In 2005 the number of children with disabilities, especially for autism children increasing. Then, needed effort to increase servicing education, so, schools may receive more autism child and minimize learning problem. Even then, it is still important that children with autism should be diagnosed and treated properly.

What’s in our mind when hear special needs education? For some parents who have special needs children, special education is “wind of paradise” a place to find happiness where their children can get education as they need. With the education their children are expected to be useful human being and can be proud of their family, at least they can help themselves. However, for many other societies, special needs education not more than useless education. Even, among students, program special needs education is under priority.

Every child has a fundamental right in education, and must be given the opportunity to achieve and maintain acceptable level of learning. Whether a child autism or not, has a superior IQ or learning difficulties, all of them have a potential to learn and develop. There are some main steps in a behaviour that needs to be modified: Specify the observed behaviour, measure the frequency of the behaviour, set the goals, arrange the cues, give reinforcement and evaluate the program.

Efforts that can do right now are seeking autism children to get education same as normal children. Autism children have many characteristic, so, needed much alternative services for their education. Therefore, need efforts to look for alternative approach to educate autism children.

Model of education services for autism children in Indonesia:
- First Education Services: Therapy for beginning intervention and Therapy for supporting
- Continuation Education: Transition Class/Integrated Class, Inclusive School, Special School, Homeschooling Program, Rehabilitation.

1. Integrated class/transition class is class for preparing and introducing of curriculum regular class, but the class with a small class and more teachers in class to prepare children for transition in regular class. Ability, potential, interest will be developed in class transition. If child with autism can control their behaviour until their behaviour and communication are normal, they should go to regular school for normal child, thereby they can imitate behavioural normal child. That program we called integrated class or transition class. They study intensively about lesson that they cannot
do at regular class. The implementation are on group or class, individual (one on one) and learning individual by modification of behaviour. Integrate education of autism children is learning with education of normal children.

2. Inclusive Program.

Inclusive education do / carry out in regular school that accept special child belong to autism child. Special children who can go to regular school that is children who already can manage their behaviour, communication and speaking normally, and have enough knowledge as children at the same age with them.

This program will be succeed if: regular school are opened, test not only based on IQ for normal child, increased quality of teachers, support from all sides, children can choose lesson that capable to do at regular school, available facilities of special unit for autism if they need therapy like: class room for learning (3 x 3 meters) complete with tables and chairs, therapy room, boaster for education like: color, shapes, imitations, flash cards, tape recorder, and puzzle. It is better if autism children helped by special teacher and assistant teacher. Teachers of special needs education are helping children to know teachers instruction, controlling behaviour of children in class, helping children to concentrate, helping children to play or socialized with their friends, connector between teachers and parents to help children to solve lesson problem.

3. Special School

In fact, not all of autism children can move to regular school. They are difficult in concentration because their environment distract them. Some children show their good potential in some fields, for example they are good in sport, music, drawing, computer, math, skills. They should go to special school, so their potential can be developed maximum.

4. Homeschooling Program

Homeschooling not only for normal children but also for autism children. In Indonesia there are some non-government organizations that work for autism children homeschooling. Some autism children who cannot join at special school because of their lackness, can join at homeschooling program. Pupils who choose homeschooling will get certificate that equivalent with regular school and can be use to continue at formal school.

There are some efforts that have been doing by institutions in Indonesia to handle for autism that have problem with their communication, socialization, sensorik, behaviour, and emotion to get education service that match with their needs:

1. Socialization the important of service education for autism children. 2. Developing competence and ability of human resources by education and training of identification and services autism children both inside and outside the country. 3. Hold seminar and workshop about education for autism children to increase public understanding of special education for autism children. 4. Increasing
ability of human resource by including lesson of education for autism in regular teacher and special
teacher training (especially kindergarten and primary teacher). 5. Make a model and module for
service education of autism children. 6. Giving subsidy operational cost for education of autism
children and for institution that held education for autism. 7. Arrange manual service education for
autism children. Manuscript arranged as base and guidance for school organization and society that
hold education for autism children. Also, as based for management development in education official at
province and centre department to arrange strategic program service education. 8. Arrange curriculum
for autism (by official education in province). Autism children have different abilities. Process of
growth and level of succeed of the programs are not same each other. That is why curriculum can
be chosen, modified and developed based on their needs. Modifications of curriculum are based on
children’s ability, age and their environment. Program of education arranges considering ability of
the children. Curriculum should be centered based on basic capability of communication, cognitive,
socialization, and behaviour. If children have basic capability as same as normal children, curriculum
can be progressed to pra academic and academic of reading, writing, and math. 9. Giving equipment for
studying like boaster equipment: to learn about colour, shape, character, fruits, animals, etc, auxiliary
tools for communication like: pictures to help children communicate, tools for developing soft motoric
like: drawing, cutting, kindergarten curriculum, communication therapy (manual or electronic).

Analysis Situation of education for autism in Indonesia:

Strength: 1. Special needs institution more equitable and adequate. 2. Legal support for special needs
education is enough. 3. Public acceptance of children with autism is more positive.

Weaknesses: 1. Not all of programs reach children with autism in accordance with the proportion,
because the institutions that handle autism education and fund for developing autism education
are limited. 2. There are some parents of autism children, think that education for their children
is not important. 3. Cooperation between Directorate of special needs education and disabled
federation or other institution and non-government organization are less productive. 4. Not all of
education office in province and cities build organization that handling special education. 5. Many
autism children enrolled to school without assessment from specialist.

Opportunity: 1. Recognition of rights to get education for autism children. 2. Support from
organization international who care with autism education.

Threat: 1. Open competition, without privileging individual or society. 2. Influence of technology and
information development of culture and society living. 3. The high of unemployment.

Issues involved in implementation education for autism in Indonesia:

1. There have been many regular school refused autism children. 2. Special schools for autism are
only available in big cities so access for autism child in remote area is very limited. 3. Lack of facilities
and infrastructures in a special school. 4. Society and parents of autism children still passive (not
care with education of their autism children). 5. Lack of human resource and specialist who know
knowledge about autism child. 6. School for autism is very expensive.

Solution for Improvement:

1. Raising management of special schools, because conditions of many special schools are under standard. 2. Raising quality of human resource through education, training, and seminar. 3. Special needs teacher should be trained about effective communication; this is based on differences paradigm special education to inclusive education. 4. Built education center and unit service for autism children that can be reached by all community. 5. Support parents and society to be aware of autism education by public campaign. 6. Training, seminar, symposium for parents and family. 7. Encourage the formation of assessment centre for autism children in districts. 8. Developing comprehensive program by networking with government, private institution, and NGO that related to autism education.

<Questions and Answers after Country Report>

Q1. What is the program of home schooling?
A1. Organized by private institution these organizations co-operate with the government so that students can get a certificate of learning.

Q2. How to the curriculum organized?
A2. There are national curriculum standards however each province can develop their own curriculum as long as it meets the national standards. There is no specific curriculum for students with disabilities.

Q3. What programs do Indonesia have in special schools to enhance the students abilities in specific areas like computer, music, etc.
A3. We call it Life Skill Education Program and this includes all of those areas to improve outcome for autistic children.

Q4. Are there enough special schools in Indonesia to meet the needs of all students?
A4. For those students in villages and remote areas- special schools are limited. In these areas children do not go to school or go to regular school without appropriate curriculum or support. They are not treated very well.

Q5. What are the government doing to support parents of autistic children?
A5. The government does not have a plan in this area, they rely on the specialist knowledge from the professional who did the diagnosis.