

Development of Short-term Special Education Course for Early Childhood Teacher and Primary School Teacher Central Area under the Kru-Rak-Tin Project

**¹Asst. Prof. Krittagan Charlie Dhoppupa. Ph.D. ²Asst.Prof.Wanida Sarati.Ph.D.,
³Asst.Prof.Raktawan Siritawon, ⁴Boonma Limlamyong, ⁵Noppadon
Tumchuea.Ph.D.**

^{1,2,5}Curriculum and Instruction in Faculty of Education, Muban Chombueng Rajabhat University,
³Early Childhood Education Program in Faculty of Education, Muban Chombueng Rajabhat
University, ⁴Faculty of Education staff. Muban Chombueng Rajabhat University.

¹Email: ck.dhoppupa@gmail.com, ²E-mail: krudadada@gmail.com,
³E-mail : raktawanbee@hotmail.com, ⁴E-mail : bunma2512non@gmail.com
⁵Email : tay_math@hotmail.com

Abstract

Research subject is Development of Short-term Special Education Course for Early Childhood Teacher and Primary School Teacher central area under the Kru-rak-tin project. Its purpose is to develop short-term special education course. The research hierarchy is 1) studying related documents and research 2) analyzing related documents and research; learning standards and learning outcomes for early childhood and primary school teacher 3) curriculum development 4) curriculum assessment and critique experts 5) curriculum amendments as advised by experts and 6) research report. In addition, curriculum assessment is carried out through a two-step course evaluation process: 1) for course experts to or in early childhood education or primary education from 5 institutions of higher education. IOC was assessed once and the researchers brought back the results to improve. Then send it back to experts for consideration again and 2) have 3 specialists in special education to evaluate the curriculum.

The results of both assessments from the 5 experts, it was found that the course given in this short course. It is very suitable, with an IOC value of 0.98, meaning it can comprehensively address special education needs. It also gave further suggestions that in some subjects, parents should be encouraged to take part in the care of special children. In addition, the experts emphasized that in the introductory occupational therapy course for children with special needs. It's a very good course.

Index Terms— Short-term Special Education Course, Early childhood teacher, Primary school teacher, Central Area, Kru-Rak-Tin.

I. INTRODUCTION

In education management in Thailand that consists of formal, non – formal and informal education management. It is regarded as the most comprehensive education management. However, there is another thing that is no less important than the above three types of education management, namely the consideration of human resources as the driving force behind the nation's progress. Therefore, all forms of education management should be aware of this issue.

When referring to humans a broad and comprehensive view of diversity and differences, both physically and mentally, must be considered. If classified according to principle can be classified into **5 types** : (2022. <https://www.winnews.tv/news/11599>)

- 1) มนุษสเนรยิก (ma-nud-sa-na-ra-yi-ko) : hell beast man is a fierce, rude person.**
- 2) มนุษสเปโต (ma-nud-sa-pay-to) an imperial man is a person who is very greedy lustful.**

3) มนุษสตรัจฉาโน (**ma-nud-sa-ti-rat-cha-no**) the beast man is a man who obstructs morality.

4) มนุษสภูโต (**ma-nud-sa-pu-to**) a real human being is a full human being. A human being who keeps the 5 precepts forever.

5) มนุษสเทโว (**ma-nud-sa-tae-vo**) an angel is a human who keeps 5 precepts forever and continues to try to perform merits to increase his prestige. He is ashamed of sin, has ottappa, is always afraid of the consequences of sin. He is called a person who has a mind high as an angle.

For the classification of humans that can be observed by behavior can be **classified into 4 types**:

1) **Physical** : behavior is outward appearance, face, posture, skeleton, skin, hair, muscles, etc.

2) **Emotion** : behavior is expression of feeling of joy, sadness, anger, envy, aggression, etc.

3) **Intelligence** : behavior is thinking or problem solving ability, high IQ, low IQ, etc.

4) **Social** : behavior is the ability to express yourself among people or between people, socializing, talking, EQ, etc.

It has been observed that behavioral characteristics of human beings can be very indicative of an individual's personality. This results in teaching and learning management that teachers must understand the learning nature of each individual learner. In order to develop students to their full potential. Therefore, the development of a curriculum that is consistent with and meets the needs of both learners and graduate users is a preliminary consideration. So that the developed curriculum can be used in practice for the intended purpose.

For the National Education Act B.E.2542 (amendment No.2 B.E.2545 and No.3 B.E.2553) It is discussed in Section 1, Purpose and Principles. Section 6 states that "Education must be in order to develop Thai people to be perfect human beings in body, mind, intellect, knowledge and morals, having ethics and culture in life. able to live with others happily." and in Chapter 2, Educational Rights and Duties, Section 10 states that "Management education It must ensure that all persons have equal rights and opportunities to receive education. not less than twelve years, which the State must provide thoroughly and of quality without charge. Education for persons with physical, mental, intellectual, emotional, social, communication and learning disabilities or have a physical disability or disabilities or persons who are unable to rely on themselves or without a caregiver or underprivileged Must provide such persons with special rights and opportunities to receive basic education. Education for people with disabilities in paragraph two to be arranged from birth or found to be a disability free of charge and that such person shall have the right to receive facilities, media, services and any other assistance in education in accordance with the rules and procedures prescribed in the Ministerial Regulations. Management of education for individuals with special abilities must be arranged in an appropriate format by taking into account the ability of that person."

It can be seen that in this Act, it clearly mentions the provision of education for persons with special needs. When that is the case, I have come back to consider how the curriculum will be provided for this group of people since the core curriculum of basic education that Thailand has been using since 2008 until now it is an improvement course. 2017 until becoming a competency-based course Throughout the higher education courses, it was found that at the higher education

level, there will be courses related to special education for those interested in studying such as Chiang Mai Rajabhat University. There are both Bachelor of Education programs and the Master of Education Program in Special Education, Chiang Rai Rajabhat University There is a bachelor's degree program Special Education, Sornnakharin Wirot University offers programs in the form of single majors, double majors in the field of special education. and has a graduate certificate program special education and care field, Songkhla Rajabhat University in the field of special education - Thai language, Kasetsart University Graduate Certificate Program in Teacher Professions – Special Education, Mahidol University Master of Education Program Education for people with special needs, etc., or many universities that offer courses in special education, both at the graduate certificate level and up to the graduate level.

In addition, under the Kru – rak - tin local project which is a scholarship for students in remote areas as new teachers to improve the school quality of the community by the Education Equality Fund, or NESDB, which has been distributed to universities across the country. Especially Rajabhat Universities located in remote areas provide educational opportunities for students in those areas. and Muban Chom Bueng Rajabhat University is one of the universities that have been selected by NESDB has been given the opportunity to develop learners up to 3 consecutive generations. in the field of early childhood education. But in practice, when graduates enter the real world, they will encounter diverse and different learners. Both normal and special children Moreover, these graduates must have the opportunity to provide teaching and learning opportunities for elementary school students. Throughout the period of the past education management in Thailand It can be seen that during the past 10 years there has been a mention of the term "special education" in many aspects. If considered, special education means teaching and learning to learners with special characteristics that are different from normal learners, that is, learners with special characteristics, known as “special children”, can be classified into 3 characteristics. (2022. <https://th.rajanukul.go.th/preview-5033.html>) is:

1) Children with special abilities Children in this group are often not supervised. seriously help Because they are often regarded as being smart children. able to survive But in fact, sometimes it increases the pressure even more because they think they should be able to do more than they are Therefore, conventional learning methods cannot meet the learning needs of children. cause boredom and causing the existing talent to not show its full potential.

Children with special abilities are divided into three subgroups:

- Children with high intelligence are children who have Intelligence level (IQ) from 130 and above

- Children with special abilities Maybe not a child with a high level of intelligence. But there are special talents that stand out from others in the same age, which may be mathematics - logic, language use, art, music, sports, acting, etc.

- Creative children

2) Children with disabilities. There are several divisions The Ministry of Education's guidelines are divided into 9 groups:

- Children with visual impairments
- Children with hearing impairments
- Children with communication disabilities
- Children with physical disabilities and movement

- Children with emotional and behavioral disabilities
- Children with intellectual disabilities
- Children with learning disabilities
- Children with autism (including other developmental disabilities - PDDs)
- Children with multiple disabilities

3) Poor and disadvantaged children. A child who lives in a poor family lack of necessary factors for growth and children's learning Including groups of children who are disadvantaged in education from other causes such as street children, children in labor, migrant children, etc.

The groups of children mentioned are children with special needs. Additional care should be taken by special means. which is different from the usual method to help them develop to their full potential to have physical health good mental health have equal educational opportunities and accepted in society.

In addition, there are a number of special type 2 children entering the basic education system. and create difficulties in learning management for teachers This will directly affect the development of students in various fields. It has also been disclosed information from the NESDB. (2022. <https://thaipublica.org/2020/08/thai-education-high-inequality01/>) It can be concluded that the situation of Thai education in the 2019 academic year of 7.3 million Thai students, more than half of them are in the vulnerable group. Disadvantaged - Handicapped Average income of poor students is 1,268 baht per household. Found another 4.5 thousand students without schools in the residential sub-district. For children with disabilities entering the basic education system (2022. <http://dcy.go.th/webnew/ebook/interest/5/files/basic.html/page201.html>) Found that there are more than 300,000, which is a number that is extremely worrying. because teachers in schools lack knowledge in this area or if there are, there are quite a few teachers who have graduated in this field.

For this reason, in order to add knowledge in this area to students who received scholarships from the National Education Foundation under the Kru-rak-tin project. Therefore, it is something that can answer the NHSO's question very well.

Therefore, it is interesting that if to develop a short-term special education course and be able to be a model for the central region. To train students in the field of early childhood and primary education who receive scholarships under the Kru-rak-tin project. What will the course look like?

Objective

To develop a short-term special education curriculum for early childhood and primary school teachers in the central region Under the Kru-rak-tin project.

Research Method

1. This research is R&D research with the following research steps:

1.1 R1 : Study information from related documents. to create a short-term special education course.

1.2 D1 : Create a short-term special education course Then send it to 5 experts to evaluate the IOC value in the first round.

1.3 R2 : Take the results of the expert evaluation and make adjustments. Then send it back to the experts for a second round of IOC evaluation.

1.4 D2 : The same 5 experts re-evaluate. to obtain a short-term special education course.

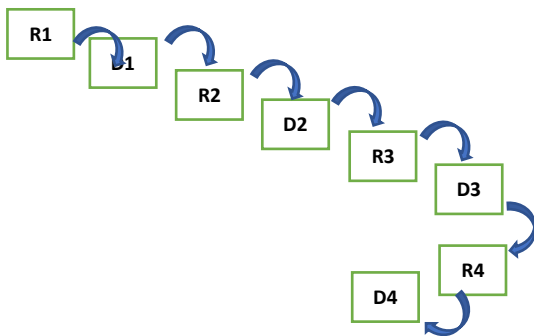
1.5 R3 : Take the result from D2 and complete it again. Sent to 3 experts to review the course.

1.6 D3 : 3 experts criticized the course.

1.7 R4 : Bring the results of the course reviews back and make corrections as suggested by the 3 experts. and send it back to the same specialist for consideration again.

1.8 D4 : The 3 experts (the original set) consider what the researchers have adjusted according to the recommendations. There is a table comparing the results from D3 for experts to consider.

From the above steps can be written as a schematic diagram as follows.



2. Scope of content : The subjects in this short-term special education curriculum for early childhood and elementary school teachers It was developed from the analysis of learning indicators and standards in the Core Curriculum of Basic Education B.E. special.

3. Scope of time : Research period is 1 academic year, which is a year from November 2021 to October 2022.

4. Area scope : research this subject once completed. will be applied to the central region Under the kru-rak-tin local project only.

5. Scope of Experts : Divided into 2 parts: 5.1) IOC Assessment Experts 5 persons and 5.2) Experts in Curriculum Assessment 3 persons, details are as follows:

5.1 Qualifications of 5 experts in the IOC valuation are as follows:

- Must have completed a master's degree or a PhD in curriculum and teaching. or primary education or early childhood education or special education or pedagogical science
- Must have demonstrated academic achievements
- Must have at least 2 research work experience

5.2 Qualifications of 3 experts in appraisal of the course are:

- Must have completed a bachelor's degree or higher in curriculum and teaching or primary education or early childhood education or special education or pedagogical science

- Must have at least 5 years of experience in special education or work related to special education

6. Research tools

6.1 IOC Evaluation Form

6.2 Short-term special education courses

7. Preliminary agreement

7.1 This evaluation of IOC was carried out in 2 cycles to confirm and support the results of the IOC evaluation from real experts.

7.2 Critique assessment of this course Experts ask for assessment through the course documents. The researchers developed this time. It is inconvenient to hold a meeting to criticize the course due to the COVID-19 epidemic situation. This does not affect the credibility of any course review.

7.3 All 8 experts in different areas and is assessed through that document It does not affect the assessment in any way.

8. The research process consists of

8.1 Study documents and research related to special education

8.2 Analyze learning indicators and standards in early childhood education and primary education.

8.3 Collect the results from items 6.1 – 6.2 and analyze and synthesize them to develop a short-term special education curriculum.

8.4 Draft development of short-term special education courses

8.5 Evaluate short-term special education courses Assign 5 experts to evaluate the IOC, Round 1

8.6 Bring the results of the assessments back to improve as suggested by the experts and return the results of the improvements to the experts for consideration.

8.7 Complete the second expert review. Before sending it to 3 experts to review the course.

8.8 Critique assessment of the curriculum by 3 experts at least 2 times. It was a critique through the documents sent to them because the experts were not comfortable meeting to criticize the course. With the situation of the epidemic of Covid-19

8.9 Once the results of both course reviews have been completed The researchers therefore write a full research report to present to the funders.

Research Results

The presentation of the results of this research It is a presentation of the results of the IOC determinations by five experts, for which the researchers had the experts assessed twice as specified in the preliminary agreement. Resulting in research results from finding the IOC values

for all 22 questions at the level of 0.98, which is considered a very good level of accuracy. It can be described individually as follows:

1. Questions about the suitability of the number of credits and the suitability of the course titles are at the 1.00 level.
2. The question on the suitability of the course descriptions for all 20 courses is at the 0.98 level.
3. The question on the appropriateness of the course division in each course is at the 1.00 level.

In addition, the assessment found that in the short-term special education curriculum for early childhood and primary school teachers, this is a compulsory major, with a total of 20 courses, a total of 60 credits, which will be reviewed by 3 experts in the next order.

Summary of Research Results

As already mentioned in the research findings that The presentation of the results of this research is a presentation of the results of the IOC determination by 5 experts, which the researchers asked the experts to evaluate twice. The results are highly credible. After the results of the IOC determination were completed, the researchers sent the aforementioned course to three experts for further critique assessment.

Discuss the Results of the Research.

From the objectives of this research To develop a short-term special education curriculum for early childhood and primary school teachers in the central region Under the Kru – rak – tin project. Including from the results of the early research, which is the process of determining the IOC value by 5 experts, can discuss the results as follows:

1. The suitability of the number of credits and the suitability of the course titles are at the 1.00 level. Experts commented that short course developed this time considered to cover special educational content. The assignment of credits for a short course depends on the purpose of the course, in line with what is written in The Education Council Office (2019, pp. 83-86) that, in the development of small-scale courses with multi-sensory courses. There are usually differences in goals and objectives, which means they include the number of credits or hours and the course or course name.
2. The appropriateness of the course descriptions for all 20 subjects was at the level of 0.98. This was because there was one course in which one expert noted how to teach to reach the level of practicality as written in the word. Explain the course, that is, the moral and ethics course for special education teachers. which is an abstract course. This is in line with the writing on the guideline for cultivating morals and ethics in Thai society (Ponphithak Hembasat and Wannapol Phimphasalee, 2020) that teaching morals and ethics in Thai society, especially, must begin with educational institutions in collaboration with institutions. family This means that in the course of morals and ethics for special education teachers. What experts have observed is therefore correct, making the IOC value in this area only 0.98, which is still considered valid.
3. The appropriateness of the course division in each course is at the level 1.00, which some subjects are divided into 3 courses, some subjects are divided into 2 courses, depending on the description of that course, how it is divided Course in the course This short term is made for those who are interested in studying and can compare their grades in the future. In line with the policy guidelines of the Ministry of Higher Education, Science, Research and Innovation (TSU), which has announced "National Credit Bank" allows people of all ages to apply credits from

various courses such as general training, certificate course and Non Degree courses to collect At a certain level can obtain a certificate of expertise, or diploma To show that they are skilled and knowledgeable in various fields and can be utilized in their work and business.

Conclusion

This research can be a tool for various educational institutions that provide teaching and learning in different ways, namely 1) normal educational institutes with both joint and co-educational children and 2) institutions or specialized schools. In addition, this research is beneficial to those who are interested in studying special education, because it is a short course It doesn't take much time to study. However, there are very few or almost none of these types of special education programs in Thailand. Therefore, this research may be regarded as the starting point for special education with short-term courses in Thailand

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