In Thailand, Children with Autism are special need students who had specific education due to their sensory symptoms that are biologically abnormal. The symptoms show a deficiency of physical development, communication, and social interaction with strange behaviors. Nowadays, the spreading rate of autistic people is rapidly increasing. The autism spreads in children aged between 1 to 5 years old, and the autism spreading rate is 9.9 : 10,000 people and more of 4.4 : 1,000 people or 1 : 227 autism risk and it is four times with male than women in Thailand. Promoting autism Education in Thailand based on law and the government policy. The Constitution of the Kingdom of Thailand (1997): Tracing back to the development of legal framework and national plans, Thailand has prioritized equal opportunity in education as a key element towards the successful development of in Thailand. The National Education Act B.E. 2542 (1999): The remarkable turning-point in the history of education for persons with disabilities include autism is the promulgation and protecting the rights of autism to education in accordance with their rights under the Constitution.

On 19 August 2002, the Ministry of Education issued a Ministerial Regulation on accessibility, materials, services, and other related supports for all students with disabilities. They will have the right to the services and supports as specified in their Individualized Educational Program (IEP). Schools work with parents as well as professionals from medical, paramedical, special education, therapist, and non-government agencies in their communities. It is stipulated that from now on, it is the responsibility of every school having students with disabilities include autism to support teachers to adapt curriculum, teaching techniques, evaluation methods for students with special needs in order to accommodate all students with different needs in integrated education.

The current policy tries to support inclusion wherever possible. To develop this, at a grass roots level, each district must have a RONG RIEN RIEN RUAM, an integrated school. The 4 L’s policy may be appropriate to help Children with Autism: Learning methodology, learning environment, learning opportunity, and learning community must be integrated into the system of education. On the basis of relevant educational research and curricula, the projects would have to be developed and carried out. Plans would be put to action by full support of implementers, and the results would ensure a good overall learning atmosphere. The development of administrative structures as well as the implementations of the policies through different activities has ensured the availability, accessibility, acceptability, and adaptability of education for Children with Autism. Concerning, how to promote the quality of education in a holistic and integrated manner in ways that will support the intellectual,
spiritual, emotional and physical development of each individual students with autism.

Thai action plan for Children with Autism is training or attachment for parent in the fields of early intervention, sensory integration, apply home and community to gain learning experience and the performance of Autistic child, conducting to mainstreaming and support for environment, assistive technology, include training program for parents and persons in communities, building schools networking through multidisciplinary team and healthcare organization, training teachers on special education by conducting the joint short courses training. Transition project joint to vocational education institutions to promote the employment of and promote to leadership for them.

Thailand, the provision of educational opportunities for students with Autism, with the belief that Children with Autism have the potentials to be human resources of the country to establish an effective rehabilitation strategy for Children with Autism, so they can become productive contributing citizens as other good social human capital. Thailand also believes that every Child with Autism can be improved through appropriate and "tailored-to-fit" education.

In Thai law since 1999 and the national education policy for children with autism, the provisions of educational opportunities for students with Autism include all children in education for all of Thai citizens. This is the overall rights of every child throughout Thailand. Children with Autism in Thailand no longer have to stay at home, or learn a particular skill to earn their livings by themselves. They can make their own choice and have a school education, as far as they wish to go or to their full potential.

The Thai government also took the opportunity to proclaim 1999 as the “Year of Education for Persons with Disabilities” with the national policy, “Any persons with disabilities who wish to go to school, can do so”. The result was an incredible increase of the numbers of children with autism in the public schools, which more than doubled, and the policy of equalization became national practice in urban and rural areas. The major key of the force behind the movement was the representative of individual disabilities groups sitting together with the high-ranking officers, headed by the Minister of Education, having full consumer participation and involved in the process. The resource rooms and other arrangement in regular schools for children with autism in Thailand should to involve activities eg. evaluate the performance skills and make student schedule or IEP changes or other adjustments if need be meeting with the parents and others on the IEP team and finding a way to teach the student those skills can be the difference between a future college graduate and a future illiteracy statistic and provide other things for them to learn in classrooms: materials, visual support, TEACCH, environment, activities PECS, social story, power card, computers with Internet access, CD ROM for all subject areas which is available for all assignments, CAI for repeat practice by 3’R technique (Routine repeat Relax) reinforcement by a special education team, etc. This room provides one-on-one instruction in a friendly, intimate environment include multisensory strategies, structured approaches to teaching some subject. The Resource Room is available to general education students with IEP’s that indicate the student is in need of additional help with their courses. Some students will work on an independent ‘project’ in a subject of interest especially if they are provided with structure and feedback throughout the process.
Thailand, at this moment, is working on living policies which are more flexible and efficient in action. In Early Intervention which is seen as key to providing the children with autism the best possible start, expansion is urgently needed as regards the number of services in order to access the target group as a whole. The activities Implemented, early Intervention, curriculum development, In-service training for teachers, parents and personnel, academic vacation camps for Integrated education & Assistive Technology through coupon system in accordance with IEP

In accordance with IEP, provision of education coupons for assistive technology and special services has been accommodated. Thailand has 101 integrated education rooms for students with autism and 505 students with autism in mainstreaming are entitled to a coupon a year, minimum 2000 baht ($50) per head, which they can exchange for assistive technology as well as additional services. The early intervention (EI) should form a major part of the role of Regional and Provincial centers. EI is most effective when carried out locally. Community Based Rehabilitation (CBR) is strategy to support community home and inclusive school. Special Education Center through out of Thailand should be train local people in disability awareness, making appropriate environment, explaining rights and daily living support. The application effectiveness of learning community for the parents of the autistic in Special Education Center was found that the parents were capable of knowledge and understandings, skills, and good attitudes of potentials development. And it was found that the autistic gained growth progress individually and in overall.

Both the governmental organizations and the private sectors should help promote more activities in which the parents can take part to develop the potentials of the autistic.

However, with the new coupon system leading to an encouragement in registering children with autism, the numbers will soon become significant. As it is there is a growing awareness about children with autism in Thailand, particularly in the media.

It is less than 10 years ago that ALL children were given the right to an education.

In conclusion for children with Autism today, I would like to say that “We have come a long way. We have a long way to go”

<Questions and Answers after Country Report>

Q1. Did you use SETT framework for choosing tools with special need children?
A1. Yes, we did.

Q2. About awareness campaign by radio and TV. When many people ask for help for consultation, how did you cope with that?
A2. When on media, many parents observed their children. The parents and nurses in communities can use the checklist for screening and send them for consultation and diagnosis by pediatricians in the hospital. If they are autism, the hospital will send them to special education center for readiness.
Q3. In the slide, schedule/pictures about learning methodology were shown. Are these resources in special class or regular class?

A3. These resources are provided in special classes in Special Education Center and special classes in regular schools. Now, we are researching to provide in the corner at regular classrooms.