

INDEX

- Acupressure, 159
- Acupuncture therapy, 159
- Adequate resources, 80
- ADL therapy, 159
- Aid Investment Plan, 8
- Al-Falah Cibubur School in East Jakarta, 162
- American K–12 public education, 98
- American perspective
 - coaching and coteaching, 107–110
 - collaboration to support inclusive classroom practice, 103–106
 - macropolicy overview of inclusion as social justice in American public education, 100–103
 - mircoengagement with context, design, and outcomes, 107
 - multimodal coaching and collaboration, 110–111
 - taking action, transforming community consciousness, 112–113
- Attention-deficit/hyperactivity disorder (ADHD), 186
- Australia, 3
- Australian university teacher education, 29
- Autonomy, 26–27
- Basic Education School Quality Assurance Standards Framework (BE-SQASF), 181–182
- Behavior therapy, 159
- Beyond Center and Central Times (BCCT), 162
- Bill of Rights, 116
- Blended value creation, 72–73
- Bottom-up approach, 76–77
- Cambodia
 - background and legislative mandates, 140–142
 - collaborations among professionals, 145–146
 - education of children with disabilities in, 141
 - implications, 148–149
 - key challenges, 146–148
 - stakeholders engaged in education for children with disabilities, 142–144
 - teacher training in special education, 144–145
- Cambodian Ministry of Education, Youth, and Sport (MoEYS), 140
- Capability connections, 75
- Capacity to aspire, 88–89
- Central Java Province Education Office, 159
- Certainty, 26
- Challenges on collaboration, 202
- Child-Friendly Schools (CFS), 131, 141–142
- Children with disabilities (CWDs), 128, 147
 - assessment in Lesotho, 130–131
 - education in Cambodia, 141
 - in regular classrooms, 130
 - stakeholders engaged in education for, 142–144
- Children with special needs, 205
- Classroom teachers, 18
- Coaching, 107–110
- Coconstruction, 61

- Collaboration, 5, 18–19, 88–89, 119, 128, 133
 - among professionals, 145–146
 - approach, 10–11
 - aspects and views, 201–202
 - benefits of collaboration between teachers and occupational therapists in schools, 121
 - challenges in inclusive education in Lesotho, 129–131
 - with different organizations to promote inclusive education, 176–177
 - embarking on journey of collaborative practices and inclusion around globe, 6
 - journey of collaborative practices and inclusion around globe, 2–5
 - nature and evolving models of, 203–204
 - occupational therapists roles in, 120–121
 - in Philippine inclusive education, 206, 210, 214
 - to support inclusive classroom practice, 103–106
 - teachers roles in, 119–120
- Collaborative instruction, 24
- Collaborative instructional practice, 24
 - applying concepts of scarf to collaborative instructional practice, 28
 - findings, 31–35
 - implications, 35–36
 - limitations, 36
 - methodology, 29–31
 - participants, 29–31
 - SCARF model and collaboration, 25–28
 - study, 29
- Collaborative partnership, 73–74
- Collaborative teamwork, 203
- Commons-based peer production, 75–76
- Communication skills, 103–104
- Community, 160–162
 - commitment, 86–87
 - community-based approach, 75–76
 - community-based education, 75–76
 - community-based
 - inclusion/rehabilitation, 75–76
 - community-based participatory research, 75–76
 - consciousness, 99–100, 112–113
- Community-based rehabilitation (CBR), 161
- Comprehensive Education Sector Review (CESR), 174
- Conciliation, 88–89
- Connection, 43–44
- Conscientization, 88–89
- Consultation, 189–190
- Consumer model, 204
- Contemporary societies, 81–82
- Continental Plan of Action for African Decade of Persons with Disabilities, 133
- Convention on the Rights of Persons with Disabilities (CRPD), 2–3, 56, 141
- Cooperation, 61
 - forms in schools, 62
 - interdisciplinary, 63–64
- Cooperative teaching. *See* Collaborative instruction
- Coordination/shared work, 61
- Coteaching, 107–110
- COVID-19, 98
- CSN, 207–208, 212
 - challenges for, 212
- Cultural context, 103
- Culturally responsive pedagogy, 2
- Dakar framework, 141
- Department of Basic Education (DBE), 116, 178–179

- Department of Education of
Philippine government, 206
- Department of Social Welfare, 171
- Department of Special Education
(DSE), 142–143
- Developmental Pediatricians, 212–213
- Disabilities. *See also* Children with
disabilities (CWDs),
144–145
- Disability Action Council (DAC),
142–143
- Disability Rights Law, 177–178
- Dislocating Education by
Empowering Connective
Capabilities in
Communities
(DEECCC-School Project),
75
- East Java, 159–160
- Ecological systems framework, 76–77
- Ecosystem, 75–76
- Eden Center for Disabled Children
(ECDC), 171, 174–175,
177, 179
- Education
 - in Lesotho, 128–129
 - professionals, 72–73
 - in Saudi Arabia, 42–43
 - systems, 72–73, 152–153
- Education Act, 12–13
- Education for All (EFA), 58, 131,
141, 169
- Education for All Handicapped
Children Act, 100–101
- Education for Children with
Disabilities (ECD),
141–142
- Education Management Information
System (EMIS), 148–149
- Education Personnel License Act
(EPLA), 188
- Education Sector Plan (2016–2026),
134
- Educational harm, 24–25
- Educational inclusion, 101–102, 111
- Educational inclusive ecosystem,
75–89
 - macrosystem, 77–83
 - mesosystem, 83–88
 - microsystem, 88–89
- Educational Inclusive EcoSystem
model (EIESy model), 73,
75, 78
- Educational processes, 8
- Educational reform and teacher
collaboration, 45–46
- Effective instructional collaboration,
2
- EIESy model, 4
- Ekereri*, 10
 - framework, 3
 - Nauruan educational concept of, 11
- Empathy work, 103–104
- Empowerment model, 204
- Engine For White Paper 6, 118
- Exchange, 61
- Fairness, 27–28
- Family economic instability, 147
- Family poverty, 147
- Free and Appropriate Public
Education (FAPE), 100–101
- General Authority for Statistics
(GAS), 42
- General education, 140–141
- German school system, 56
- Germany, special education in, 57–60
Gesamtschule, 57
- Global inclusionism, 10
- Good governance, 80
- Government of Indonesia, 155
- Government of Lesotho (GoL), 128,
131
- Grounded on social theory, 80
- Grundschule*, 57
- Gymnasium*, 57
- Hauptschule*, 57
- Health and human services network,
196–197

- Hearing impairment, 144–145
- High-functioning autism (HFA), 192–193
- Hlokomela Bana*, 128–129
- Human development, 77–79
- Incheon Declaration, 8
- Inclusion, 3, 5
- embarking on journey of collaborative practices and, 6
 - narrow understanding of, 58
 - of Nauruan concepts, 11–12, 19
 - as social justice in American public education, 100–103
- Inclusive classrooms
- building capacity in inclusive education, 14–18
 - collaboration to support inclusive classroom practice, 103–106
 - context of collaboration, 10–11
 - evaluation, 18–20
 - inclusion of Nauruan concepts, 11–12
 - map of Nauru, 9
 - meeting in partnership, 13
 - Nauru inclusive education context, 12–13
 - Nauru Inclusive Education Policy and Guidelines, 13–14
- Inclusive education. *See also* Special education, 2, 8, 10, 24, 41–43, 128, 140, 148–149, 199, 202
- building capacity in, 14–18
 - current issues in, 174–175
 - in Indonesia, 152–153
 - issues in, 153–154
 - in Lesotho, 129
 - policy, 134
 - reform, 10–11
 - in Saudi Arabia, 41–42
 - in Saudi schools, 43–46
 - teachers, 16–18
 - in United States, 100–101
- Inclusive educational systems through collaboration, 73–75
- Inclusive schools
- interdisciplinary cooperation, special and general educators in, 60–64
 - pre-and in-service teacher trainings, 64–65
- Independent local support councils, 196
- Individual learning program, 159–160
- Individualized Education Plans (IEP), 65, 147–148, 186–187
- Individuals with Disabilities Education Act (IDEA), 101
- Indonesia
- collaboration, 154
 - community, 160–162
 - Corruption Watch in 2003, 161
 - inclusive education in, 152–153
 - international organizations, 162
 - professionals and therapists, 158–160
 - school and members, 157–158
 - special needs education in, 151–152
- Indonesian National Plan of Action, 162
- Innovative learning environments, 80
- Instruction(al) collaboration, 41–42
- benefits of, 133
 - changes for successful, 49–51
 - education in Saudi Arabia, 42–43
 - educational reform and teacher collaboration, 45–46
 - inclusive and mainstream education in Saudi Arabia, 41–42
 - inclusive education and instructional collaboration in Saudi schools, 43–46
 - legislation and regulations, 50
 - professional development, 49–50
 - in research, 44–45
 - school-related factors, 51
 - teacher education, 50–51

- voices of teachers and professors, 46–49
- Integrated National Disability Strategy (INDS), 117
- Integration, 10
- Interdisciplinary approach, 204
- Interdisciplinary cooperation, 56–57, 63–64
- Interdisciplinary/interagency fertile connections, 84
- International inclusive educational contexts
 - embarking on journey of collaborative practices and inclusion around globe, 6
 - journey of collaborative practices and inclusion around globe, 2–5
- International organizations, 162
- Interprofessional approach, 204
- Intradisciplinary approach, 204
- Islamic law, 42
- Italian Ministry of Education, 72
- Japan, special education, 185–186
 - collaboration and consultation with relevant organizations, 189–190
 - collaboration with special needs schools, 190–191
 - formulation and utilization of individual needs education plans, 192–198
 - working with relevant organizations, 191–192
- Japan International Cooperation Agency (JICA), 173–174
- Kingdom of Saudi Arabia (KSA), 42–43
- Krousar Thmey Foundation (KTF), 143
- Law 23/2002 on Child Protection, 152
- Law on Education, 141–142
- “Learn-apply-reflect”, 181
- Learner, 73
- Learning disability (LD), 186
- Least restrictive environment (LRE), 101–102
- Leprosy Mission Myanmar, 176–177
- Lesotho
 - benefits of instruction
 - collaboration, 133
 - challenges of collaboration in inclusive education in, 129–131
 - current legal aspects of supporting inclusive education in, 131
 - current situation and issues in Lesotho inclusive education, 131–132
 - education in, 128–129
 - future perspectives of inclusive education in, 134
 - inclusive education in, 129
- Local Education Agencies (LEAs), 101–102
- Macrosystem, 77–83
- Magna Carta for Disabled Persons, 205
- Mainstream education, 43, 116
- Mary Chapman School for Deaf in Yangon, 173
- Meeting in partnership, 19–20
- Mental disabilities, 144–145
- Mesosystem, 83–88
- Microsystem, 88–89
- Millennium Development Goals (MDGs), 131
- Ministry of Education, 156, 170, 177–178
- Ministry of Education, Culture, Sports, Science, and Technology (MEXT), 186–187
- Ministry of Health (MoH), 147–148
- Ministry of Planning (MoP), 142
- Ministry of Rural Development (MRD), 147–148

- Ministry of Social Affairs, Veterans, and Youth Rehabilitation (MoSVY), 142–143
- Mircoengagement, 107
- Model of collaboration for Philippine inclusive education, 210–214
- Modeling, 103–104
- MoEYS, 145–146
- Multidisciplinary approach, 204
- Multimodal coaching and collaboration, 110–111
- Music therapy, 159
- Myanmar
 - application of therapies with help of professionals to promote special education, 172–182
 - department of social welfare for special education, 170–172
 - inclusive and special education in, 168, 175–176
 - legal aspects, 168–170
 - National Education Law, 170
- Myanmar Education Quality Improvement Program (My-EQIP), 181–182
- National Education Law (NEL), 168, 170
- National Education Policy Act (1996), 117–118
- National Education Strategic Plan (NESP), 174
- National education system, 152
- National Institute of Special Education (NISE), 143
- National interdisciplinary organization (NIO), 213–214
- National Policy on Orphans and Vulnerable Children, 131
- National Strategic Plan on Vulnerable Children, 131
- National Workshop on Inclusive Education, 155–156
- Nauru inclusive education context, 12–13
- Nauru Inclusive Education Policy and Guidelines, 8, 10, 13–14
- Nauru policy in inclusive education, 8–10
- Nauruan concepts, inclusion of, 11–12
- Negotiation model, 204
- Network, 133
- Non-Formal Primary Education (NFPE), 169
- Nongovernmental organizations (NGOs), 140–141, 205
- Normalization, 10
- Occupational therapists, 212–213
 - benefits of collaboration between teachers and occupational therapists in schools, 121
 - challenges faced by teachers and occupational therapists in working in partnership, 121–122
 - roles in collaboration, 120–121
 - shortage in schools, 123
- Occupational therapy in special schools, 172–173
- Opportunities for change, 87–88
- Orthopedagogy, 159
- Pacific Education Development Framework (PIFS), 12–13
- Paraprofessionals, 60
- Partnership
 - challenges faced by teachers and occupational therapists in working, 121–122
 - meeting in, 19–20
- Personalized additive services, 58–59
- Philippine Academy of Occupational Therapists (PAOT), 212
- Philippine Association of Speech Pathologists (PASP), 212
- Philippine educational program for CSN, 207–208
- Philippine inclusive education, 203

- collaborations in, 206–210
 - model of collaboration for
 - Philippine inclusive education, 210–214
 - nature and evolving models of
 - collaboration, 203–204
 - prospects of, 205–206
- Philippine Physical Therapy Association (PPTA), 212
- Physical therapy in special schools, 174
- Physiotherapy, 159
- Policy on Inclusive Education (PIE), 141–142
- Professional development, 3, 49–50
 - in inclusive education, 162–164
- Professionals, 158–160
 - collaborations among, 145–146
 - relationships, 99
- Professors, voices of, 46–49
- Progressive nation, 10
- Provincial Teacher Training Centers (PTTCs), 144–145
- Public special schools in South Africa
 - benefits of collaboration between teachers and occupational therapists in schools, 121
 - challenges, 123–124
 - challenges faced by teachers and occupational therapists in working in partnership, 121–122
 - collaboration, 119
 - Engine For White Paper 6, 118
 - occupational therapists roles in collaboration, 120–121
 - policies guiding inclusion, 117–118
 - shortage of occupational therapists in schools, 123
 - teachers roles in collaboration, 119–120
 - theoretical framework, 118–119
- Quality education, 117–118
- Rabbit School Organization, 143–144
- Realschule*, 57
- Relatedness, 27
- Relevant collaborative training, 85
- Republic of the Union of Myanmar, 168
- Resource room, 186
- Response-to-intervention (RTI), 58
- Right of the Persons with Disabilities Law, 169–170
- Saudi Arabia
 - education in, 42–43
 - inclusive and mainstream
 - education in, 41–42
 - inclusive education and
 - instructional collaboration in Saudi schools, 43–46
- Saudi educational system, 42
- Save the Children program, 179–181
- School committee, 161
- School Education Act, 190–191
- School Quality Assurance Standards Framework (SQASF), 181–182
- School-based occupational therapy, 120
- School-related factors, 51
- Screening Identification Assessment and Support (SIAS), 116
- Segregated education, 140–141
- Self-determination theory (SDT), 27
- Semarang Special Education Development Center, 159
- Sensory integration therapy, 159
- Sfondo istituzionale, 73
- Sign language, 173
- Skills development, 116
- Social entrepreneurship, 80
- Social exclusion, 2
- Social innovation, 80–82
 - educational inclusive ecosystem, 75–89

- promoting sustainable and inclusive educational systems through collaboration, 73–75
- Social Ministry, 156
- Social Welfare Administration, 173–174
- Sociocultural activity theory (SCAT), 118–119
- Solidarity, 18–19
- Sonderpädagogischer Förderbedarf*, 57
- South Africa, 116
- South African Schools Act (1996), 117–118
- Special assistant teachers, 159–160
- Special education. *See also* Inclusive education, 10, 116, 140–141, 148–149, 185–186, 205–206
 - in Germany, 57–60
 - interdisciplinary cooperation, special and general educators, 60–64
 - in Japan, 185–186
 - pre-and in-service teacher trainings, 64–65
 - teacher training in, 144–145
- Special Education Office (SEO), 142–143
- Special educational ambulatory service and counseling, 58–59
- Special educational needs (SEN), 2, 56, 140
- Special needs children, 152
- Special needs education (SNE), 185–186
 - coordinators, 188–189
 - in Indonesia, 151–152
- Special schools in Lesotho, 129
- Speech Pathologists, 212–213
- Speech therapy, 159
 - in special schools, 173–174
- Stakeholders engaged in education for children with disabilities, 142–144
- Status, certainty, autonomy, relatedness, and fairness model (SCARF model), 3, 24, 35–36
 - autonomy, 26–27
 - certainty, 26
 - and collaboration, 25–28
 - fairness, 27–28
 - relatedness, 27
 - status, 25–26
- Status, 25–26
- Structure of narrative connection, 73
- Student teachers, 3
- Students with disabilities, 42
- Supporting inclusive education in Lesotho, 131
- Sustainable Development Goals (SDGs), 116, 131, 177–178
 - SDG 4, 117–118, 141–142
- Sustainable human development, 72–73
- Teacher training center (TTC), 144–145
- Teachers, 128
 - benefits of collaboration between teachers and occupational therapists in schools, 121
 - challenges faced by teachers and occupational therapists in working in partnership, 121–122
 - classroom, 18
 - development, 24
 - education, 50–51
 - educational reform and teacher collaboration, 45–46
 - educators, 24–25
 - inclusive education, 16–18
 - roles in collaboration, 119–120
 - teacher, 50–51
 - training in special education, 144–145
 - voices of, 46–49
- Team-teaching in joint classes, 58–59
- Therapists, 158–160

- Top-down approach, 76–77
- Transdisciplinary approach, 204
- Transitional relationship model, 204
- Transtheoretical model, 204
- Traveling special educators, 63–64
- UNESCO, 162
- United Nations Convention
 - (UN Convention), 8
- United Nations Convention on the
 - Rights of Persons with
 - Disabilities (UNCRPD),
 - 117
- United Nations' 2030 Agenda for
 - Sustainable Development,
 - 2, 73–74
- United States Agency for
 - International Development
 - (USAID), 142–143
- Unity in Diversity, 151–153
- Universal design for learning (UDL),
 - 2
- Vision impairment, 144–145
- Voices of teachers and professors,
 - 46–49
- Voluntary Service Overseas (VSO),
 - 174–175
- Wages war, 24–25
- White Paper on Rights of People with
 - Disabilities (WPRPD), 117
- World Health Organization (WHO),
 - 148