

KEY INTERNATIONAL SPEAKERS

PETER THOMAS FARRELL

B.A., M.Ed., Ph.D., C.Psychology, FBPsS.

Dr. Peter Farrell is the Sarah Fielden Professor of Special Needs and Educational Psychology in the School of Education, University of Manchester, a former President of the International School Psychology Association and a Fellow of the British Psychological Society. He is the author of a number of books and articles on inclusive education and has been a key-note speaker on this topic at international conferences in several countries including Hong Kong, Estonia, Malaysia, Australia, Greece, South Africa and India.

Dr. Farrell will deliver the Keynote address on "Inclusive Education for Children with Autism: Responding to the Challenge". He will conduct a training program for teachers on "Promoting Best Practices in Inclusive Education for Children with Autism".

Ms. Susan Farrell worked as a social worker for an elderly care facility. Her brother Christopher aged 46 years old is on the Autism Spectrum. She will give an informal talk on "Supporting Christopher" touching upon coping with personal relationships, Independent living, diet, personal hygiene and other issues.

GREGORY VALCANTE

Ph. D. (Florida) Director CARD, Florida (USA)

Dr. Gregory Valcante has served as the Director of the Center for Autism and Related Disabilities (CARD), University of Florida for the past 17 years. Dr. Valcante has 35 years of experience working with children who have autism and their families as a teacher, administrator and teacher educator. Dr. Valcante has many years of experience working with the families of children who have autism and a proven track record of success in family training and support.

Dr. Valcante will speak on "All Means All: Preparing Teachers to Include Students on the Autism Spectrum in Regular Education Schools and Classes". He will be conducting a training program for teachers on "Using Technology to Support Children on the Autism Spectrum in Regular Schools".

OTHER KEY SPEAKERS

Dr P Jeyachandran, Ph. D. (Psychology), Ph. D. (Special Education, University of Minnesota, USA Chief coordinator, mediator and moderator, Panel discussions

Mythily Chari, B.A., M. Ed. (Florida), Ed. S. (Florida) "Education for All, Autism for All"

Ms Jaya Krishnaswamy Director Madhuram Naryanan Center for Exceptional Children "Moving Forward: Impact of Early Intervention"

Dr. Jeyaraj Trivandrum, "Status report on SSA, Kerala"

Sulata Ajit B.A., B. Ed., Master's in Special and Inclusive Education, (Northampton University, UK) "Challenges and strategies to promote inclusive education for children with autism."

Sarvamangala Jayachandran, B.Com., LL.B. from Bombay University, MSc (psychology) from Madras University, Special Education, Alfa to Omega, and Madras Dyslexia Association, Resource Teacher at Lady Andal Venkatasubbarao Matriculation, Hr. Sec. School.

Sridevi, Founder Director; Shraddha School for Exceptional Children, Saaburi center for Early intervention, Sannidhi center for Vocational and Residential School, "Adaptive curriculum for SSA classrooms in rural areas" Andhra Pradesh

Ms Jayshree Ramesh, Founder director Academy for Severe Handicaps and Autism, ASHA, Bangalore, Karnataka.

International Conference on
**INCLUDING CHILDREN WITH
AUTISM IN REGULAR SCHOOLS:
BEST PRACTICES**

January 4th & 5th 2014

at

**SISHYA AUDITORIUM
Adyar, Chennai 600021**

ORGANIZED BY

**INSTITUTE FOR REMEDIAL
INTERVENTION SERVICES**

(IRIS)

**(a part of Commandur Foundation)
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Awareness, Attitude, Acceptance, and Accommodation

IRIS has supported many educational institutions in accommodating students with autism in regular settings. The question is not whether to include or not, but how to go about the successful implementation of Sarva Siksha Abhiyan, Education for ALL (SSA) given the diversity of the students on the Autism Spectrum. The Seminar will focus on preparation of teachers for inclusion, empowering the regular teachers with best practices and redefining the role of special educators in regular schools, supporting the student with autism in varied educational setting, focusing on service delivery.

THEME OF THE CONFERENCE

Inclusive Education is a philosophy which suggests that educating students with disabilities is a shared responsibility of regular and special educators. This philosophy was proposed by Madeline Will during the mid -1980s. **Mainstreaming** was the term used for placing students with special needs in regular education settings where they could cope with the demands of academic expectations with minimum support or when those expectations were not relevant.

Mainstreaming is interpreted by many schools differently. Some schools consider that the children are mainstreamed if they participate in extracurricular and non academic activities, whereas still others provide "pull out" support by providing them with a resource room and a special educator. **Locational integration** means both children with and without special needs attend the same school, they may or may not study together, **Social integration** means integration happens during lunch hour, art and craft or cultural activities. **Functional integration** is the fullest form of integration where the person with autism is allowed to develop to his/her fullest and enjoying a great quality of life.

Students with autism present a very complex diversity within the spectrum, hence there cannot be a one model fits all kind of educational system. How to engineer this social transformation?

AWARENESS

Awareness about special needs makes one empowered. A regular teacher need not be an expert in every special need but should have an orientation to the special needs of varying exceptionalities. A special teacher if certified to teach in one disability will not be able to handle the diversity of students entrusted in his/her care.

ATTITUDE

Proactive attitude means one is part of the solution and not the problem. When attitude changes it causes positive changes, in home school and community. When support is provided for parents and teachers they feel empowered and can find solutions on their own.

ACCEPTANCE

Acknowledge the fact that schooling need not have the same outcomes for every student.

ACCOMMODATION

By choosing appropriate outcomes for the learner the environment is modified to accommodate the person with special needs. Accommodation leads to access to those possibilities which were not available until then.

"A student is handicapped when his educational needs do not match the repertoire of skills and standard teaching practices of the teacher" said Dr. Thomas Skrtic, University of Kansas. Evaluate this thought against the current scenario where teachers both regular and special feel their training inadequate to handle the diverse needs and expectations of the "included" students in their care.

International Conference on
INCLUDING CHILDREN WITH AUTISM IN
REGULAR SCHOOLS: BEST PRACTICES

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Advance registration : ₹ 2000/- for both days
(Until 5th December)

Spot registration : ₹ 2500/-

The fee includes conference handouts, lunch and tea/ refreshments.

Contact details

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