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
microengagement 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
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
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

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

Incorporating Nauruan concepts, 11–12, 19
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

Incorporating special education concepts, 11–12
Incorporating Nauruan concepts, 11–12

Hearing impairment, 144–145
High-functioning autism (HFA), 192–193
Hlokomela Bana, 128–129
Human development, 77–79

Incheon Declaration, 8

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

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

Incorporating Nauruan concepts, 11–12
Incorporating special education concepts, 11–12

Hearing impairment, 144–145
High-functioning autism (HFA), 192–193
Hlokomela Bana, 128–129
Human development, 77–79

Incheon Declaration, 8

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

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

Incorporating Nauruan concepts, 11–12
Incorporating special education concepts, 11–12

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