

Report of vocational visit to YKII, Bogor

On Sunday the 12th of April 2015 we left Melbourne to travel to Bogor, Indonesia. From the airport in Jakarta we travelled by car to our hotel in Bogor with Peter Titirololoby, who acted in the role of our translator (and third facilitator!) for the duration of the trip.

On Monday morning we met Dede and Dianti at the hotel for breakfast, caught up about Dianti's visit to Australia in 2014 and discussed the program for our time in Bogor. We then moved to SAP 1 to meet with teachers who worked at that campus. We had an orientation session about how the foundation and schools were created and were also given by a brief overview of the experience and roles of the people who were part of YK11 programs. We learnt that the program operates across two campuses. SAP 1 provides intensive 1:1 teaching programs that run for 70 minutes. Some students come in for their session before or after their school day whereas for others this programs acts as the only therapy or educational support they access. SAP 2 provides an educational program for six students and runs as per normal school hours.



In the first week we visited both campuses as well as four other schools in the area that were providing inclusive education for students with Autism Spectrum Disorder and other disabilities. On Tuesday Gabi visited Sekolah Alam which provides educational programs similar to Steiner schools in Australia. The curriculum focuses on child-centred learning and encourages exploration of the natural world as the underpinning method of teaching and learning.

Adele visited SDIT Al-Yasmin to observe the inclusion of Dianti's son Faris and other children with special needs in his classroom. It was interesting to note the role of the shadow teachers who act as aides but are employed by the student's parents. Difficulties faced by the teachers in this setting are around how to spend time with special needs students individually and how to modify programs to better suit their needs.



On Wednesday we went as one whole group with Maya, the psychologist who works with YK11, to visit a Government primary school. The school has been identified by the Department of Education as an inclusive setting for

students with special needs and because of this has been inundated with students with various disabilities. The ratio of students with special needs far outweighs the 'typical' students in each classroom with one class comprising of 23 students, 20 of whom have learning difficulties. Each classroom has only one teacher and because of this the mothers of many students stay at school during the day to support their child in the classroom. In the afternoon we visited Madania, a private school that provides excellent and comprehensive programs for students with special needs comprising of intensive teaching sessions and integration into mainstream classroom with a focus on developing social skills.



Following these visits we discussed with the teaching teams at SAP 1 and SAP 2 what was working really well in each setting and how students with special needs could be further supported to develop their communication skills and independence.



Our observations at SAP 2 included seeing a 'farming' session outside in the garden the students had established. Dianti explained that this was an idea the team had developed after seeing a similar program at Western Autistic School's Wattle program. The students were clearing rocks from the dirt, clearing the garden beds and planting seeds. There were opportunities for students to work on tasks with others or alongside others. After eating the students completed individual literacy and numeracy tasks inside the classroom.

At SAP 1 we observed the teachers conducting 1:1 teaching sessions focusing on skills such as labelling objects, requesting items, fine motor skills and academic skills.

We had the opportunity to engage in both formal and informal discussions with a number of teachers and parents during our visit. Formal discussions were encouraged during seminars where we emphasised the value of sharing information, sharing ideas and problem solving collaboratively.

Informal discussions with teachers often took place within the classroom context as we observed students with Autism Spectrum Disorder during learning sessions. Teachers requested information about ways to better manage student behaviours. They expressed a range of concerns including students avoiding tasks, students unable to keep up with specific curriculum content, students becoming frustrated and tantruming, difficulties communicating with students and they also sought clarification about the role of the "shadow" teacher.

Our key message to all teachers was to create a classroom environment that prevents difficult behaviours by putting in place appropriate learning supports. We advocated the importance of observing and understanding the underlying cause of behavioural challenges and learning difficulties then proactively addressing these challenges.

Specific **proactive** strategies discussed included:

- Ensuring **all** students have a means of communication. We noted that non-verbal students generally had not been taught a system of communication so there was much robust discussion about using pictures in lieu of words.
- Introducing more visuals such as photos, pictures, written instructions and timetables to support students to comprehend language and be clear about learning expectations.
- Ensuring students are motivated to learn – incorporating their special interest into learning sessions either as part of the content or as a reward for completing set tasks.
- Considering long term outcomes and working towards independence – encouraging shadow teachers to step back and facilitate independence whenever possible.

Informal discussions with parents also took place during school visits, with some schools arranging a shared morning tea/question answer session. Like teachers, parents also expressed concerns about challenging behaviours and sought advice on strategies to manage behaviours at home. We discussed individual examples of behaviours and linked these to the current professional understanding of Autism Spectrum Disorder. A common theme for many parents was the question of pathways for their children beyond formal schooling.



Existing Opportunities:

- Introducing collaborative work within the campuses, including peer-observations among teachers and staff meetings as a way to develop consistent understanding and practice.
- Establishing a strong link with Peter's NGO *YPPI Yayasan Pendidikan Inklusif, Indonesia* and The Australian International School in Jakarta where he teaches.
- Information sharing between YK11 and other schools.
 - Maya works at Madania and could facilitate the sharing of information between Madania and YK11 programs to develop expertise and curriculum programs.
- Further develop the curriculum and individualised learning programs at SAP 2.

Gaps

- Teacher knowledge and training to teach students with Autism Spectrum Disorders.
- Understanding the role of the shadow teacher.
- Limited collaboration between campuses, particularly regarding students who spend time at both campuses.
- Limited parent involvement in the development of Individual Learning Plans.
- Need for a clearly defined leadership/ management structure that is specific to the school program.
- Need for clearly defined practices/ policies and procedures as well as a strategic plan.

Future actions

- *To appoint a Principal that acts as a program leader for both campuses and encourages the development of pedagogical standards as well as the formation of clear business structures such as a strategic plan.*
 - It would be most beneficial for someone to support the Principal to establish business plans and policies that work towards making the school sustainable with clear goals and their own means of funding for the future. We recommended that the foundation contact Australian Business Volunteers to seek someone to work with them on this over a few months.
www.abv.org.au
We also thought that there may be someone within the rotary community who could undertake this role.
 - We considered the benefit of providing an exchange program where the person who is flagged as a candidate for the YK11 Principal position comes to Australia and works at the Western Autistic School while studying with the Autism Teaching Institute. At the end of this time they could return to YK11 with a qualification and the experience of working in an environment that focuses on the education of students with an Autism Spectrum Disorder.
 - Perhaps a local who has had experience working outside of Indonesia could act in the role of Principal to establish fundamental ideologies within YK11 including collaboration and building partnerships. Alternatively, someone from Australia who could provide a viewpoint outside of the customs and expectations that are currently consistent in Indonesia including being direct about the purpose of work with potential partners and setting up expectations that all staff to work collaboratively.

- *To develop teacher knowledge and expertise about teaching students with Autism Spectrum Disorder.*
 - This could begin with an emphasis on teacher collaboration between SAP 1 and SAP 2
 - Collaboration with schools such as Madania where there are excellent programs and trained teachers. Maya could facilitate this.
 - Utilise Peter Titirololoby as a consultant and source of information for teacher training, program development and opportunities for peer-observations.
 - We discussed the optimal goal of key teachers being able to access some formal training that is autism-specific. Ideally this could involve someone with a clear understanding or experience with special education in Indonesia in partnership with an organisation like the Autism Teaching Institute. The aim would be to develop course content that offers a qualification to teachers at one level, and potentially 'shadow teachers' and parents at another level.

- *To develop vocational pathways for the students at SAP 2*
 - Establish clear goals for what students need to achieve by the end of their schooling. This could be based on the model of Managed Individual Pathways that are implemented in Australia.
 - Identify likely occupations for students after schooling and begin to teach and develop the students' capacity to complete these roles in their last years of school. This will make the learning programs at SAP 2 much more targeted and relevant to the students' needs at that stage of their life
 - For the school to make links with potential employers in the community to provide work experience opportunities for students. For example, the opportunities Pak Mus offers within his business.

We would like to conclude by saying we had a fantastic experience and were encouraged by the positive attitude and acceptance of all those involved in the YK11 programs. The parents offered invaluable insights about their own understanding of the abilities and needs of their children and were eager to gain new information.

We engaged in many conversations about the opportunities that were already available to YK11 and the importance of making opportunities happen in the areas that they believed were important.

We congratulate the members of the foundation on the outstanding effort and commitment they have shown to the program and the children. This was demonstrated throughout our observations of the YK11 programs. We encourage the foundation to continue being passionate about their work and to continue to act as strong advocates for children with Autism Spectrum Disorder.

The foundation are immensely grateful for the support of the Rotary Club and we believe that with the right support that they have the capacity to provide excellent programs targeted to children with Autism Spectrum Disorder and build a sustainable business model into the future.

Adele and Gabi

May 4th 2015

Itinerary

Day	Date	Agenda
1	Sunday, 12 April 2015	Arrived in Jakarta. Proceed to Bogor (by bus or taxi). Stay at Santika Hotel, Bogor.
2	Monday, 13 April 2015	<p>Orientation</p> <p><u>Morning session</u> (09.00 – 12.00): Venue: SAP 1</p> <ul style="list-style-type: none"> • Presentation about YKII (Dede) • Presentation about learning process at SAP 1 (Mella) • Presentation about learning process at SAP 2 (Dainti) <p><u>Afternoon session</u> (13.00 – 17.00)</p> <p>Meet and discuss with parents (Venue: SAP 2)</p>
3	Tuesday, 14 April 2015	<p>Field trip</p> <p><u>All day</u> (07.00 – 15.00)</p> <p>Visit to partner's schools:</p> <ul style="list-style-type: none"> • Sekolah Alam – Gabi (facilitated information session with parents and staff at school) • SDIT AL-Yasmin- Adele (facilitated short information session and answered questions from staff and students at school- 30 mins.)
4	Wednesday, 15 April 2015	<p>Field trip</p> <p><u>All day</u> (07.00 – 15.00)</p> <p>Visit to partner's schools::</p> <ul style="list-style-type: none"> • SD Perwira – Gabi and Adele (Facilitated information session and question and answers from parents and staff at school – 30 mins.) • Sekolah Madania
5	Thursday, 16 April 2015	Observation and discussion on learning process at SAP 2. (7.30- 14.00)
6	Friday, 17 April 2015	<p>Observation and discussion on learning process at SAP 1. (7.30-14.30)</p> <p><i>*Seminar (17.00- 21.00) - Core impairments of ASD and strategies for the NGO 'YPII Yayasan Pendidikan Inklusif, Indonesia'</i></p>
7	Saturday, 18 April 2015	Off time (sightseeing around Bogor)
8	Sunday 19 April 2015	Off time (sightseeing around Bogor)

9	Monday, 20 April 2015	Discussion at SAP 1 (lessons from the visits and observations) (8.00-15.00)
10	Tuesday, 21 April 2015	Seminar: Presenting experiences and ideas for improving teaching program for autistic children (by the visitors). (8.00-16.00) Participants: Therapists, parents, government representatives (around 20 participants) Venue: Gumati Meeting Place and Restaurant
11	Wednesday, 22 April 2015	<u>Morning session</u> (09.00 – 12.00): Venue: SAP 1 Formulation of Action Plan for YKII <u>Afternoon session</u> (13.00 – 14.00): Visit the City Vice-Mayor of Bogor Dinner with rotary representatives from Bogor
12	Thursday, 23 April 2015	Returned to Jakarta
13	Friday, 24 April 2015	Returned to Australia

Other links:

Bogor Rotary representatives:

Mr Trisna Purbojo- President
Home address: Jl. Sawojajr no. 16
Bogor 16121
Email: tpurbojo@yahoo.com

Mr Dirk Jan Kleijn
Ms Rochmah Chamim Kleijn

Blogspin (Bogor Loving Special Needs) members.

Bogor's Vice Mayor:

Mr Ir. Usmar Hariman. He has a special needs daughter aged 17.