HONG KONG 香港

Carol K. S. TO
The University of Hong Kong
Hong Kong SAR, China

ASHA Convention, November 2014
Background

- One of the most densely populated places in the world
- **Population size (2013):** 7.19 million
- **Density:** 6,650 persons per square kilometer
- A British Colony from 1841-1997
- **Official languages:** Chinese & English
Autism in Hong Kong

• Official Prevalence Estimate (HK Census): **3,800 (prevalence rate of 0.1%)**

Prevalence rate (as percentage of Total population)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Prevalence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restriction in body movement</td>
<td>2.7</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>1.8</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>1.3</td>
</tr>
<tr>
<td>Speech &amp; Lang impairment</td>
<td>0.4</td>
</tr>
<tr>
<td>Mental illness/mood disorder</td>
<td>1.3</td>
</tr>
<tr>
<td>Specific Learning Disabilities</td>
<td>0.1</td>
</tr>
<tr>
<td>ADHD</td>
<td>0.1</td>
</tr>
<tr>
<td>Intellectual disabilities</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Total number:

\[ \text{Total number} = 361,300^{(1)} + 77,000^{(2)} \]

Overall prevalence rate:

\[ \text{Overall prevalence rate} = 5.2^{(1)} + 1.1^{(2)} \]

Human numbers:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total persons</td>
<td>87,000</td>
</tr>
<tr>
<td>Restriction in body movement</td>
<td>187,800</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>122,600</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>92,200</td>
</tr>
<tr>
<td>Speech &amp; Lang impairment</td>
<td>28,400</td>
</tr>
<tr>
<td>Mental illness/mood disorder</td>
<td>86,600</td>
</tr>
<tr>
<td>Specific Learning Disabilities</td>
<td>3,800</td>
</tr>
<tr>
<td>ADHD</td>
<td>9,900</td>
</tr>
<tr>
<td>Intellectual disabilities</td>
<td>5,500</td>
</tr>
<tr>
<td>Total</td>
<td>67,000</td>
</tr>
</tbody>
</table>
Law & Ordinance

• **US**: Disabilities Act (1990)
• **Australia**: Disability Discrimination Act (1992)
• **Hong Kong**: Disability Discrimination Ordinance enacted in 1995.
Government Support
Prevention & Early Identification

- **Birth to preschool**: Surveillance programme for hearing, vision, physical health, growth and development.

- **School**: Annual health assessment – physical exam, screening for health problems related to health and behavior, and *Early Identification and Intervention Program for Speech and language Problems*.

- Generally, families can accept the concept of developmental delays or disabilities and allow children receive therapy/training.
Assessment tools

• Cantonese CHAT (Chu, 2000) - Checklist for Autism in Toddlers (Baron-Cohen, Allen, & Gillberg, 1992)
• Cantonese M-CHAT (Wong et al., 2004) - Modified Checklist for Autism in Toddlers
• ADOS
• Assessment of Theory of Mind (To et al.) – investigated the Advanced ToM Skills, including figurative language, emotional words, etc.
Special Education & Training

• Support children with disabilities as far as possible in ordinary schools.
• Children with more severe disabilities are in 53 special schools:
  - 2 for children with visual impairment
  - 2 for children with hearing impairment
  - 7 for children with physical disability
  - 41 for children with intellectual disabilities
• Children with ASD can be found in these schools.
Common Programs/strategies for individuals with ASD in HK

- ABA
- TEACCH
- SCERTS
- PECS
- Floor time
- PEERS
- Social thinking
- Social stories
- RDI (Relationship Development Intervention)
Vocational Rehabilitation & Training

• Vocational Training Council (VTC) provides people with disabilities with special supportive services.

• Government provides some pre-employment training to job seekers with disabilities.
NGOs Offering Employment Program

• https://www.youtube.com/watch?v=op3wLqy3nug
Settings Providing Services for Individuals with ASD

Referral

Early Education Training Centre (EETC)

Preschool

Child Assessment Service (0-12;0)

Special Child Care Centre (SCCC)

School-age

Integrated Program (ICCC) in nurseries

High school

Hospital Authority

Vocational support

Special Schools: For children with physical handicap, visual impairment, hearing impairment, intellectual disabilities

Main-stream schools

-Integrated classroom

Secondary school Integrated classroom

Vocational support
Public Awareness

• **Improving Public Awareness & Social Acceptance**

  A recent survey by the Equal Opportunities Commission (2011) on "Public Attitudes Towards Persons with a Disability":

  • even after cuing, less than half of the people in the general public considered individuals with ASD having a disability.

  • In relation to employment, over 60% of the respondents indicated that they do not know how to work with individuals with autism.
Future Development

• Continue with research & public advocacy & education
• Increase collaboration with Mainland China
• Organize short courses and volunteer visits.
Thank you
ASD: ACCESS TO CARE IN JAPAN

Elaine Yandeau M.S. CCC-SLP
Yokohama International School
Private Practice

ASHA Convention, November 2014
Relevant Laws and Regulations in Japan

• 1949 Law for the Welfare of the Physically Disabled
• 1951 School Welfare Service Act
• 1970 Basic Act for Persons with Disabilities
• 2005 Services and Support for Persons with Disability Act
• 2006 The School Education Act - Reform
• 2010 Basic direction for reform of the system for persons with disabilities
• 2005 Services and Support for Persons with Disability Act

“Support the people with developmental disorders through their lives with regard to their self-sufficiency and social participation hence contributing to the promotion of welfare.”
Special Education Laws in Japan

- N.I.S.E. now supplying information to Special Needs Education
- 2007 reform toward more inclusive education for children with special needs
System Reform since 2007

Ministry of Education, Culture, Sports, Science and Technology (2011)
Early Detection of ASD in Yokohama

Health Check - 18 months

Follow Up

Joint Clinic

Yokohama Rehabilitation Clinic
Yokohama Rehabilitation Center

- Preschool classes
- OT/PT
- Preschool teachers
Nagareyama Municipal Child Development Support Center

- Preschool Classes
- OT/PT/SLHT
- Preschool Teachers
Special Needs Education System in Japan

**Special Needs Education System of Japan**
- Overview of the SNE System [In Compulsory Education]

- **Regular Schools**
  - Regular Classes
    - Team-Teaching
    - Achievement-Based Teaching
    - Small-Group Classes
    - Special Support Services in Resource Rooms: 0.57%
  - Classes for Special Needs Education: 1.37%
  - Schools for Special Needs Education: 0.60%

- **MEXT (2012)**

As of 2010.5.1, the total percentage is 2.54%.
Speech Language and Hearing Therapist (SLHT) training

- 4 years training after high school
- 3 years training after high school
- 2 years training after 4 years of college

SLHTs in Japan (survey from JAS 2013)

21,994 –licensed SLHTs
(April 2013)

Recommendations

- Increase knowledge and skill training for teachers
- Implement standard policies for qualification of SLHT services
- Increase SLHT services in education
- Compulsory continuing education by JAS for SLHTs to provide better services to clients
Positive Findings

- Mass screenings and identification
- More inclusive education
- Individualized Instruction Plans for persons with disabilities
Acknowledgements

Thank you to:
Naomi Iizuka
Speech Language Hearing Therapist
Yokohama Psychological Developmental Clinic

Kazue Omi
Speech Language Hearing Therapist
Yokohama Central Area Children’s Rehabilitation Center

Reiko Yoshida
Speech Language Hearing Therapist
Nagareyama Municipal Child Development Support Center


Image References

- https://www.flickr.com/photos/donsullivan/9406257512/
- http://www.nise.go.jp/cms/
- http://upload.wikimedia.org/wikipedia/commons/1/12/Sigmund_Freud_LIFE.jpg
- http://pixabay.com/p-152746/?no_redirect
- http://pixabay.com/p-159474/?no_redirect
- http://upload.wikimedia.org/wikipedia/commons/1/1d/Map_of_Japan_with_highlight_on_14_Kanagawa_prefecture.svg
Disclosure

• I have received a registration waiver for this conference from ASHA
• Otherwise, I have no financial or non-financial relationships to disclose
สวัสดี ค่ะ

ADVENTURES IN THAILAND

Nicole D. Reisfeld M.S. CCC-SLP, Lic.
University of Northern Colorado
Greeley, CO

ASHA Convention, November 2014
Special Education Law in Thailand

- 1991 The Rehabilitation of Disabled Persons Act of Thailand
- 1995 The National Education Act
- 1999 Government mandated movement toward inclusion for students with disabilities
Special Education Law in Thailand

- 2007 The Promotion and Development of Quality of Life of Persons with Disabilities Act

- 2008 The Education Provision for People with Disabilities Act
Are the Laws Working?

Findings from Cheausuwantavee and Cheausuwantavee (2012):
• 22.67% of persons with disabilities had the opportunity to access the educational provisions
• Students with disabilities and other stakeholders rated the effectiveness of policies, as having low to moderate levels of success
Are the Laws Working?

• Inclusive education for students with disabilities was not quite successful
Are the Laws Working?

• The students also faced barriers in respect to accommodations, buildings and transportation, public services, environment, and assistive technology
Are the Laws Working?

• There were insufficient numbers of teachers and educational personnel capable of teaching students with disabilities.
Are the Laws Working?

- Limited adjustments or modifications regarding content and management of curriculum were made by educators
Are the Laws Working?

• Limited/inadequate funding
Are the Laws Working?

- Incentives, but no punishment, for non-compliance with laws
Recommendations

• Increase the knowledge and skill training for teachers
• Increase positive attitudes among teachers
• Increase monitoring and legal enforcement of policy implementation
• Adopt an interdisciplinary approach to develop effective collaboration for education and transition services
Positive Findings

• Strategic plans, educational provision manuals and IEPs for persons with disabilities were established
• Environmental barriers were likely to have been eliminated especially for wheelchair-using students
• Better employment outcomes were found for student who received vocational rehabilitation or transition planning
• Families seeking help go to a hospital to see a doctor or a psychologist (waiting lists may be long)
• All provinces are mandated to have a free special education program for children with disabilities
• Each district is mandated to have an inclusive education program
Accessing SLP Therapy Services

• Very limited. There are approximately 127 SLPs currently practicing in Thailand

• Only one university has a Masters level Speech-Language/Audiology program. There are 14 SLP graduates per year

• Most of the therapists and services are located in larger cities

• The province where I was living did not have any SLPs
Phitsanulok, Thailand

- Phitsanulok is located in northern/central Thailand
- It has a population of just under 84,500 people
- Two major universities:
  - Naresuan University
  - Pibulsongkram Rajabhat University
Phitsanulok, Thailand
Special Education Center
Special Education Center
The Special Education Program

- Staffed by approximately nine teachers with Bachelor Degrees in Special Education
- Approximately 40 children attended the program
- The children had a wide variety of diagnoses including Autism Spectrum Disorders, Down Syndrome, and Cerebral Palsy
The Special Education Program
The Special Education Program
Personal Goals

• Provide information regarding use of picture symbols to increase receptive and expressive language skills, to support behavior management, and to increase independence in classroom activities

• Implement use of picture schedules and picture choice boards throughout the school
What Were the Barriers to Success?

- Poor access to materials
- The language barrier
- Cultural differences
- Different expectations for classroom participation and behavior for students in Thai classrooms vs. those in the U.S.
Accomplishments

• Developed a strong relationship with many of the children
• Gained the trust and respect of the teachers and administration
• Developed of a simple manual with video models demonstrating use of picture symbols
Acknowledgements

Thank you to the administration, the teaching staff, and the children at the Pibulsongkram Rajabhat University Special Education program for welcoming me into your school.

Thank you to Suttama Setchaibodi of the North Light Center and to Dr. Chanisa Tantixalerm of Chulalongkorn University for their expertise and willingness to answer numerous questions.

ขอบคุณค่ะ

Cheausuwantavee, T. & Cheausuwantavee, C. (2012). Rights, equality, educational provisions, and facilities for students with disabilities in Thailand: Legal and practical perspectives over the past decade. *Disability, CBR, and Inclusive Development, 23 (1), doi 10.5463/DCID.v23i1.83*


Images:
- https://www.flickr.com/photos/charamelody/4757913318/
- http://www.iloveaba.com/2012/05/teaching-non-verbal-children-to.html
- http://ultimatehealthandage.com/can-lack-of-money-lower-your-iq/
- https://students.depaul.edu/~hguendli/AAC/
- http://commons.wikimedia.org/wiki/File:Brass_scales_with_cupped_trays.png
- http://backtoorganic.com/ultimate-cookbook/danny-kaye-corbett/communication-board/