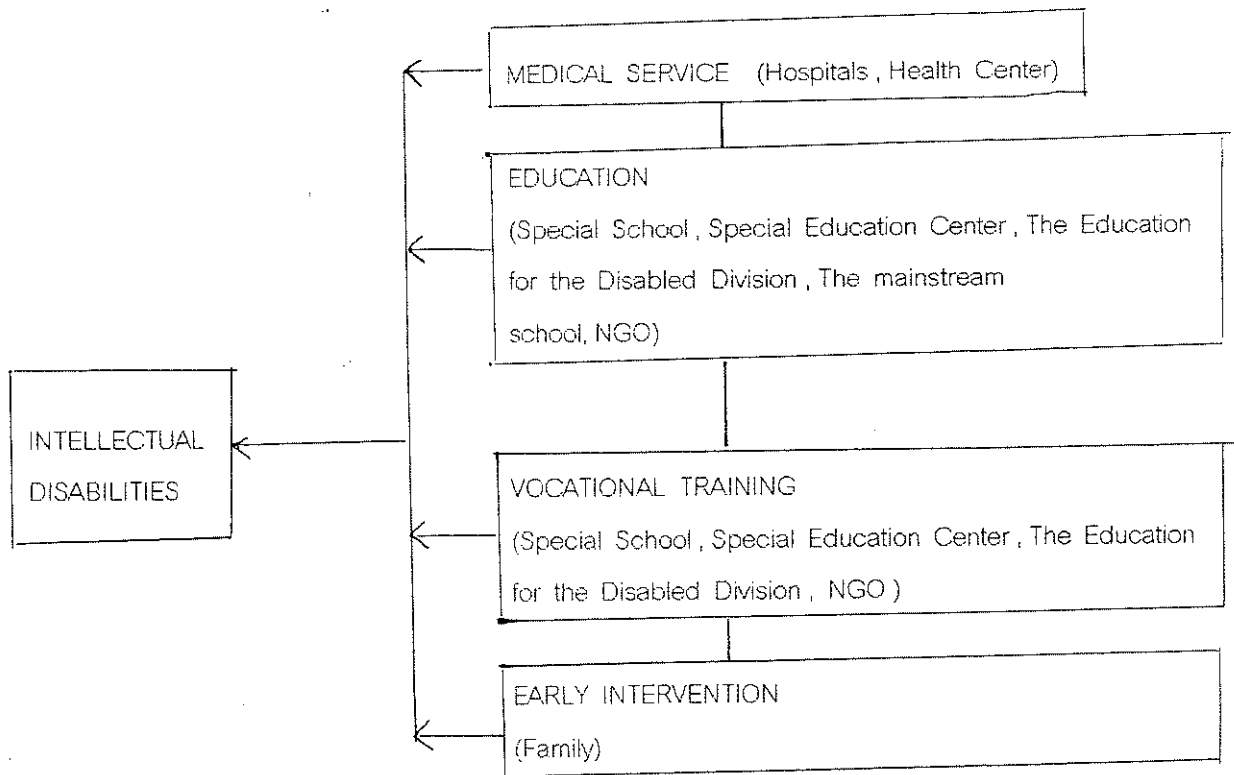
## VOCATIONAL TRAINING

For intellectual disabilities, vocational training is the most important factor in their lives. A vocational preparation program is experimentally in the Special Schools and non - government organization. The programs provide continued instruction in self - care and social skills. It provides in

the class in the elementary level and in the secondary level. The goal of vocational education is to provide the students with training practical job skills, in order to develop and improve the abilities necessary for occupations. Unfortunately many intellectual disabilities drop out of the secondary school or discontinue their education because schooling makes demands on their weaker reading, writing and the other skills and because appropriate educational opportunities are limited. Intellectual disabilities tend to be less satisfied with their employment circumstance, are often in entry - level (service worker, laborer) and part-time positions, work for lower earning.

So vocational training for intellectual disabilities does not completely success in Thailand. It must be helped in many ways and supported by the government.

### FLOW CHART OF SERVICE DELIVERY SYSTEM



### LAWS CONCERN WITH INTELLECTUAL DISABILITIES

According to the laws concern with the disabilities,

1. The office of The Committee for Rehabilitation for Disabled Person must be set up within the Department Welfare, Ministry of Interior. The Committee is authorized to relief, develop and rehabilitate disabled person.

2. The Chief of the office of the Committee for Rehabilitation for Disabled Person acts as the General Registrar and let the Provincial Public Welfare Office in every provinces be registration office for disabled person in each province. Whereas the Chief of Provincial Public Welfare acts as Provincial Registrar.
3. All disabled person who would like to obtain the right in being relieved, developed and rehabilitated as stated in this Act must register at either the National Registration Office of the Committee for Rehabilitation for Disabled Person or at the provincial Public Welfare Office where the person lives.
4. Registered disabled person obtains the right to be relieved, developed and rehabilitation in following detail :
  - services by medical
  - compulsory education according to the laws or appropriate vocational or higher education which can be separated from or at any public institution which is supported by the center for educational technology under the Minister of Education.
  - instruction and guidance relating to the job and proper vocational practice according to physical ability in order to be able to get a job.
  - Recognition and has the right to participate in social activities and all other facilities for disabled person.
  - Governmental services for any lawsuit and other kinds of services.
5. Setting up the Funds for Rehabilitation for Disabled Person at the Office of the Committee for Rehabilitation for Disabled Person for general expense and for the activities in order to relief disabled person and support the rehabilitation, medical services, education, social and vocational services, including educational technology center and related organization.
6. In order to protect and relief the disabled person, the Minister can authorize the ministerial regulations for
  - Types of the buildings, places and vehicles and other kind of public services suitable to access disabled person directly.
  - The employer or owner of any private firm can offer a job to disabled person and adjust the proper payment concerning other normal employee.

The employer can choose not to accept disabled person to work in the same place as normal employee in the ratio as stated in the regulations but rather donate the money to the Funds for Rehabilitation for Disabled Person.
7. The owner of the buildings, places, vehicles or other public services which provide access to disabled person has the right to deduct twice the expense for providing such access from the annual income in each case as stated in The Code of Revenue. The employer or owner of the

private firm who accept disabled person to work with can deduct twice as much as the payment to disabled person according to The Code of Revenue.

## COMMUNITY – BASED REHABILITATION PROGRAMMES

### Community – based Rehabilitation in Thailand

Community – based Rehabilitation was begun by the Ministry of Public Health in 1981. There are 6 CBR Programmes.

1. Training manual for the handicapped people in movement
2. Training manual for the handicapped people in learning
3. Training manual for the blind
4. Training manual for the deaf
5. Training manual for the handicapped people in convulsion
6. Training manual for the handicapped people in behavior

All the programmes were tested at Nakhonratchasrima province in 1986 and Pitsanulok province in 1987. They were improved until 1989. They were expanded to the communities and teachers in each provinces.

The purposes of Community – based Rehabilitation programmes

1. To give the knowledge and understanding in protecting the causes of the Handicap.
2. To increase the rehabilitate knowledge in medical , education , career and social.
3. To give the knowledge in sending the handicap for the suitable rehabilitation.
4. To educate the community about rehabilitation.

The participants are

1. Sirindhorn Center in National Medical in Rehabilitation
2. The hospital in Sirindhorn Center
3. The general hospitals
4. The Health Centers
5. The volunteers
6. The parents
7. The Special schools
8. The Special Education Center in each region
9. The mainstreaming schools
10. The Education for the Disabled Division

The organization responsible in Community – based Rehabilitation

1. First the handicap will get the basic identification by the doctor.
2. To serve the Community – based Rehabilitation programmes by the parents and the physicians.
3. To educate the children at home by the volunteers or the teachers.
4. To train the vocational for the handicap.
5. To support the suitable materials for each handicaps.
6. To give the medical and services.
7. To send them into the right places.

GOVERNMENT AGENCIES CONCERN WITH INTELLECTUAL DISABILITIES

NO	NAME	FUNCTION	ADDRESS	TEL.	FAX
1	The Education for the Disabled Division (EDD.)	Education	The Ministry of Education	282-5820	280-7045
2	Kawila Arukul School	Education	Mueng , Chiangmai	(053)244770	(053)244770
3	Ubon Panyanukul School	Education	Mueng , Ubon	(045)312764	(045)312764
4	Chumpom Panyanukul School	Education	Pathew , Chumporn	(077)503004	(077)503004
5	Songkhla Pathana Panya school	Education	Mueng , Songkhla	(074)333755	(074)333992
6	Nakhonratchasima Special School	Education	Mueng , Nakhonratchasimai	(044)214983	(044)214984
7	Nakhonsawan Special Education School	Education	Mueng , Nakhonsawan	(056)227011	(056)227012
8	Phuket Special Education School	Education	Mueng , Phuket	(076)260448	(076)260444
9	Lopburi Special Education School	Education	Mueng , Lopburi	(036)412044	(036)412014
10	Rayong Special Education School	Education	Mueng , Rayong	(038)612638	(038)802359
11	Nakhonsrihammarat Special Education School	Education	Mueng , Nakhonsrihammarat	(075)412153	(075)412153
12	Suphanburi Special Education School	Education	Mueng , Suphanburi	(035)414449	(035)414449
13	Petchburi Special Education School	Education	Cha-um , Petchburi	(032)471132	(032)471132
14	Pitsanulok Special Education School	Education	Mueng , Pitsanulok	(055)299258	(055)299260



NO	NAME	FUNCTION	ADDRESS	TEL.	FAX
15	Pichit Special Education School	Education	Mueng , Pichit	(01)6251725	-
16	Nan Special Education School	Education	Phupeung ,Nan	(01)9611497	-
17	Chiangrai Special Education School	Education	Mueng,Chiangrai	(01)6715552	-
18	Phrae Special Education School	Education	Mueng ,Phrae	(01)9807630	-
19	Mookdaharn Special Education School	Education	Mueng , Mookdaharn	(042)612237	-
20	Kalasin Special Education School	Education	Yang talad , Kalasin	(043)891080	-
21	Chaiyaphoom Special Education School	Education	Mueng ,Chaiyaphoom	(044)812307	-
22	Chacherngsao Special Education School	Education CBR	Ban Po, Chachernsao	(01)6212880	-
23	Special Education Center Region 3	Education CBR	Hat Yai ,Songkhla	(074)212516 link 14	(074)218300
24	Special Education Center Bangkok	Education CBR	Din Daeng , Bangkok	2451700	-
25	Special Education Center Region 8	Education CBR	Mueng ,Chiangmai	(053)216103-4	-
26	Special Education Center Region 9	Education CBR	Mueng , Konkhaen	(043)221751 229055	(043)239073
27	Special Education Center Region 10	Education	Mueng,Ubonratchathani	(045)312764	(045)281308
28	Petchaboon Special School	Education	Mueng , Petchaboon	-	-

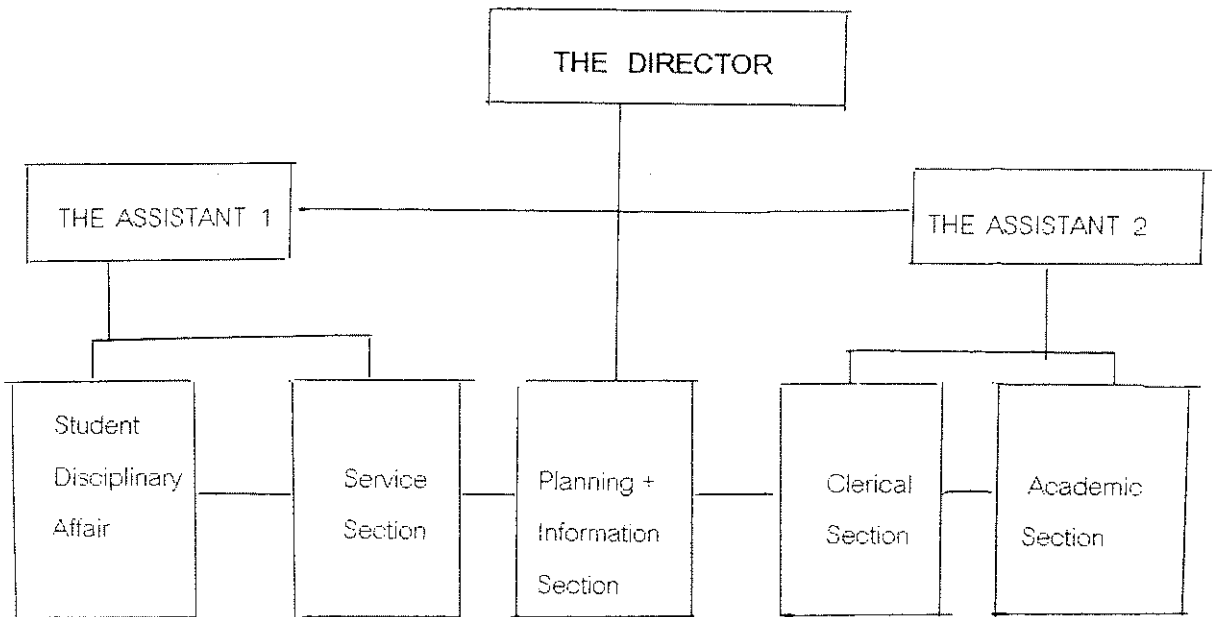
NON GOVERNMENTAL ORGANIZATION

NO	NAME	FUNCTION	ADDRESS	TEL.	FAX
1	The mentally retarded association of Thailand	Vocational CBR	18 Soi Pradipat, Phrayathai, Bangkok	2714724	-
2	Mentally Retarded Foundation of Thailand	Education Research CBR	4739 Din Daen, Bangkok	2452643 2453954	2468329
3	Saeng Sawarng Institute Foundation	Education CBR	850/34 Sukhumwit 71, Klongton, Phrakonong, Bangkok	3815362-3	3815362-3
4	Mentally Retarded assistance Foundation	Rehabilitation	78/9 Bangtalad, Pakkred, Nonthaburi	5836815	-
5	Downsyndrome Guardian Assembly	Education Materials	2 Prannok, Bangkok Noi, Bangkok	4197025 4198547 4198414	4198414
6	Autistic Guardian Assembly	Exchange experiences, Materials	140/7 Soi Wat Dong MoonLek, Changlaw, Bangkok noi, Bangkok	4412899 8665729	-

OUTLINE OF MY ORGANIZATION

Kawila Anukul School is my organization. I am a teacher. Kawila Anukul is one of the Special Education School. It depends on the Education for the Disabled Division. It was opened as the first government school in 1982 under jurisdiction of the Special Education Division of the Department of General Education, the Ministry of Education. The school children are boys and girls with intellectual disabilities. Education is provided from kindergarten to secondary levels. However, those children who start their education late, for whatever reasons may complete the full 9 years as long as they are able to benefit from the curriculum.

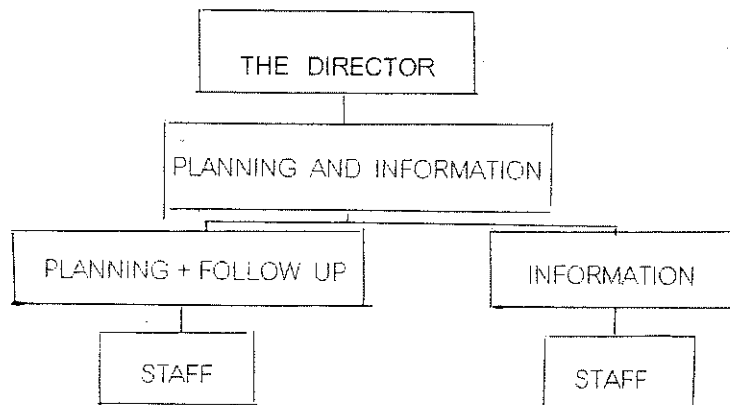
### THE ORGANIZATION CHARGE



From this organization charge is run by the director. There are 2 assistants and 5 sections. My responsibility in teaching is teaching in the primary levels, the subject is about the children environment.

Beside this, I am the leader in Planning and Information Section. This section is responsible for planning projects and budget, monitors, evaluation, collecting information and co-operation between the other sections. I am working with my staff by getting the policy and planning the projects according to the policy.

This is the diagram of my section



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