

Book of Abstracts

The 9<sup>th</sup> World Disability and Rehabilitation  
Conference 2024  
(WDRC 2024)

02<sup>nd</sup>, 03<sup>rd</sup> & September 2024

Bali, Indonesia |

Committee of the WDRC - 2024

The International Institute of Knowledge Management (TIKM)

Tel: +94(0) 11 2876551

[publication@tiikmedu.com](mailto:publication@tiikmedu.com)

**Disclaimer**

The responsibility for opinions expressed in articles, studies and other contributions in this publication rests solely with their authors, and this publication does not constitute an endorsement by the WDRC or TIKM of the opinions so expressed in them.

Official website of the conference

<https://disabilityconference.co/>

Book of Abstracts of the 9<sup>th</sup> World Disability and Rehabilitation Conference 2024  
(WDRC 2024)

Edited by Prof. Dr. Loren O'Connor

ISBN 978-624-5746-67-5

Copyright @ 2024 TIKM

All rights are reserved according to the code of intellectual property act of Sri Lanka,  
2003

Published by The International Institute of Knowledge Management (TIKM),

No: 531/18, Kotte Road, Pitakotte, 10100, Sri Lanka

Tel: +94 117 992 022

E mail: [publication@tiikmedu.com](mailto:publication@tiikmedu.com)

## MESSAGE FROM THE CONFERENCE CO-CHAIR - WDRC 2024

Dear conference participants,

As the Chairperson of the 9th World Disability and Rehabilitation Conference, September 2 and 3, I would like to welcome all of you to an exciting, meaningful, powerful global event that will impact those who attend and actively participate in a positive and productive manner. I find it both outstanding and rewarding that we have so many wonderful professionals and leaders in the disability field attending from numerous countries, These individuals will be sharing their knowledge, passions, expertise , advocacy skills and examples of activism along with highlighting inclusion and accessibility, The conference theme this year is "Awareness, Inclusions, accessibility in a changing world - Learn how to take action and support people with disabilities in a world with geopolitical climate and immigration changes.' In today's world, we have may conflicts that are creating more individuals with challenges and disabilities. People must be educated and made aware of the issues, this will allow for an acceptance and understanding of each other's culture, the right to be authentic, be able to share one's ideas without negative repercussions or consequences and learn to be supportive of all individuals regardless of disabilities.



The conference will provide an environment of learning, networking, sharing of new ideas and recommendations on how to best support people with disabilities and their families. It is my wish; you are able to establish new friendships and work together for a better and improved world for all of us.

### **Prof. Dr. Loren O'Connor**

Conference Co-Chair  
President of WDRPA,  
Former University Assistant Vice Chancellor,  
Office of Accessible Education.  
Kolpin & O'Connor Global Consultants, LLC

**Co-Hosting Partners:**

World Disability and Rehabilitation Professionals Association (WDRPA)

Udayana University, Indonesia

**Academic Partners:**

Rainbow Disability Nepal, Nepal

University of Lodz, Poland

National University, Philippines

University of Cebu, Philippines

University of the Western Cape, South Africa

**Organized by:**

The International Institute of Knowledge Management (TIKM), Sri Lanka

## WDRC 2024 Committee

- PROF. DR. LOREN O'CONNOR (Conference Co-Chair, WDRC 2024)  
*President of WDRPA, Former University Assistant Vice Chancellor, Office of Accessible Education. Kolpin & O'Connor Global Consultants, LLC.*
- DR. JOEL SNYDER, PHD (Keynote Speaker, WDRC 2024)  
*The President of Audio Description Associates, LLC  
The Founding Director Emeritus of the Audio Description Project of the American Council of the Blind, USA*
- ASSOC PROF. ELIZA CHANDLER (Keynote Speaker, WDRC 2024)  
*Co-Director of Bodies in Translation Project  
School of Disability Studies  
Toronto Metropolitan University  
Canada.*
- AIKO AKIYAMA (Keynote Speaker, WDRC 2024)  
*Expert Disability Inclusion, Social Affairs Officer, Gender Equality and Social Inclusion Section, Social Development Division, United Nations Economic and Social Commission for Asia and the Pacific (ESCAP)*
- DR. JOSE FRANTZ (Keynote Speaker, WDRC 2024)  
*Co-Director of Bodies in Deputy Vice Chancellor for Research and Innovation  
University of the Western Cape  
South Africa*
- PROF. DR. GERRY DUWIN DELA ZERNA (Plenary Speaker, WDRC 2024)  
*The President and CEO  
Guided and Unified Interaction for the Development of Children, Inc.  
Philippines*
- MR. ISANKA. P. GAMAGE (Conference Convener, WDRC 2024)  
*The International Institute of Knowledge Management, Sri Lanka*
- MR. OSHADEE WITHANAWASAM (Conference Publication Chair, WDRC 2024)  
*The International Institute of Knowledge Management, Sri Lanka*

MS. KALPANA MADAVIE	(Conference Secretariat WDRC 2024) <i>The International Institute of Knowledge Management, Sri Lanka</i>
MS. DULMI CHAMIKA	(International Relation Officer, WDRC 2024) <i>The International Institute of Knowledge Management, Sri Lanka</i>
MS. PANSILU PUSSEDENIYA	(International Relation Officer, WDRC 2024) <i>The International Institute of Knowledge MANAGEMENT, SRI LANKA</i>
MR. THARAKA THANUJA	(Publication Committee, WDRC 2024) <i>The International Institute of Knowledge Management, Sri Lanka</i>

#### **Editorial Board – WDRC 2024**

##### **Editors in Chief**

Dr. Loren O'Connor, *President of WDRPA, Former University Assistant Vice, Chancellor, Office of Accessible Education. and/or Kolpin & O'Connor Global Consultants, LLC.*

*The Editorial Board is not responsible for the content of any abstract*

#### **Scientific Committee – WDRC 2024**

Dr. Sujeewa Weerasinghe, *National Organizer, The Chartered society of physiotherapy, Sri Lanka*

Dr. Maria Agnieszka Paszkowicz, *University of Zielona Góra, Poland*

Dr. Muna AlHammadi, *College of Education, Zayed University, Dubai, UAE*

Dr. Wesam Darawsheh, *The school of rehabilitation sciences, The University of Jordan, Jordan*

Dr. Selahattin Aydin, *Istanbul Kent University, Turkey*

Dr. Dorothy Kobus-Ostrowska, *University of Lodz, Poland*

Dr. Yuleinys A.Castillo, *Department of Counselor Education and Rehabilitation, California State University, USA*

Dr. Gerry Duwin A. Dela Zerna, *University of Makati, Philippines*

Dr. Tan Shermin, *International Nepal Fellowship, Nepal*

Dr. Joel Snyder, *Audio Description Project, American Council of the Blind, USA*

Dr. Abigail O. Akande, *The Pennsylvania State University - Abington College, United States of America*

Dr. Emine Ayyildiz, *The department of special education, Istanbul Medeniyet University, Turkey*

Dr. Mandeep Singh, *University of Jammu, Jammu and Kashmir*

Dr. Divya Rose Peter, *Head of School of Education, Faculty of Social Sciences, Malaysia*

Dr. Pinar Kaya, *Istanbul Medipol University, Turkey*

Dr. Bunsung Heng, *Cambodia*

Dr. Kokila Wijewickrama Abeykoon, *University of Moratuwa, Sri Lanka*

Dr. Humaira Shafi, Assistant Professor, *National University of Science and Technology (NUST), Islamabad, Pakistan*

Dr Babalwa Tyabashe-Phume, *University of Cape Town, South Africa*

Dr Kofi Nseibo, *University of Cape Town, Kwame Nkrumah University of Science and Technology, South Africa*

Dr Nomvo DwaDwa-Henda, *Stellenbosch University, South Africa*

Dr Richard Vergunst, *University of Cape Town, South Africa*

Prof. Karima Chaabna, *Weill Cornell Medicine, Qatar*

Dr. Shonda McLaughlin, *National Leadership Director of RespectAbility, USA*

<b>ORAL PRESENTATIONS</b>
---------------------------

<b>EDUCATION, EMPLOYMENT AND ENTREPRENEURSHIP I</b>
---

A1	1.	Identifying Learners at Risk for Special Education: Basis for a Proposed Referral, Intervention and Support Program in Inclusive Education  <i>Ching JD and Dela Zerna GD</i>	2
A2	2.	Unveiling and Generating Awareness about Autism  <i>Patil SG and Deshmukh VD</i>	3
A3	3.	Early Childhood Inclusion Program for Children Ages 0 – 4  <i>Salomon ACM</i>	4
A4	4.	Preparing Facility-Based Institution Teachers toward Inclusive Education  <i>Doneso-Flores and Dela Zerna GD</i>	5
A5	5.	Peer-Mediated Instruction for Learners with Special Educational Needs in an Inclusive Education Setting  <i>Baladad RDY and Dela Zerna GD</i>	6
A6	6.	Promoting Distance Learning of Learners with Special Educational Needs in the “New Normal”  <i>Flores RC and Dela Zerna GD</i>	7
A7	7.	Responding to the Educational Needs of Learners with Disability in the 21st Century Educational Landscape  <i>Bicera EC</i>	8



A8	8. Support Provision for Receiving and Inclusive Education Teachers Empowerment (Sprite): A New Milestone for The Special Education and Inclusive Education	9
	<i>Quijada DS</i>	
A9	9. The Development of Supported Employment in Malaysia	10
	<i>Wei SH</i>	
A10	10. Awareness, Inclusiveness, Accessibility in A Changing World Autism & Employment	11
	<i>Burgoyne K</i>	
A11	11. Multicultural Education and Diversity Management in a Basic Education Institution, Province of Iloilo, Philippines: Uncovering Factors Leading to a Training Program	12
	<i>Dizon MB</i>	
A12	12. Evaluating the Special Education Program in The National Capitol Region toward an Enhanced Program Implementation	13
	<i>Belena NF and Dela Zerna GD</i>	
A13	13. Enhancing Inclusivity and Skill Development in Early Childhood Education: A Montessori Approach for Children with Diverse Disabilities	14
	<i>Jinilraj JR, Yasir M and Jumanath MN</i>	
A14	14. Collaborative Versus Individual Study Approaches and Frequency of Study Sessions on Oral Revalida Performance	15
	<i>Jimeno, CP and Bautista LA</i>	
A15	15. Exploring the Effectiveness of Universal Design for Learning (Udl) In Addressing the Educational Requirements of Children with Cerebral Palsy: An Experimental Study	16
	<i>Jinilraj JR, Yasir M and Anjala EKF</i>	
A16	16. The Feasibility and Realization of Ma-By Learning and Intervention Center: Insights and Direction	17
	<i>Guzman GMG</i>	

## HEALTH SYSTEMS AND SOCIAL PROTECTION (B)

- |    |     |  |    |
|----|-----|--|----|
| B1 | 17. | Insights from Medical Professionals in Japan on Serving Patients with Disabilities and the Effectiveness of the Training Workshop<br><i>Chikako Y, Sarasa K, Shinsuke H and Chieko M</i> | 27 |
| B2 | 18. | Embracing A Disability Lens in Mental Health: Addressing Needs, Gaps, And Opportunities<br><i>Nath L, Malla S, and Kandel R</i>  | 28 |
| B3 | 19. | Enhancing Self-Help Skills of Learners with Disability in a Public Sped Center through Interrelated Need-Based Operations (Ino)<br><i>Yen ID</i>   | 29 |
| B4 | 20. | Effectiveness of a Disability Liaison Officer Service in Metropolitan Emergency Department<br><i>O'Shannessy E, Talarico C, Roberts K, McCaskie D, Lakhani A Koolstra C and Mitra B</i>  | 30 |
| B5 | 21. | A Survey of Physical Activity Experience of Older Adults in Aba, Abia State Nigeria: Implications for Rehabilitation<br><i>Odo EO, Ogenyi EM, Offodile H and Ogu CK</i>                  | 31 |
| B6 | 22. | Wholistic Approach to Reach Meaningful Transformation and Health<br><i>Manolita J</i>  | 32 |

## DISABILITY RIGHTS AND ADVOCACY I (C)

- |    |     |  |    |
|----|-----|--|----|
| C1 | 23. | Critical Analysis of 'Person with Benchmark Disability' Under the Rights of Persons with Disability Act, 2016, With Respect to Hemophilia in India<br><i>Tak S and Deshpande A</i> | 39 |
|----|-----|--|----|

C2	24. Disability and Vulnerable Groups Inclusion in Covid-19 Policy and Planning in Sub-Sahara African Countries	40
	<i>Sulaiman SK, Zandam H and Muhammad AH</i>	
C3	25. Challenges and Issues of Persons with Disabilities in Pakistan: A Thematic Review	41
	<i>Abdullah A</i>	
C4	26. Exploring the perceptions of service providers regarding the need for and availability of services that affect the wellbeing of LGBTQIA+ individuals living with intellectual and developmental disability in Cape Town, South Africa.	42
	<i>Poswa N</i>	
C5	27. Disability Is Not Incapability’: Raising Linguistic Advocacy Against Ableism Ideology in the Nigerian Context	43
	<i>Ajayi TM</i>	
C6	28. Disproportionality in Emotional Disturbances, Intellectual Disabilities, and Specific Learning Disabilities: A Longitudinal Examination of Minoritized Racial and Ethnic Group in the U.S.A	44
	<i>Benedetti G</i>	
C7	29. Actionable Justice: A Guide to using the crpd Communication Procedure for Legal Advocacy in Disability Rights	45
	<i>Hosaneea BZ</i>	
C8	30. Disability Rights and Pre-Natal Diagnosis: Antagonistic Values Exemplified through the Test for Down Syndrome in Pregnancy	46
	<i>Barros ASS</i>	
C9	31. Inclusion of Learners with Disability in Higher Education	47
	<i>Pudan JC and Dela Zerna GD</i>	
C10	32. Exclusion of Children with Disabilities in Bhutan: Social Inequality, Gender, and Power Analysis Findings	48
	<i>Syelden NT Nar C Dome TK Lepcha S Tashi D</i>	

C11	33.	Disability Discrimination by Association in Uk Educational Provision	49
		<i>Wall SR and Noble AW</i>	
C12	34.	Adults with Disabilities in The Australian Criminal Justice Process: The Right to Effective Participation and The Role of the Communication Intermediary	50
		<i>Stein R and Clark S</i>	
C13	35.	A Systematic Literature Review of Dimensions of Economic Empowerment of Individuals with Impairments in Developing Countries	51

### REHABILITATION AND THERAPY I (D)

D1	35.	Functional Performance in Subject with Spinal Muscular Atrophy Type 3 with Inertial Sensor: An Exploratory Study	52
		<i>ACarlos AM, Suarez CS and Javiera BJ</i>	
D2	36.	Exploring Occupational Therapists ‘Perception of Addressing Psychosocial Needs in Stroke Survivors: Challenges and Opportunities	53
		<i>Rasli S, Mazlan M, Abdullah A and Asmuri SN</i>	
D3	37.	Effect of Robotic Orthoses on Walking Speed, Quality of Life and Neuroplasticity in People with Spinal Cord Injury Ais C and D: Systematic Review	54
		<i>Mitchell Carlos AM and Antonio LLA</i>	
D4	38.	Managing Challenging Behaviors of Adult Persons with Intellectual Disabilities by Family Caregivers: A Constructivist Grounded Theory Study	55
		<i>Kwong ANL and Low LPL</i>	

D5	39.	Index in Young People Between 18 and 19 Years Old	56
		<i>Alvarez-Mitchel C, Llancanao-Parra C, Riquelme-Toledo T Contreras-Jara A, Rodríguez-Silva F and Velásquez- Bahamonde M</i>	
D6	40.	Experiences of Adults with Acquired Neurological Communication Disorders using Aided Augmentative and Alternative Communication Systems in A Lower Middle-Income Country	57
		<i>Kumari HARP and Bakmeewewa DA</i>	
D7	41.	Hello from the Other Side (Of the Screen): The Use of Tele practice in Speech Therapy Services in Singapore	58
		<i>Jingying J, Goh Shaun KY and Chen MO</i>	
D8	42.	Unlocking Potential through Play: Exploring Play Based Interventions for Children with Autism	59
		<i>Pete DR</i>	
D9	43.	Travel Behavior and Experiences of Persons with Disabilities Living in Austria – Findings from an Online Survey	60
		<i>Fischer T, Neugebauer G, Beyer C and Schrenk M</i>	
D10	44.	Supported Employment as an Unconventional Form of Employment for People with Disabilities in Poland	61
		<i>Kobus-Ostrowska D</i>	

### **ASSISTIVE TECHNOLOGY AND INNOVATION I (E)**

E1	45.	Navigating Hybrid Learning Landscapes for Visually Challenged Learners	61
		<i>Gulati B, Jain S and Mahavidyalaya MS</i>	
E2	46.	Development and Validation of Handwriting Module for Kindergarten Learners with Special Education Needs	62
		<i>Loremia LC</i>	
E3	47.	Pilot Implementation and Evaluation of Accessibility Enhancements in Radiolab Podcasts	63
		<i>Zafra Arrufat PD, Escalona D and Carrión O</i>	

E4	48.	Scoping Review of Accessibility in Podcasts and Open Audio Media: Emerging Trends and Best Practices	64
		<i>Zafra Arrufat PD, Gómez MA López OD and Martos</i>	
E5	49.	Harnessing Universal Design for Learning to Foster Inclusion in Performing Arts for Children with Disabilities in South African Township and Rural Communities	65
		<i>Mfikili M</i>	
E6	50.	Enhancing Activities of Daily Living Through Exercises in Cases with Intellectual Disabilities	66
		<i>Chadha G</i>	
E7	51.	Analysis of upper limb joint force and pelvic lift during seated push-ups in individual spinal cord injuries	67
		<i>Ajaree N, Nami S and Takumi Y</i>	
E8	52.	Assessing the Intersectional Challenges of Gender, Disability and Leadership in Ethiopia	68
		<i>Degef DB</i>	
E9		Community Based Three Level Early Identification Model for Disability Intervention: A Case Study in Kasaragod and South Canara Districts, India	69
		<i>Jinilraj JR, Yasir M and Vinduja V Kumar</i>	

## POSTER PRESENTATIONS (P)

P1	53.	Enriching Pre-Employment Skills of Adult Learners with Autism Spectrum Disorder through Job Coaching	70
		<i>Valdez EH</i>	

P2	54.	Influence of the Chêneau Brace on Quality of Life of Adolescents with Idiopathic Scoliosis. <i>Belabbassi AZS</i>	71
P3	55.	Impact of the Child's Disability on the Quality of Life of Their Family Families of Cerebral Palsy Children in Algeria) <i>Aitziane S, Belabbassi AH, Benbellal A, Imouloudène A Hanene M, Aberkane N and Kaced H</i>	72
P4	56.	Practice Patterns of Physiotherapists for Learners with Disabilities at Special Schools: A Scoping Review <i>Lubisi LV, Madumo MB, Muda NP, Makhuvele L and Sibuyi MM</i>	73
P5	57.	Effects of Aerobic Exercise on Inflammatory Markers: A Systematic Review and Meta-Analysis <i>Prameswari P</i>	74
P6	58.	Inclusive education on evacuation support with the participation of persons with disabilities <i>Koyama S</i>	75
P7	59.	Analysis of upper limb joint force and pelvic lift during seated pushups in individual spinal cord injuries <i>Ajaree N, Nami S and Takumi Y</i>	76
P8	60.	Examining the Effectiveness of Inclusive Education for Students with Disabilities in Eswatini <i>Ndzinisa NB and Nhlengethwa C</i>	77
P9	61.	From Classroom to Community: The Positive Effects of Student-Led Interventions for Children with Developmental Delays in Vietnam <i>Shin JY and Duc SN</i>	78
P10	62.	Unraveling Frailty: Addressing Dental Care Complexities Invulnerable Populations <i>Thayaparan T</i>	79
P11	63.	Learning Disabilities and Learning Difficulties Among Young Children Are Undiagnosed and The Lack of Parental Awareness <i>Niroshani CW</i>	80

# ORAL PRESENTATIONS



A1

[01]

A2

[02]

## UNVEILING AND GENERATING AWARENESS ABOUT AUTISM

Patil SG<sup>1\*</sup> and Deshmukh VD<sup>2</sup>

<sup>1</sup>*Director Anugraha Foundation, Pune, India*

<sup>2</sup>*Director MGM IOMR, Aurangabad, India*

[\\*surajo.sulaiman@tiu.edu.iq](mailto:*surajo.sulaiman@tiu.edu.iq)

### **ABSTRACT**

Autism Spectrum Disorder (ASD) It is a developmental disorder that impairs the ability to communicate and interact. Children and adults on the spectrum find difficulty in communication, play, understanding emotions, unfamiliar situations and change in routine. The prevalence of autism has been increasing over the past few years. 1 in 68 children in India are autistic. As per World Health Organization, Care for autistics needs to be accompanied by actions at community and societal levels for greater accessibility, inclusivity and support. Scientifically backed sustained early interventions can have a positive impact on the quality of life of the individual and their families. A general public awareness in an urban setup in Pune was assessed and information about autism was shared in direct interviews and awareness sessions. The survey included testing the general awareness, signs and symptoms, knowledge about care and inclusion, reducing stigma and debunking common myths about autism and understanding if their school or office environment was inclusive for autism. Coefficient of Autism Awareness was calculated, it revealed that the awareness does not have any statistical correlation with age, education, income, profession. Awareness should be targeted at all levels of society, regardless of demographic factors. This inclusive approach is essential to ensure that information about autism reaches individuals across diverse backgrounds and demographics. Inclusive Education is deemed to be best foot forward for sustainability. However, the diverse individual needs of the population have to be understood in depth. Autism being one of key diversities impacting education of many, needs more awareness from policy makers to implementers.

Keywords: Autism, ASD, awareness, disability, inclusion, CoA (Coefficient of Autism Awareness)

A3

[03]

**EARLY CHILDHOOD INCLUSION PROGRAM FOR CHILDREN AGES 0 – 4**

Salomon ACM\*

*Learning & Beyond Childcare and Intervention Center Inc Philippines*

*[\\*salomonacms716@gmail.com](mailto:salomonacms716@gmail.com)*

**ABSTRACT**

Early childhood program, otherwise known as pre-school, is intended for learners who are five and are prepared for entry in basic education. However, children from 0 – 4 have no placement in early childhood program except from day care programs operated by the government. The purpose of the study is to assess the performance of public early childhood developmental centers, otherwise known as day care centers, and their readiness toward the inclusion of special learners or those who are at risk for special education. The study adopted the mixed method employing validated survey questionnaire, interview guide, observation, focused group discussion and documentary analysis to cull data from 100 hundred teaching and non-teaching staff and parents of learners from barangay child development centers in a local government in the metropolis who were purposively sampled based from pre-set inclusion criteria. The SPSS was utilized to calculate data using frequency, percentage, mean, standard deviation, t-test and analysis of variance. Narratives were coded and thematically analyzed. Findings revealed that identified indicators were found “performed” by the respondents who “agree” on the readiness toward the early childhood inclusion framework. No significant difference was uncovered from the assessment of ECCD Centers and their performance toward the early childhood education framework. However, a significant relationship was found on the assessment of ECCD Centers’ performance and the early childhood inclusion framework. The teaching/non-teaching staff-respondents reported that the teacher-child ratio is the major challenge while parent-respondents see children’s behavior as difficulties. An early childhood inclusion program for children ages 0 – 4 is recommended.

Keywords: early childhood special education, inclusive education, learners with disabilities risk for special education

A4

[04]

**PREPARING FACILITY-BASED INSTITUTION TEACHERS  
TOWARD INCLUSIVE EDUCATION**

Donesa-Flores L and Dela Zerna GD

*Guided and Unified Interaction for the Development of Children Inc Philippines*

*[\\*lida.donesa@deped.gov.ph](mailto:lida.donesa@deped.gov.ph)*

**ABSTRACT**

The inclusion trend is catching faster globally as counties are now embracing inclusive education as a balancing mechanism for special needs learners to access educational opportunities alongside with regular students who like them benefit from the wonder of exploration, adventure and experience. The purpose of the study is to determine the level of knowledge, issues and concerns of facility-based teachers on inclusive education and how these challenges are resolved. The study is descriptive exploratory data of which were culled from researcher developed and validated survey instrument and interview guideline. Thirty teachers handling LSEN in an inclusive education setting and eight school administrators were purposively sampled using preset inclusion criterium. Narratives were coded, thematically analyzed while quantitative measures were treated using descriptive statistics through the application of SPSS version 20. Findings reveal special education is dominated by female teachers who took the initiative to grow professionally and whose level of knowledge on inclusive education, in terms of curriculum, instruction and learning resources is proficient. The issues and concerned raised center on respondents' encounter with LSEN, co-teachers and school related which were addressed through instructional, collaborative, and personal strategies. The proposed Project LIDAS, a capacity-building program for teachers is recommended for adoption.

Keywords: special education, inclusive education, curriculum and instruction, facility-based institution teachers

A5

[05]

**PEER-MEDIATED INSTRUCTION FOR LEARNERS WITH SPECIAL  
EDUCATIONAL NEEDS IN AN INCLUSIVE EDUCATION SETTING**

Baladad RDY<sup>1\*</sup> and Dela Zerna GD<sup>2</sup>

<sup>1</sup>*University of Makati Philippines*

<sup>2</sup>*Guided and Unified Interaction for the Development of Children, Inc<sup>2</sup>Philippines*

[\\*ralph\\_denmarc@yahoo.com](mailto:*ralph_denmarc@yahoo.com)

**ABSTRACT**

Learning is best achieved when peers demonstrate support and assistance. The study's purpose is to determine LSEN's academic performance and behavior in school, strategies used by teachers in employing peer-mediated instruction and its effectiveness. The study adopted the descriptive survey and interview method and was confined to one of the biggest high schools in the metropolis which employs inclusive education and peer mediated instruction. Data were culled from researcher developed and validated instruments and were treated through SPSS V20 and narratives coded and thematically analyzed. Thirty-two secondary level receiving teachers and 50 LSEN as subjects were purposively sampled based from pre-set criteria. Findings reveal that LSEN are welcome in inclusive education where they positively adjust to academic engagement and demonstrate acceptable behavior in classroom. Teachers' approaches did not vary from those which are frequently used. The inclusion of LSEN find support from peers whose approaches were found to be effective. The lack of SPED teachers and the lack or inadequate resources to support learning materials are issues that trigger the inclusion of LSEN. The study concluded that teachers generally view inclusive education as a fundamental right of every LSEN but are lacking in understanding of its general philosophy and principles and are finding difficulty in addressing their education needs. Peers respond differently with LSEN's behavior, teachers' prodding, however, motivate them to extend assistance to their special peers. B.U.D.D.Y. (Better Understanding and Development of Diverse Youth) is recommended for adoption in secondary schools to realize the philosophy of "Education for All."

Keywords: peer-mediation, inclusion, inclusive education, learners with special educational needs, academic engagement

A6

[06]

**PROMOTING DISTANCE LEARNING OF LEARNERS WITH SPECIAL  
EDUCATIONAL NEEDS IN THE “NEW NORMAL”**

Flores RC<sup>1\*</sup> and Dela Zerna GD<sup>2</sup>

<sup>1</sup>*University of Makati, Philippines*

<sup>2</sup>*Guided and Unified Interaction for the Development of Children Inc, Philippines*

\* [roel.flores001@deped.gov.ph](mailto:roel.flores001@deped.gov.ph)

**ABSTRACT**

Education is one sector that is greatly affected by the COVID 19 crisis and this drastically changed the landscape of teaching and learning. From the usual face-to-face interaction, distance education becomes the choice mode of delivery. The study aims to determine instructional delivery options, preparations and the challenges encountered by SPED teachers in teaching LSEN and how LSEN respond to the emerging educational paradigm. The study is phenomenological, data of which were derived from interviews of purposively sampled SPED teachers in five public special schools. Researcher-developed instrument was employed to collect data from key informants where narratives were coded, analyzed and interpreted. Findings revealed that distance learning is practiced in the “new normal” education setting where key informants underscored the need for learner readiness, motivation to engage them, make way for curriculum that is responsive to needs of LSEN, design innovative instruction, employ learning resources to support virtual instruction and work collaboratively with parents to promote learning and sustain learners’ engagement. Challenges were observed in the implementation of distance learning, particularly the abrupt transition to technology-driven instruction that is taxing teachers as well as learners. The study concluded that distance learning is promoted and practiced as innovative response to changing landscape in education. With the pandemic, technology has overtaken the classroom and thus changed the instructional delivery. The study recommended the adoption of Project COVID (Contextualization and Operationalization for Vibrant Instructional Delivery for LSEN).

Keywords: covid 19, distance learning, learner engagement, technology access and usage

A7

[07]

**RESPONDING TO THE EDUCATIONAL NEEDS OF LEARNERS WITH  
DISABILITY IN THE 21ST CENTURY EDUCATIONAL LANDSCAPE**

Bicera EC\*

*University of Makati Philippines**[\\*maestracastillo22@gmail.com](mailto:*maestracastillo22@gmail.com)***ABSTRACT**

Teaching learners with disabilities (LWD) in the 21st century poses great challenge and opportunities. Current educational direction, however, is directed toward developing life and work skills of learners more than the usual focus on cognitive development. The purpose of the study is to determine the readiness of teachers in teaching LWD in the 21st century, identifying their specific 21st century skills (information, media, and technology skills, learning and innovative skills, life and career skills, and effective communication skills) in meeting the educational needs of these type of learners and the challenges posed by their diversity and the changing landscape in education. The study adopted the mixed-method where survey (E-questionnaire), focused-group discussion and interview were employed to cull data from 76 teachers from 22 elementary schools with SPED program in thirteen municipalities in the Schools Division of Rizal who were randomly selected utilizing the Slovin formula. Informants of the study were SPED and regular teachers, school administrators, and medical professionals who are working side-by-side with schools with SPED program. Findings revealed that majority of the respondents are female, relatively young both in age and in the service, and educationally equipped. The 21st century skills of respondents were found “manifested” and “relevant.” Findings further revealed no significant difference between SPED and regular teachers’ 21st century skills. The challenges reported by respondents were inclusive education, assessment of learners, parents’ involvement, learner’s skills training and employment, and technology-based education. A strategic plan to develop a globally competitive teacher and learner is proposed.

Keywords: 21s century skills, 21st educational landscape, 21stcentury teacher, special education learners’ diversity, learners with disability

A8

[08]

**SUPPORT PROVISION FOR RECEIVING AND INCLUSIVE EDUCATION  
TEACHERS EMPOWERMENT (SPRITE): A NEW MILESTONE FOR THE  
SPECIAL EDUCATION AND INCLUSIVE EDUCATION**

Quijada DS<sup>1,2\*</sup>

<sup>1</sup>*Special Education Department, Faculty, Balibago Elementary School, Philippines*

<sup>2</sup>*Department of Education, Philippines*

*[\\*darlene.quijada@deped.gov.ph](mailto:darlene.quijada@deped.gov.ph)*

**ABSTRACT**

The resumption of face-to-face classes after the pandemic, not to mention, the economic crisis and financial setbacks due to loss of household income resulted to high influx of private school pupils and special education enrollees to public schools. Thus, teachers in most inclusive schools are faced with the dilemma of large class sizes to manage, plus, an SNEd added to their class list. Thirty-seven (37) receiving teachers and three (3) special education teachers were surveyed to come up with a program plan that will support and empower them as they undertake these challenges on Inclusive education. The problems encountered were coded and coined as B-L-I-S-S namely: Behavior Issues, Large Class Sizes, Insufficient knowledge in handling SNEs, Separation Anxiety and Short Attention Span of SNEs. The researcher launched Project SPRITE and implemented an intervention strategy called Gradual Inclusion and monitored its effects through feedback mechanism. Data triangulation on teacher's survey were conducted to gather different perspectives. Results implied that SNEs undergoing gradual inclusion became more responsive and less disruptive inside their classrooms while receiving inclusive teachers were able to uphold their teaching quality. Due to time constraints and limited resources, the results are limited only to the experiences of the teacher-participants. This study marks a significant milestone in the ongoing journey towards fostering inclusivity in education, emphasizing the evolving roles and responsibilities of educators in creating a supportive and equitable learning environment for all students.

Keywords: Inclusive Schools, Inclusive Education, Special Needs Education, Behavior Issues, Large Class Sizes,

A9

[09]

**THE DEVELOPMENT OF SUPPORTED EMPLOYMENT IN MALAYSIA**

Wei SC\*

*School of Education Faculty of Arts and Social Sciences University of Nottingham Malaysia*

*\*[shiwei.chu@nottingham.edu.my](mailto:shiwei.chu@nottingham.edu.my)*

**ABSTRACT**

Supported employment in Malaysia is in the early stages of development. The development of supported employment in Malaysia is an important step towards the inclusion of individuals with disabilities who has previously lacked the necessary support for employment in the open labour market as they were confined to sheltered workshops. There is a paradigm shift from sheltered to supported employment as the sheltered workshop is based on the medical model of disability which focuses on the disability of the individual and segregated training institutions. The paradigm shift revolves through the social model of disability which emphasizes on the abilities of the individual and the removal of the barriers in the environment by provision of supports. This study explores the development of supported employment by utilizing a mixed methods approach which consists of collecting quantitative data through a survey and interviewing participants to collect qualitative data. Job coaches from six employment sectors participated in the survey and interview. The findings of the study indicate that the role of job coaches is integral to the development of supported employment. The role of job coaches includes job matching, on-the-job training and developing natural supports to foster greater diversity and inclusion in the workplace.

Keywords: supported employment, disabilities, diversity



A10

[10]

**AWARENESS, INCLUSIVENESS, ACCESSIBILITY IN A CHANGING WORLD**

**AUTISM AND EMPLOYMENT**

Burgoyne K\*

*Melbourne Australia*

*[\\*info@ktalk.au](mailto:info@ktalk.au)*

***ABSTRACT***

First of all, I will be giving a presentation on my early life (an introduction of who I am as well as what I do for a business over here in Australia). I did not know that I had a disability myself back in those early days! I will be talking in my presentation about the difficulties faced by many individuals including myself of not being understood nor accepted as a person with a disability in the workplace. And the challenges that I've faced not gaining successful work either. But the employment that I've had in my working career such as being a school crossing supervisor with my local council for over 20 years. Then working in a service station shop for 5 years, then a part time contract with a government for 3 years, but will include the harassment, bullying & discrimination suffered by those employees with a disability simply because they are not understood as many people are afraid of them or having anything to do with them. I will then be talking about the very lack of education/training that staff have in organizations of embracing neurodiversity people like myself. And how employers can embrace that positive step of employing someone with a disability in their company/workplace. Plus, I'll be providing some strategies that could be useful for the delegates of the conference as well as employers who attend it also.

Keywords: inclusive education practices, employment, mental health, self-care

A11

[11]

**MULTICULTURAL EDUCATION AND DIVERSITY MANAGEMENT IN A BASIC  
EDUCATION INSTITUTION, PROVINCE OF ILOILO, PHILIPPINES:  
UNCOVERING FACTORS LEADING TO A TRAINING PROGRAM**

Michael BD\*

*H Iloilo State University of Fisheries Science and Technology, Barotac Nuevo, Iloilo 5007*

*Philippines*

*[\\*michaelbdizon@su.edu.ph](mailto:michaelbdizon@su.edu.ph)*

**ABSTRACT**

Multicultural education is an emerging world model amid the thickening of multicultural networks of educational exchange, interaction, learning and instruction. This study was conducted to determine the multicultural education awareness, management and classroom practices, preparations, and skills of 12 teachers in a barangay high school situated in an IP community, Province of Iloilo, Philippines as to their age, civil status, educational, and teaching experience. It also described a multicultural environment of students in terms teaching methods and approaches, personality and leadership skills, and behavior. The mixed methods approach was employed using Mean, Standard Deviation, Frequency and Percentage, Mann-Whitney and Kruskal Wallis tests, and personal interview. The results showed that teachers had a neutral mood in terms of their multicultural education awareness. The results also showed that the school always employ multicultural education and diversity practices and teachers always implement multiculturalism in the classroom. Further, teachers are highly prepared and their skill is proficient in the implementation of multicultural education. Lastly, the results showed that teachers must be competent, responsive, aware, and sensitive in a multicultural classroom environment. They must also adapt flexible teaching strategies, and be patient and open-minded. Involvement of parents in school activities and events, and cultural misunderstanding are the most prevailing behaviors in school. This study recommends to the school management the conduct of training for teachers to increase their knowledge about multicultural education in areas such as collaboration, language and communication, parents' participation in the assessment process, effect of culture to students' performance, and classroom testing.

Keywords: multicultural education awareness, multicultural education practices, preparation for multicultural education, multicultural skills, diversity management, mixed methods approach

A12

[12]

**EVALUATING THE SPECIAL EDUCATION PROGRAM IN THE NATIONAL CAPITOL REGION TOWARD AN ENHANCED PROGRAM IMPLEMENTATION**Belena NF<sup>1\*</sup> and Dela Zerna GD<sup>2</sup><sup>1</sup>*City Schools Division of Parañaque, Philippines*<sup>2</sup>*Guided and Unified Interaction for the Development of Children Inc, Philippines*\* [nfbelena1@gmail.com](mailto:nfbelena1@gmail.com)**ABSTRACT**

There are concerns about teachers' pedagogical competencies in the Philippines due to reports of poor performance by Filipino students in various academic disciplines. Studies show that teaching has more impact than other factors like services, facilities, and even leadership. Therefore, this study examined the teaching competencies of elementary school teachers, and sought which among transactional management, transformational leadership, and organizational culture are its best predictor/s. Questionnaires in the form of hard copies and Google Forms were used as data collection tools after undergoing rigorous scientific testing to ensure accuracy and consistency. Using Raosoft sample size calculator and proportionate stratified random technique, this research study gathered information from 479 primary school teachers in two divisions: Gingoog City and Misamis Oriental. As implied by the results, it has been observed that teachers possess remarkable teaching competencies when planning, developing, and achieving desired outcomes. In addition, the teaching competencies of elementary teachers are significantly influenced by the levels of transactional management and transformational leadership exhibited by the school head, as well as the organizational culture they foster. They also demonstrate high confidence in their ability to impact student learning, effectively handle classroom management, actively engage in continuous professional development, and implement effective teaching strategies. The top predictor is cultural strength (under organizational culture) followed by achieving goals (under organizational culture) and developing and changing (under transformational leadership). All these predictors have a positive and direct impact on teaching competencies, which means that when these variables' levels increase, the teaching competencies also increase.

Keywords: teaching competencies, organizational culture, transformational leadership, transactional management, teaching competencies' predictors

A13

[13]

**ENHANCING INCLUSIVITY AND SKILL DEVELOPMENT IN EARLY  
CHILDHOOD EDUCATION: A MONTESSORI APPROACH FOR CHILDREN  
WITH DIVERSE DISABILITIES**

Jinilraj JR\* Yasir M and Jumanath MN

*Early Intervention Department, Akkara Foundation Centre for Child Development,  
Kasaragod, India*

*Akkara Foundation, Kasaragod, Kerala, India*

[\\*jinilphysio@gmail.com](mailto:*jinilphysio@gmail.com)

**ABSTRACT**

Our concurrent embedded mixed methods study explored the influence of preferred study approaches (collaborative, individual, or mixed) and frequency of weekly study sessions among 117 physical therapy students on oral revalida performance at Silliman University. Overall performance of students yielded below average rating as a whole. When categorized to study approaches, average performance emerged from individual study, below average for the mixed study, and passing for the group study. One-way analysis of variance (ANOVA) revealed significant differences in oral revalida performance between individual and mixed study approaches and between individual vs group approaches. However, there was no significant difference found between mixed vs group approaches and frequency of weekly study sessions. Post-hoc analysis using Tukey's honest significant difference (HSD) to effectively control Type I error further indicated significant differences between pairs of groups among study approaches. However, the observed effect size was small, warranting further research with a larger sample size. Thematic analysis revealed that students strategically chose approaches based on self-regulation and distraction management. Individual study allowed for control over learning pace and focus, while mixed methods aimed to balance individual understanding with broader exploration through group discussions. The qualitative data underscores the importance of considering students' individual learning styles when developing study strategies for the oral revalida performance.

Keywords: study approaches, frequency of weekly study sessions, oral revalida performance

A14

[14]

**COLLABORATIVE VERSUS INDIVIDUAL STUDY APPROACHES AND  
FREQUENCY OF STUDY SESSIONS ON ORAL REVALIDA PERFORMANCE**

Jimeno CP\*, Salazar KG, Teves EG, Viente C, Villaflores CI, Villegas GA and Villegas LF

*Institute of Rehabilitative Sciences, Student Silliman University Philippines*

[\\*christiansjimeno@su.edu.ph](mailto:*christiansjimeno@su.edu.ph)

**ABSTRACT**

Our concurrent embedded mixed methods study explored the influence of preferred study approaches (collaborative, individual, or mixed) and frequency of weekly study sessions among 117 physical therapy students on oral revalida performance at Silliman University. Overall performance of students yielded below average rating as a whole. When categorized to study approaches, average performance emerged from individual study, below average for the mixed study, and passing for the group study. One-way analysis of variance (ANOVA) revealed significant differences in oral revalida performance between individual and mixed study approaches and between individual vs group approaches. However, there was no significant difference found between mixed vs group approaches and frequency of weekly study sessions. Post-hoc analysis using Tukey's honest significant difference (HSD) to effectively control Type I error further indicated significant differences between pairs of groups among study approaches. However, the observed effect size was small, warranting further research with a larger sample size. Thematic analysis revealed that students strategically chose approaches based on self-regulation and distraction management. Individual study allowed for control over learning pace and focus, while mixed methods aimed to balance individual understanding with broader exploration through group discussions. The qualitative data underscores the importance of considering students' individual learning styles when developing study strategies for the oral revalida performance.

Keywords: study approaches, frequency of weekly study sessions, oral revalida performance

A15

[15]

**EXPLORING THE EFFECTIVENESS OF UNIVERSAL DESIGN FOR LEARNING (UDL) IN ADDRESSING THE EDUCATIONAL REQUIREMENTS OF CHILDREN WITH CEREBRAL PALSY: AN EXPERIMENTAL STUDY**

Jinilraj JR\*, Yasir M and Jumanath M

*Early Intervention Department Akkara Foundation Centre for Child Development*

*Kasaragod, India*

*Akkara Foundation Kasaragod Kerala India*

*[\\*jinilphysio@gmail.com](mailto:*jinilphysio@gmail.com)*

**ABSTRACT**

Early childhood education is pivotal in fostering positive social-emotional behaviors and equipping children with the necessary skills for success in elementary school. However, children with diverse disabilities often encounter myriad challenges such as accessibility barriers, social stigma, and limited opportunities. The Integrated Montessori Approach offers a solution by providing hands-on learning experiences that cater to diverse needs, promoting inclusivity and support. Through this approach, children can develop essential life skills, refine sensory perceptions, grasp mathematical concepts, enhance language skills, and gain a broad understanding of the world. Ultimately, it empowers them to lead dignified, less dependent lives, fostering confidence in their abilities and nurturing their potential. The study conducted by the Akkara Foundation assesses the initial six months of an experimental intervention targeting children with diverse disabilities in Montessori programs. Using a mixed methodology, the intervention involved 40 children, focusing on hands-on learning and individualized approaches. Data collection utilized observation records, progress reports, and parental input, with analysis through bar graphs, checklists, and regression analysis. Results indicate significant improvements in practical, language, and sensory skills, particularly among children aged 3 to 5. Notably, the analysis underscores the necessity for tailored Montessori curriculum for children with special needs, emphasizing early intervention for enhanced independence and dignity. This prompts further refinement of curriculum and advocacy for parental enrollment in specialized Montessori centers. Montessori education fosters academic, social, and emotional growth for children with diverse disabilities. Parents and educators should ensure that Individualized accommodation and support according to child's specific needs.. The Akkara Foundation utilizes this study for advocacy, aiming to enhance understanding globally and fulfill its mission of providing dignity and independence to every special child.

Keywords: Universal Design for Learning (UDL), Cerebral Palsy, Educational needs, Randomized controlled trial, Learning outcomes, Inclusive education

A16

[16]

**THE FEASIBILITY AND REALIZATION OF MA-BY LEARNING AND  
INTERVENTION CENTER: INSIGHTS AND DIRECTION**

Guzman GMG\*

*R Ma-By Learning and Intervention Center, Philippines*

[\\*guzmangen@gmail.com](mailto:guzmangen@gmail.com)

**ABSTRACT**

Organizing a learning and intervention center, particularly for adults with special needs is both a challenge and a tedious process. Insights gained from previous work and the future direction of adult special education in the country are endearing and inspiring. The purpose of the study is to uncover lessons learned and the direction of the organization of Ma-By Learning and Intervention Center from inception to realization including the mechanisms and support system generated by partners and stakeholders' initiatives. The study is qualitative where focused group discussion was employed to collect data from 12 purposively selected stakeholders who served as informants. Narratives were coded and thematically analyzed. Findings revealed expectations from stakeholders were high and whose motivations to jumpstart the organization of the learning and intervention center for adults with special needs are inspiring. The challenges reported were crafting the mission and vision, development of the curriculum, center facilities and structure, marketing, and funding of the center. The establishment of the center was not easy but with support coming from stakeholders and partners, obstacles and difficulties were trimmed down and reduced. The center started through a rough sail but is now headed toward a smooth transition. The study concluded that good intention reinforces strategies and actions toward the realization of planned initiatives. To reinforce the smooth transition and effective management of the center, a capacity-building program for stakeholders is proposed.

Keywords: adults with special needs, learning resources center, transition program, learning, special education, allied professional support

B1

[17]

**INSIGHTS FROM MEDICAL PROFESSIONALS IN JAPAN ON SERVING  
PATIENTS WITH DISABILITIES AND THE EFFECTIVENESS OF THE  
TRAINING WORKSHOP**

Yamaki C, Kai S, Hayama S and Maruyama C\*

*Institute for Cancer Control National Cancer Center Japan.*

\*[cyamaki@ncc.go.jp](mailto:cyamaki@ncc.go.jp)

**ABSTRACT**

From April 2024, all organizations in Japan must provide reasonable accommodation for persons with disabilities. However, the concept of reasonable accommodation has not fully penetrated medical institutions, and they are likely to lack the necessary knowledge to deal with the situation. Therefore, an online workshop was conducted on 'What is required to medical institutions when patients with disabilities (PWDs) visit the hospital'. The purpose of this study is to grasp what difficulties the participants of this workshop had experienced in dealing with PWDs, and whether they assess the workshop would be useful in dealing with them. A questionnaire was sent to examine the relationship between the difficulties they had experienced and their level of satisfaction regarding the content of the training workshop's communication. 108 persons completed the questionnaire, of which 103 were healthcare professionals. Of the healthcare professionals, 76% were aware of more than a few visits per month of PWDs, and 90% said that they had experienced difficulties or confusion in dealing with PWDs. The most commonly stated difficulties were: poor communication, difficulty in supporting treatment decision-making, and lack of knowledge of dealing with disability-related issues. The lecture was given in pairs of a researcher and a patient with the respective disability or a welfare professional who provides assistance in daily life, on what medical personnel should consider when dealing with patients with visual, hearing, and intellectual disabilities. About this lecture, 96% of the participants answered that it was "very/somewhat useful" and especially those who had "experienced trouble or confusion" were more likely to answer "very useful". The result indicates the need for future continuity of similar educational programs.

Keywords: patients with disabilities, healthcare professionals, reasonable accommodation



B2

[18]

## EMBRACING A DISABILITY LENS IN MENTAL HEALTH: ADDRESSING NEEDS, GAPS, AND OPPORTUNITIES

Laxman N<sup>1\*</sup> Sumita M<sup>1</sup> and Roshana K<sup>2</sup>

<sup>1</sup>*Centre for Mental Health and Counselling-Nepal (CMC-Nepal), Nepal*

<sup>2</sup>*CBM Global, Nepal*

[\\*laxman@cmcnepal.org.np](mailto:laxman@cmcnepal.org.np)

### ABSTRACT

Although mental health conditions (MHC) are globally recognized as leading causes of disability, existing mental health services (MHS) of Nepal often fail to incorporate disability considerations effectively. This study explores the intersection of mental health and disability, highlighting the distinctive needs, gaps, and pathways for enhancing support and services in low and middle income setting. Qualitative study was done to evaluate the effectiveness of Inclusive Community Mental Health Programme (ICMHP 2020-2023) in selected local governments in Karnali province of Nepal for mainstreaming of psychosocial disability. Data and information was collected through desk review, focused group discussion, Key informant interview and in-depth interview. Data were analyzed following qualitative methods. Results identifies gaps in current strategies for addressing lack of inclusivity and rights consideration in MHS and disability rights services. These include limited access to care, insufficient mental health and disability rights literacy among service providers, a continuing cycle of denial towards individuals with MHC for enjoying their disability rights, and systemic barriers hindering meaningful participation and inclusion in society. Study emphasizes the urgent need of acknowledging and addressing MHC through the broader framework of disability inclusion. It reveals how current mental health approaches often disregard the barriers and disparities faced by individuals with MHC, spanning from social stigma, denial of basic human/legal rights and discrimination to inadequate access to healthcare services and disability support systems. Recommendations include ensuring accessible MHS, affirmative actions for realization of legal capacity of service recipient, empowerment of mental health self-help groups, and capacity building of stakeholders. In conclusion, adopting a disability lens offers a perspective on the challenges encountered by individuals with MHS, including cognitive, emotional, and behavioral disabilities.

Keywords: Mental Health, Disability, Inclusion, Access, Rights, Intervention

B3

[19]

**ENHANCING SELF-HELP SKILLS OF LEARNERS WITH DISABILITY IN A  
PUBLIC SPED CENTER THROUGH INTERRELATED NEED-BASED  
OPERATIONS (INO)**

Yen ID\*

*Department of Education, Philippines*

*[\\*jap.inoamor@yahoo.com](mailto:jap.inoamor@yahoo.com)*

**ABSTRACT**

Self-help skills are vital to children growing up as these enable them to adapt to their immediate environment. But for learners with disabilities (LWD), self-help skills mean surviving on a day-to-day basis. This practical and reactive action research investigated the efficacy of Interrelated Need-Based Operations (INO) in enhancing self-help skills of LWD in Catarman SPED Center. Using the mixed methods concurrent embedded design approach, the observation checklist of the pupils' self-help skills along with dressing, food preparation, and grooming, and hygiene as well as an interview with the parents were administered simultaneously. The observation scores were analyzed through descriptive statistics and the Wilcoxon Signed-Rank test evaluated the test of difference. The narrative of parent informants was thematically analyzed. Purposive sampling technique was used to identify sample participants. Findings revealed that there was a small significant difference in the pupils' self-help skills before and after INO was administered. To corroborate these, the testaments of the parents showed that INO expedites the cultivation of self-help skills as it facilitated dressing maneuvers, serve up food preparation practices, and nurtured grooming and hygiene. It is recommended that learners in the SPED class be given enough time and effort in terms of enhancing their self-help skills. They are important members of society; hence they should be treated as one.

Keywords: self-help skills, special education, positive reinforcement, instructional videos

B4

[20]

## EFFECTIVENESS OF A DISABILITY LIAISON OFFICER SERVICE IN A METROPOLITAN EMERGENCY DEPARTMENT

O'Shannessy E<sup>1</sup>, Talarico C<sup>2</sup>, Roberts K<sup>1</sup>, McCaskie D<sup>1</sup>, Lakhani A<sup>3</sup>, Koolstra C<sup>2</sup> and Mitra<sup>2,4</sup>

<sup>1</sup>*Alfred Health, Australia*

<sup>2</sup>*Emergency and Trauma Centre, Alfred Health, Australia*

<sup>3</sup>*School of Psychology and Public Health, La Trobe University, Australia*

<sup>4</sup>*School of Public Health and Preventative Medicine, Monash University, Australia*

\* [e.oshannessy@alfred.org.au](mailto:e.oshannessy@alfred.org.au)

### ABSTRACT

People with disability (PWD) often experience difficulties accessing healthcare, are more likely to have frequent and potentially avoidable hospital admissions, delays in discharge and poor hospital experiences. Factors associated with healthcare outcomes and experiences may include limited staff training in disability, poor attitudes and discrimination towards PWD, diagnostic overshadowing, delayed identification of PWD upon presentation and over reliance on support persons. In this project, PWD refers to adults with a communication disability, intellectual disability, or autism. A disability liaison officer service (DLO) was introduced to an adult major referral emergency department (ED) in Melbourne, Australia. Using a retrospective cohort design, effectiveness of the DLO model of care was compared to standard care for the management of PWD. The primary outcome measure was length of stay in the ED. We also examined length of stay among patients discharged from the ED, admitted to the short stay unit and among those admitted to inpatient wards. After adjusting for baseline differences in age, initial Glasgow Coma Scale, and disability type, the DLO service was associated with earlier disposition from the ED (Adjusted hazard ratio (aHR) 1.44; 95%CI: 1.23-1.69,  $p < 0.001$ ). For the subgroup of patients discharged directly from the ED, the association of DLO service and earlier disposition remained statistically significant (aHR 2.47 (95%CI: 1.83-3.33,  $p < 0.001$ ). Among patients admitted to the short stay unit (aHR 1.67 (95%CI: 0.99-2.80,  $p = 0.06$ ), and those admitted to inpatient wards (aHR 0.89; 95%CI: 0.65-1.23,  $p = 0.50$ ), there was no significant association of the DLO service with time to disposition. Disability liaison services appear effective in EDs to enable timely care. Further assessment of the service using patient and carer-reported outcome measures and cost-effectiveness studies are indicated.

Keywords: Disability, healthcare, emergency, discharge, disability liaison officer

B5

[21]

**A SURVEY OF PHYSICAL ACTIVITY EXPERIENCE OF OLDER ADULTS IN  
ABA, ABIA STATE NIGERIA: IMPLICATIONS FOR REHABILITATION**

Odo EO, E Ogenyi EM, Offodile H and Ogu CO

*Michael Okpara University of Agriculture Umudike, Nigeria*

**ABSTRACT**

Over the past few years, legislators and medical professionals have become more aware of the need to increase the physical activity levels of older adults (OAs). The goal of this study is to better understand the needs, demands, barriers, and unmet needs related to physical activity (PA) among older adults in Aba, Abia State, Nigeria. Methods: The modified physical activity and wellness lifestyle questionnaire was used to collect data for this quantitative cross-sectional descriptive research study. To learn more about the need for, access to, and satisfaction with PA, a purposive sample of adults 65 years of age or older in Aba, Abia State, Nigeria, underwent a survey. Results: 68 was the average age of the 98 respondents. According to 79% of participants, they do not currently receive the necessary amount of regular PA. The results show that even with the use of PA, OAs still face obstacles in obtaining the necessary regular PA. Only 12% of participants reported using PA to improve their mobility, despite the fact that 44% of them had balance issues. Furthermore, older adults use a wide range of PAs. In addition to helping participants with disabilities listed on the survey—like hearing loss, limited mobility, etc.—the PAs also offer assistance with other issues like falls, fractures, gait, balance, safety, and injury prevention. In conclusion, older adults recognise that they lack physical activity (PA) and that there are a number of obstacles standing in their way, such as a lack of social support and knowledge. Research is still needed to fully comprehend the PA-related requirements of this expanding population because increasing access to PA is necessary in many different areas of rehabilitation

Keywords: Older Adults, physical activity, balance, rehabilitation

B6

[22]

**WHOLISTIC APPROACH TO REACH MEANINGFUL TRANSFORMATION AND  
HEALTH (WARMTH)**

Junasa, Manolita\*

*kavod Center for Special Persons Private Sector Initiative*

*\*[mallette.p@gmail.com](mailto:mallette.p@gmail.com)*

**ABSTRACT**

No relevant effort is too small to matter in people development. Every compassionate heart, every willing and available pair of hands are significant. This paper captures the initiative of a family to bridge the gap in serving children with special needs. It documents the stories of participating families served by “Project Hope and Love for Special Children” under the KAVOD Center for Special Persons. The presentation anchors on a Wholistic Paradigm upholding that man is created by God with body, soul and spirit. KAVOD means the Glory of God. It also hones in on the importance of volunteerism, family-development (parent-child) strategy and public-private sector partnership to address the challenges of Persons with Disabilities. It seeks to inspire people to be involved in the sustainable global efforts to bring change in their own niche by conducting free creative workshops with minimal funding. It can start small which allows for a higher direct impact. Methodologies include interviews, testimonials and photo/video documentation. The focus was on selected families who joined the project for four quarters in the Saturday sessions. The results which are based on the testimonies of parents, observable change in behavior shown by the children during workshops, workshop outputs and skills demonstrated in the quarterly recitals, show progress in general demeanor, interests in new activities, improved social skills and communication. The children look forward to go to KAVOD Center on Saturdays. The workshops supplement what the children learn in school, formal therapy centers and their home environment. The Center cooperates with allied groups of PWD and a SPED Center

Keywords: Special children, Children with Special Needs, Persons with Disabilities, Faith-based organizations/groups, Wholistic Approach, Wholistic Paradigm, Transformation in Special Children

C1

[23]

**CRITICAL ANALYSIS OF ‘PERSON WITH BENCHMARK DISABILITY’ UNDER  
THE RIGHTS OF PERSONS WITH DISABILITY ACT, 2016, WITH RESPECT TO  
HAEMOPHILIA IN INDIA**

Tak S\* and Deshpande A

*Law Symbiosis International University, India*

*[\\*taksumit4@gmail.com](mailto:taksumit4@gmail.com)*

**ABSTRACT**

Haemophilia is a genetic bleeding disorder that presents significant medical, physical, and social challenges. Individuals with haemophilia experience difficulties with blood clotting, leading to internal and external bleeding, costly medication, and joint disabilities due to repeated internal bleeding. Additionally, they face social discrimination. Under the Rights of Persons with Disability Act of 2016, haemophilia is recognized as a disability, but the Act contains some ambiguities. This article reviews academic and legal literature on haemophilia and disability rights, examining case studies and reports highlighting the challenges faced by those with haemophilia. It analyzes the relevant sections and schedules of the Act, focusing on sections 2(r), 2(s), 2(zc), and Schedule I. The study distinguishes between "specified disability" and "benchmark disability" within the Act and investigates the criteria for these classifications, exploring their implications for individuals with haemophilia. The article critically evaluates how these sections address or fail to address the needs and rights of individuals with haemophilia, assessing the practical implications of identified legal ambiguities. It examines how these ambiguities impact access to healthcare, social services, and legal protections. The findings reveal vital ambiguities and challenges related to haemophilia in the Act. The article recommends legislative and policy changes to better protect and support individuals with haemophilia. By suggesting the implementation of these changes, the research aims to improve the legal and social frameworks affecting those with haemophilia and encourage ongoing dialogue between policymakers, healthcare providers, and the haemophilia community.

Keywords: person with disability, person with benchmark disability, haemophilia, reasonable classification, equality, specified disability

C2

[24]

**DISABILITY AND VULNERABLE GROUPS INCLUSION IN COVID-19 POLICY  
AND PLANNING IN SUB-SAHARA AFRICAN COUNTRIES**

Sulaiman SK<sup>1\*</sup> Zandam H<sup>2</sup> and Muhammad AH<sup>3</sup>

<sup>1</sup>*Physiotherapy Department, Faculty of Applied Science Tishk International University, Iraq*

<sup>2</sup>*Lurie Institute for Disability Policy the Heller School for Social Policy and Management  
Brandeis University USA*

<sup>3</sup>*Godiya Disability Inclusion and Development Initiative Nigeria*

[\\*surajo.sulaiman@tiu.edu.iq](mailto:surajo.sulaiman@tiu.edu.iq)

**ABSTRACT**

The COVID-19 pandemic has resulted in excess burden of disease among disabled and vulnerable populations. These individuals may face increased risk of contracting COVID-19, greater demand for services and social support, and reduced access to treatment. We reported on an analysis of documents from three sub-Saharan countries to assess the extent of inclusion of vulnerable groups in policy and planning documents with a specific focus on people with disabilities. We employed the EquiFrame policy analysis tool and evaluated commitment to 12 vulnerable groups and 21 core human rights in policy and planning documents related to the COVID-19 pandemic. Documents on general pandemic response, stakeholder engagement, risk communication, and COVID 19 vaccine from three countries, Ethiopia, Nigeria, and South Africa, were included in the analysis. Finding: The result highlights the varying degrees to which countries integrate disability, vulnerable groups and other core human rights concepts into their COVID-19 health policies and planning documents. South Africa demonstrates the potential for comprehensive and inclusive health policymaking. In contrast, Nigeria and Ethiopia highlight the areas of improvement, especially in rationally and consistently integrating disability and other vulnerable groups across all policy domains. Our findings emphasize the critical importance of not only mentioning disability and other vulnerable groups, but also ensuring the depth and quality of this inclusion. While there are positive strides in certain areas, there remains a consistent need for deeper and broader inclusion across all policy domains

Keywords: Disability, Inclusion, Covid-19, Policy, Africa

C3

[25]

**CHALLENGES AND ISSUES OF PERSONS WITH DISABILITIES IN PAKISTAN:  
A THEMATIC REVIEW**

Abdullah A\*

*LGS Defence, Pakistan*

*[\\*abdullahanushay@gmail.com](mailto:abdullahanushay@gmail.com)*

***ABSTRACT***

The paper aims to study challenges and issues faced by Persons with Disabilities (PwDs) in Pakistan. Through a qualitative research analysis spread across two time periods (1995-2010 and 2011-2022), the issues of PwDs on various levels have been explored. Six themes have been targeted as part of thematic analysis including family belongingness, community, education, labor market, healthcare, and legal system. These themes are found to be interconnected such that social prejudice and family belongingness feed into each other, the legal system develops policies on all fronts (social, educational, health care, labor market) and each one supplements the other domain's development (or the lack of it). Our analysis suggests that there is a common issue prevalent in the six themes explored with regards to the challenges faced by PwDs. There are policies, plans and strategies by both government and non-governmental organizations in Pakistan in place and there are also facilitatory factors in play as well. However, the missing link is implementation. Findings produced are useful in determining that while the overall situation of PwDs has slightly improved with respect to policies, there is much more still left to be done when it comes to the implementation.

Keywords: disability, inclusion, Pakistan, challenges, policy



C4

[26]

**EXPLORING THE PERCEPTIONS OF SERVICE PROVIDERS REGARDING THE  
NEED FOR AND AVAILABILITY OF SERVICES THAT AFFECT THE WELL-  
BEING OF LGBTQIA+ INDIVIDUALS LIVING WITH INTELLECTUAL AND  
DEVELOPMENTAL DISABILITY IN CAPE TOWN, SOUTH AFRICA**

Poswa N\*

*Department of Psychiatry and Mental Health, Health Sciences Faculty, University of Cape  
Town, South Africa*

*[\\*nathiposwa@outlook.com](mailto:nathiposwa@outlook.com)*

**ABSTRACT**

Limited studies have focused on service providers' perspectives regarding the need for and availability of services for people with intellectual and developmental disability who identify as Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual (LGBTQIA+) (Stoffelen, Kok, Hospers, et al., 2013). This study explored the need for and availability of services that affect the health and well-being of LGBTQIA+ individuals with intellectual and developmental disability in Cape Town, South Africa. The purpose for the study was to promote a better understanding of what service-providing organisations, policy makers, researchers, advocacy groups, and the government should include and focus on to advocate for and meet the needs of LGBTQIA+ people who live with intellectual and developmental disability. The study design was qualitative; a scoping review of the literature was done, and semi-structured interviews were conducted with 13 service providers who work with people who have intellectual and developmental disability from the LGBTQIA+ community. The results indicated that there is a need for sexuality education that also focuses on different sexual orientations for both people with intellectual and developmental disability and their service providers. The results further indicated that, for people with intellectual and developmental disability who are LGBTQIA+, service availability and access is dependent on service providers' core beliefs rather than policy guidance. More research is needed to explore the perceptions of service providers regarding the availability of and access to health and justice services for individuals with intellectual and developmental disability.

Keywords: intellectual disability, LGBTQIA+, service needs, well-being

C5

[27]

**‘DISABILITY IS NOT INCAPABILITY’: RAISING LINGUISTIC ADVOCACY  
AGAINST ABLEISM IDEOLOGY IN THE NIGERIAN CONTEXT**

Ajayi TM \*

*Department of Linguistics and African Languages, Faculty of Arts, University of Ibadan,  
Nigeria*

\* [michealtemitope@yahoo.com](mailto:michealtemitope@yahoo.com)

**ABSTRACT**

‘Disability’, a human pathological deviation from the medical and social norm is often construed as a condition or situation that denotes incapability, impotence, and generally a symbolic representation of negativity, particularly in the African context, Nigeria inclusive. As such, Nigerian parents who give birth to children with one form of physical disability or the other often greet the arrival of such children with a cold reception, perhaps with the notion that such, by virtue of their challenge, are a burden rather than a meaningful addition to humanity. This ideological posture is predicated on the societal stance that people with physical disabilities are untoward ‘special’ beings considered second-rate in society, a clear manifestation of ableism ideology that discriminates against people living with disabilities. While much attention has been paid to disability studies in disciplines such as psychology and medicine, very little attention has been given to the phenomenon from the linguistic point of view. Even the few linguistics-oriented ‘disability’ studies have been more descriptive and academic rather than raising advocacy against ableism, thereby advocating the cause of people living with disabilities. This study therefore combines elements of linguistics and advocacy in its engagement of disability discourse in Nigeria. Deviating from the other purely phonological and syntactic (linguistic) approaches to disability discourse in Nigeria, this study ventures into the realm of critical linguistics; with emphasis on discriminatory ideology in disability discourse. This is with a view to making practical/pragmatic arguments against some derogatory and negative ideological stereotypes inherent in some ‘disability-related’ expressions in the Nigerian socio-cultural context.

Keywords: disabilities, ableism, discrimination, advocacy, Nigeria

C6

[28]

**DISPROPORTIONALITY IN EMOTIONAL DISTURBANCES, INTELLECTUAL DISABILITIES, AND SPECIFIC LEARNING DISABILITIES: A LONGITUDINAL EXAMINATION OF MINORITIZED RACIAL AND ETHNIC GROUP IN THE U.S.A**

Benedetti G\*

*Department of Education and Human Development, Doctoral Candidate Texas A&M University-Corpus Christi, United States of America*

*[\\*Gillian.Benedetti@tamucc.edu](mailto:Gillian.Benedetti@tamucc.edu)*

**ABSTRACT**

Students from minoritized racial and ethnic group experience educational inequities because of disproportionality in special education identification (Donova & Cross). This racial disparity may increase these students' learning gaps (Cooc, 2023) and negatively impact their academic performance (Keller-Bell, 2021; Morgan, 2019). While efforts like legal mandates aimed to rectify the racial disparity in disability services (Diana v. State Board of Education, 1979; Larry P. v Riles, 1979; Public Law 108-446), some researcher found that this racial disparity continue to exist (Cooc, 2017; Fish, 2019, Garland & Strosnider, 2020). Furthermore, minoritized racial and ethnic populations and school enrollement growing exponentially (NCES, 2018). As educational decisions are made, appropriate data is needed for planning (Cavendeish et al., 2020; Donovan & Cross, 2002). The purpose of this quantitative, longitudinal research study is to examine the representation of minoritized students in special education through Risk Ratio analysis of public data from the Department of Education. Results of this study reveal that students from all minoritized racial and ethnic backgrounds are disproportionately represented in Emotional Disturbances, Intellectual Disabilities, and Specific Learning Disabilities. Implications impacts the field through the extention of empirical insights to advance policies and practices in helping improve education for students with disabilities.

Keywords: special education, racial disparity, disproportionality, inequities

C7

[29]

**ACTIONABLE JUSTICE: A GUIDE TO USING THE CRPD COMMUNICATION  
PROCEDURE FOR LEGAL ADVOCACY IN DISABILITY RIGHTS**

Hosaneeza BZ\*

*Youth with Disabilities Empowerment Platform, Mauritius*[\\*zahra09h@hotmail.com](mailto:*zahra09h@hotmail.com)**ABSTRACT**

This submission aims to serve as a comprehensive guide on navigating the communication procedure of the Convention on the Rights of Persons with Disabilities (CRPD) Committee, which enables individuals or groups to submit communications claiming victimhood of a violation of a right under the Convention by a State party. In essence, this contribution will provide a comprehensive understanding of this mechanism and its jurisprudential impact worldwide. It aims at exploring its pivotal role in instigating actionable change for People with Disabilities (PwDs) by delving into this mechanism's fundamental aspects, its purpose, structure, and the procedural aspect for lodging complaints. Methodologically, this guide conducts an analysis of the procedural aspects of the CRPD communication mechanism by examining decisions from past communications assessed by the Committee that have set precedents and shaped the disability rights landscape. Specific findings will highlight key procedural steps, common challenges faced by complainants, and best practices for effective communication submissions. In essence, this submission will illustrate the transformative potential of the CRPD communication procedure, positioning it as a potent tool for individuals and groups strategically advocating for PwDs. The conclusions will underscore the mechanism's effectiveness in advancing disability rights and propose legal refinements to enhance its efficacy, responsiveness, and alignment with evolving disability rights standards in disability rights advocacy. By showcasing real-world examples and data obtained from past communications, the presentation seeks to empower PwDs and advocates with insights into leveraging this mechanism's power for effective disability rights action.

Keywords: disability rights, CRPD Committee, individual complaints, violation, guidelines, jurisprudence

C8

[30]

**DISABILITY RIGHTS AND PRE-NATAL DIAGNOSIS: ANTAGONISTIC VALUES  
EXEMPLIFIED THROUGH THE TEST FOR DOWN SYNDROME IN  
PREGNANCY**

Barros ASS\*

*Institut National de la Santé et de la Recherche Médicale/CERMES3 Université Paris Cité  
France*

\*[alsb66@gmail.com](mailto:alsb66@gmail.com)

**ABSTRACT**

The diagnosis of birth defects, such as non-invasive rapid pregnant women's blood tests, relies heavily on Down Syndrome to illustrate its purpose. In several countries, especially in Europe, there is a well-established relationship between the discovery of Trisomy 21 favored by these tests and the pregnant woman's decision to abort the fetus. In this paradoxical context of tension between women's reproductive choices and activism for people with disabilities and rare diseases, prenatal diagnostic laboratories continue to offer these tests and expand the reach of their clientele. The purpose of the present research, therefore, was to describe the ways in which commercial advertising disseminated by the genomic industry and pre-natal clinics articulates the different meanings attributed to Down Syndrome, in cultural realities where disability must be affirmed positively and, at the same time, marked as a preferential target for elimination. To this end, ten pieces of advertisement aimed at pregnant women as main consumers and which circulated on electronic social media in France and Brazil, were analyzed from the methodological perspective of Semiotics. The findings pointed to linguistic stratagems, such as avoiding explicit mention of the termination of pregnancy and rhetorically adopting buzzwords from the identity discourse that favors people with disabilities. The research hopes to highlight how the symbolic values advocated by activism in favor of people with Down Syndrome are misappropriated by the neoliberal market, whose principles of expanding its range do not often coincide with overcoming ableism, promoting diversity and inclusiveness and the protection of political minorities.

Keywords: disability rights and advocacy, intersectionality in disability rights

C9

[31]

**INCLUSION OF LEARNERS WITH DISABILITY IN HIGHER EDUCATION**Pudan, JC<sup>1\*</sup> and Zerna GD<sup>2</sup><sup>1</sup>*Philippine Christian University, Philippines*<sup>2</sup>*Guided and Unified Interaction for the Development of Children, Inc Philippines**\*jovertlee.pudan@pcu.edu.ph***ABSTRACT**

Flipped classroom approach is a blended learning model with respect to developing digital literacy skills in the 21st century. Hence this study was launched to find out the mathematic teachers' perceptions of flipped classrooms towards digital literacy skills and to identify the opportunities available for the mathematics teachers to enhance their experience in flipped classroom approaches. The mixed method research design was used and the Likert scale questionnaire was administered to randomly selected 244 mathematics teachers, from the school in Galle education division, Sri Lanka. Face-to-face interviews were conducted with randomly selected 10 mathematics teachers from the sample to data triangulation, Data were analyzed quantitatively using SPSS (Version 25) software. The result showed that the majority of the (71.3%) sample was in the view that the flipped classroom approach can promote teachers to become organizers of information literacy. Furthermore, most teachers (78.7%) agreed that the flipped classroom approach can communicate students' ideas with each other by utilizing multiple media and technologies. In addition, 80.7% of the sample point out that the flipped classroom approach promotes both teachers' and students' computer literacy skills. The findings also revealed statistically significant differences at ( $\alpha \leq 0.05$ ) on the total degree of perceptions towards digital literacy skills due to gender since (0.00) is less than (0.05). It was revealed teachers' perceptions were, that digital skills can be developed through this approach, but lack of adequate technological resources at school and at home, poor internet connectivity in rural areas and students still depending on the teacher in order to learn mathematics were identified factors that obstacles to enhancing this approach to a practical level in Sri Lanka.

Keywords: flipped classroom approach, digital literacy skills, mathematics teacher

C10

[32]

## EXCLUSION OF CHILDREN WITH DISABILITIES IN BHUTAN: SOCIAL INEQUALITY, GENDER, AND POWER ANALYSIS FINDINGS

Syelden NT <sup>1\*</sup>, Nar C<sup>1</sup>, Doma TK<sup>2</sup>, Lepcha S<sup>2</sup> and Tashi D<sup>1</sup>

<sup>1</sup>*Save the Children International, Bhutan Country Office, Thimphu, Bhutan*

<sup>2</sup>*Independent Consultant, Thimphu, Bhutan*

[\\*tseyringsyelden.namgyel@savethechildren.org](mailto:tseyringsyelden.namgyel@savethechildren.org)

### ABSTRACT

Children's well-being is a crucial indicator of a country's socioeconomic development. To effectively address the needs of excluded children and reduce inequalities, it is essential to identify the root causes of their exclusion and develop targeted interventions. This study utilized Save the Children's Social Inequality, Gender, and Power Analysis to identify the most excluded children and their challenges in Bhutan. Key informant interviews and focus group discussions were conducted in six districts, followed by consultations with key stakeholders, using thematic analysis to synthesize data. The study identified six vulnerable child groups, with children with disabilities facing the highest exclusion levels. These barriers are driven by negative attitudes, such as fatalistic beliefs and stigma related to illness and socioeconomic status, leading to social isolation and neglect. Poor medical perceptions and limited visibility of certain disabilities further damage their mental health. Exclusion from community activities, low educational and literacy rates, and infrastructural and technological accessibility challenges hinder their employment prospects. There is a notable gap in awareness and implementation of existing policies. Addressing these challenges requires a holistic approach, including attitude shifts, social protection systems, and enhanced cross-sectoral collaboration. Improved access to essential services and effective policy implementation are essential to overcoming these barriers. To improve the well-being of children with disabilities in Bhutan, it is crucial to shift negative attitudes through awareness campaigns, develop comprehensive social protection policies, and enhance collaboration among stakeholders for holistic support. Training healthcare providers, implementing targeted educational programs, and investing in accessible infrastructure and technology are essential. Ensuring effective policy implementation and promoting community inclusion will help address systemic barriers and foster empowerment and belonging for these children.

Keywords: children, disability, exclusion, Bhutan, stigma, inequalities

C11

[33]

**DISABILITY DISCRIMINATION BY ASSOCIATION IN UK EDUCATIONAL  
PROVISION**

Wall SR<sup>1\*</sup> and Noble AW<sup>2</sup>

*<sup>1</sup>School of Education, Faculty of Arts, Humanities, Education and Social Science, Anglia  
Ruskin University, UK*

*<sup>2</sup>School of Management, Faculty of Business & Law, Anglia Ruskin University, UK*

*[\\*sarah.wall1@aru.ac.uk](mailto:*sarah.wall1@aru.ac.uk)*

**ABSTRACT**

The concept of ‘associative’ discrimination, developed predominantly through the courts and tribunals dealing with disputes in the context of employment, has been the subject of recent political and social interest, but has attracted only limited academic attention. In this paper, we explore the extent to which the concept of associative discrimination, specifically in relation to the protected characteristic of disability, can be applied in the context of mandatory education of children in the UK to inform policy and practice in an attempt to achieve more inclusive educational provision. Recent changes to the UK’s Equality Act 2010, described as relating to ‘associative discrimination’ are, by common consensus, not addressing the notion associative discrimination as it has been developed by the UK judiciary. This paper adopts the concept of associative discrimination in its ‘true’ sense of discriminatory treatment suffered by an individual, not because of a protected characteristic which that person has but because of a characteristic of another person with whom the individual is associated. In the context of a child’s education, this is mainly likely to be the child’s parents, or carers, but may include siblings or other close family members. This exploratory paper sets out the current UK legislative and policy framework of educational practice, and it examines the ways in which the implementation of that framework by schools and local authorities may be excluding some children from receiving an appropriate education because of associative disability discriminatory practices. We provide some suggestions for ways in which the conclusions from this analysis can be used to promote and improve inclusive practice throughout the sector.

Keywords: disability, associative discrimination, education, inclusive practice



C12

[34]

**ADULTS WITH DISABILITIES IN THE AUSTRALIAN CRIMINAL JUSTICE  
PROCESS: THE RIGHT TO EFFECTIVE PARTICIPATION AND THE ROLE OF  
THE COMMUNICATION INTERMEDIARY**

Stein R<sup>1\*</sup> and Clark S<sup>2</sup>

*<sup>1</sup>University of Newcastle School of Law and Justice, Australia*

*<sup>2</sup>Thomas More School of Law Australian Catholic University Australia*

*[\\*Rukiya.Stein@uon.edu.au](mailto:Rukiya.Stein@uon.edu.au)*

**ABSTRACT**

Australia has obligations under Article 13 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) to ensure that people with disabilities are equal participants before the law and that proper measures are in place to ensure their access to justice. Despite this, the adversarial nature of the legal system in Australia, makes it difficult for people with disabilities to participate effectively. In 2016, the New South Wales government in Australia, introduced witness intermediaries (also known as communication intermediary) to assist vulnerable people to communicate clear, complete and coherent evidence in criminal matters, thus allowing them to participate in a process that previously excluded them. The study will examine the human rights obligations for access to justice with reference to the CRPD, the current difficulties that people with disabilities encounter when giving evidence at court, in particular during cross-examination, and the role of the intermediary in facilitating communication in the criminal justice process. A case study will describe the author's role as the intermediary in the criminal trial of an Autistic defendant with intellectual disabilities who gave evidence in a domestic violence matter. The study highlights defendant's communication difficulties, the intermediary's recommendations for questioning and participation and the effect on the defendant's evidence. Implications for policy and legislative change, specifically in light of the recommendations of the recent recommendations of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. Areas for future research will also be highlighted.

Keywords: Autism, cross-examination, disability, human rights, intermediary

C13

[35]

**A SYSTEMATIC LITERATURE REVIEW OF DIMENSIONS OF ECONOMIC  
EMPOWERMENT OF INDIVIDUALS WITH IMPAIRMENTS IN DEVELOPING  
COUNTRIES**

Nzo ZYZ<sup>1\*</sup>

*<sup>1</sup>Graduate School of Social Science, Waseda University, Japan*

*Research and Development, National Council of and for Persons with Disabilities, South  
Africa*

*[\\*Nzo.zukiswa@gmail.com](mailto:Nzo.zukiswa@gmail.com)*

**ABSTRACT**

This study is inspired by growing international calls and concerns towards equality and ensuring individuals with impairments are not left behind, particularly within economic participation and empowerment. Inequality measures aid in policy reform and narrowing inequality gaps to ensure inclusivity while, Indices offer valuable insights by highlighting critical areas and assessing policy effects, playing a crucial role in analysing social realities and informing socio-economic policies. With growing evidence that Individuals with impairments often face lower employment rates compared to others, this highlights the need for new sustainability approaches as urged by the United Nations. Exploring an inequality index focused on the economic empowerment of individuals with disabilities requires refined indicators and dimensions (Robeyns, 2003; Bickenbach, 2014). These indicators can highlight inequalities and assess the impact of government services on people with disabilities compared to those without. Additionally, the concept of empowerment has diverse interpretations, both analytically and operationally (Alsop & Heinsohn, 2005). Therefore, the author saw it prudent to review literature that defines economic empowerment of persons with disabilities or indicators or dimensions thereof. A PRISMA guideline was used to conduct a systematic Literature review. Eligible articles for inclusion were those that defined or provided indicators or dimensions of economic empowerment of individuals with impairments in the past 15 years. Thirty-six studies focusing on developing countries were reviewed, with 16 of those focused on defining indicators or dimensions of economic empowerment of women and 10 focused on individuals with disabilities. Existing literature recognizes that definitions of empowerment for various groups, are grounded in Sen's concept of empowerment and well-being. Sen argues that empowerment is tied to 'agency,' which serves both instrumental and intrinsic purposes. It not only addresses inequalities affecting well-being but also challenges prevailing norms and social hierarchies. In the context of women's economic empowerment, Kabeer has provided a clear framework based on gender norms. This framework emphasizes productivity, income, and subjective experiences related to power, resource control, decision-making, and agen

Keywords: Disability, Economic Empowerment, Inequality

D1

[36]

**FUNCTIONAL PERFORMANCE IN SUBJECTS WITH SPINAL MUSCULAR ATROPHY TYPE 3 WITH INERTIAL SENSOR: AN EXPLORATORY STUDY**

Carlos L M<sup>1,2\*</sup> Castiglioni Claudia<sup>3</sup> Bernardita S<sup>3</sup> and Javiera J<sup>3</sup>

<sup>1</sup>*Faculty of Health Sciences Universidad Autónoma de Chile, Santiago Chile*

<sup>2</sup>*Faculty of Health and Dentistry Universidad Diego Portales Santiago Chile*

<sup>3</sup>*Clínica Meds, Santiago Chile*

[\\*carlos.alvarez01@uautonoma.cl](mailto:carlos.alvarez01@uautonoma.cl)

**ABSTRACT**

The in spinal muscular atrophy type 3 (SMA 3), individuals have proximal weakness and altered ambulation, affecting the ability to rise from the seated position and walk. To characterize the functional performance in the 6-minute walk test (6MWT) and in the timed up and go test (TuG) in subjects with spinal muscular atrophy type 3 (SMA 3) with an inertial sensor. An exploratory, descriptive and observational study was conducted in six subjects (5 men, 1 woman), age range of 11 to 24 years with a diagnosis of SMA 3. All had prior genetic study and signed informed consent. The subjects were evaluated with the 6-minute walk test (6MWT) and the timed up and go test (TuG) using an inertial sensor. The results of the 6MWT shows that there are differences in the performance in walking distance and gait temporal-spatial parameters between the subjects (cadence  $p=0,02$  and simetry index  $p=0,03$ ). The speed profile in the 6MWT allows to identify the presence of motor fatigue in subjects with SMA 3. In the TuG, variability was observed in the total time ( $p=0,04$ ) and in the sub-phases of the test, as well as an increase in vertical acceleration in the stand-to-sit phase, but without statistical significance. The evaluation of the 6MWT and TuG with inertial sensor identifies the profile of functional mobility in subjects with SMA and allows to differentiate the performance in both tests constituting an objective outcome measure and sensitive to the change in SMA 3.

Keywords: spinal muscular atrophy type 3, functional performance, inertial sensor

D2

[37]

**EXPLORING OCCUPATIONAL THERAPISTS' PERCEPTIONS OF ADDRESSING  
PSYCHOSOCIAL NEEDS IN STROKE SURVIVORS: CHALLENGES AND  
OPPORTUNITIES**

Rasli S<sup>1\*</sup>, Mazlan M<sup>1</sup>, Abdullah A<sup>2</sup> and Asmuri SN<sup>3</sup>

<sup>1</sup>*Rehabilitation Medicine, Faculty of Medicine University Malaya Malaysia*

<sup>2</sup>*Primary Care Medicine Faculty of Medicine University Malaya Malaysia*

<sup>3</sup>*Rehabilitation Medicine, Faculty of Medicine and Health Sciences University Putra  
Malaysia, Malaysia*

[hsakinah.rasli@gmail.com](mailto:hsakinah.rasli@gmail.com)

**ABSTRACT**

In today's dynamic, competitive, and fast-paced professional landscape, the crucial skill of decision-making is highly valued by employers across various industries. It has been shown to serve as a decisive factor in determining the suitability of candidates for roles of greater responsibility. Moreover, contemporary problems often involve multiple criteria, necessitating the application of multiple attribute decision-making (MADM) techniques to effectively address and resolve such complex issues. Consequently, students attending universities that prioritise and incorporate the teaching of MADM techniques into their modules are more employable in the future, as such knowledge aligns well with the evolving demands of the professional landscape. Despite the mentioned premises, there is a scarcity of studies examining the state of teaching such techniques in higher education institutions (HEIs). Therefore, this study aims to bridge this gap by conducting a comprehensive examination of the extent to which MADM techniques are embedded into taught engineering programmes, with the University of Manchester serving as a case study. Data was collected using questionnaire survey, followed by the application of descriptive analysis techniques to scrutinise and interpret the collected dataset. The obtained results illustrated that there is limited integration of MADM concepts into engineering programmes delivered by HEIs, thereby highlighting opportunities for further enhancement and refinement in the future. The findings of this study are valuable for future curriculum planning at the case study HEI, which can help boost the quality and employability of its students. Also, the methodology employed in this study can be utilised by other researchers to investigate other HEIs around the world.

Keywords: MADM, decision-making, higher education, teaching

D3

[38]

**EFFECT OF ROBOTIC ORTHOSES ON WALKING SPEED, QUALITY OF LIFE AND NEUROPLASTICITY IN PEOPLE WITH SPINAL CORD INJURY AIS C AND D: SYSTEMATIC REVIEW**

Alvarez-Mitchell C<sup>1,2</sup> and Lozano-Lozano JA<sup>3\*</sup>

<sup>1</sup>*Faculty of Health Sciences, Universidad Autónoma de Chile, Santiago, Chile*

<sup>2</sup>*Faculty of Health and Dentistry, Universidad Diego Portales, Santiago, Chile*

<sup>3</sup>*Institute of Biomedical Science, Universidad Autónoma de Chile, Santiago, Chile*

[\\*jose.lozano@uautonoma.cl](mailto:jose.lozano@uautonoma.cl)

**ABSTRACT**

Incomplete ASIA C and D spinal cord injuries cause motor problems such as loss of motor function and mobility, which can affect quality of life. Although the use of robotic orthoses is widely recommended in spinal cord injury, there is no synthesis of evidence regarding the effects of robotic orthoses on walking speed and quality of life as well as neuroplasticity in people with spinal cord injury. Identify the possible effects of the use of robotic orthoses on walking speed, quality of life and neuroplasticity in people with ASIA C and D incomplete traumatic spinal cord injury through a systematic review. A search was performed in the Pubmed, Scopus, Medline and WoS databases. We included randomized clinical trials (RCTs) that studied the effect of robotic orthoses on gait speed, quality of life and neuroplasticity in people with ASIA C and D incomplete traumatic spinal cord injury. The review was conducted and reported in accordance with the PRISMA Statement, and the methodological quality of the selected articles was evaluated with the PEDro scale. One RCT that studied the effect of an exoskeleton-based robotic gait training program for 12 weeks on independent walking speed was analyzed. This review does not provide sufficient evidence on the effects of the use of robotic orthoses on walking speed, quality of life and neuroplasticity in people with incomplete traumatic spinal cord injury ASIA C and D. However, studies are needed that incorporate changes in QoL and neuroplasticity

Keywords: Spinal cord injury, robotic orthoses, quality of life, neuroplasticity

D4

[39]

**MANAGING CHALLENGING BEHAVIOURS OF ADULT PERSONS WITH  
INTELLECTUAL DISABILITIES BY FAMILY CAREGIVERS: A  
CONSTRUCTIVIST GROUNDED THEORY STUDY**

Kwong ANL\* and Low LPL

*S.K. Yee School of Health Sciences, Saint Francis University Hong Kong*

*\*[nlkwong@sfu.edu.hk](mailto:nlkwong@sfu.edu.hk)*

**ABSTRACT**

While many adult persons with intellectual disabilities still continue to live in the family home, the presence of challenging behaviours can further complicate the caregiving situations of family caregivers. This constructivist grounded theory study aimed to explore the experiences of 37 family caregivers in managing challenging behaviours of their adult family member with intellectual disabilities whilst living at home in Hong Kong. Individual interviews were conducted with parents and siblings who lived-in with their adult family members with intellectual disabilities and challenging behaviours. The qualitative data were analyzed using the constant comparative analysis method. 'Managing the Unmanageable' was identified as the core category of the study. A dynamic process involving five categories were identified to display the processes of how family members managed those challenging behaviours of their family member with intellectual disabilities. These were: 'preventing challenging behaviours', 'actions and responses to challenging behaviours', 'acknowledging psychological impacts of challenging behaviours', 'seeking and sustaining strengths' and 'facing the caregiving reality'. The findings revealed the high stress levels of family caregivers who not only dealt with the physical tasks of caregiving, but also the multiple array of challenges that accompanied their family members' challenging behaviours. Their self-sacrificing and devoted behaviours were regarded as lifetime commitments and responsibilities. These findings highlighted the adoption of a holistic, family-centered approach to care in which the inputs of healthcare professionals would be essential in assisting the families to continue to offer care at home. The major foci would further support family strategies that prevent challenging behaviours, deal with family members' emotions and enhance positive caregiving experiences.

Keywords: intellectual disability, challenging behaviour, family caregiver, experience, grounded theory and qualitative research

D5

[40]

**CORRELATION BETWEEN THE WALKING DISTANCE, SPEED AND BODY MASS INDEX IN YOUNG PEOPLE BETWEEN 18 AND 19 YEARS OLD.**Mitchell A Carlos<sup>1-2\*</sup> Parra L Casandra<sup>1</sup> Toledo R Agustín T C<sup>1</sup>Silva R Francisco<sup>1</sup>, Velásquez- Bahamonde, Maryory<sup>1</sup><sup>1</sup>*Faculty of Health Sciences, Universidad Autónoma de Chile, Santiago, Chile*<sup>2</sup>*Faculty of Health and Dentistry, Universidad Diego Portales, Santiago, Chile*\*[carlos.alvarez01@uautonoma.cl](mailto:carlos.alvarez01@uautonoma.cl)**ABSTRACT**

The 6-minute walk test (6MWT) is a valuable tool to evaluate functional capacity and response to exercise in cardiorespiratory pathologies, being highly reproducible due to its simplicity, however, it presents an operator-dependent effect. Aim: Determine the correlation between the walking distance on the 6MWT, gait speed and body mass index (BMI) in young adults. Methods: 31 healthy volunteer subjects aged 18 to 19 were studied, excluding those with a history of respiratory or cardiovascular diseases, without previous physical activity and within the established age range. Data such as weight and height were collected to calculate BMI, and vital signs were measured before and after the test. The test was carried out only once. An inertial sensor was used to measure the walking distance and walking speed. Results: the average walking distance was 538.85 ± 65.47 m was shown, and an average BMI of 25.77 ± 4.49 kg/m<sup>2</sup>, indicating a slight dispersion in both variables regarding to the average. A negative correlation stands out with a result of -0.428 and a P value (p=0.02), in the other hand, there is a significant positive correlation with a Person correlation coefficient 0.735 (p=0,01) between the walking distance and walking speed. Discussion As the BMI increases and the walking distance decreases, and the walking distance increases related to the walking speed in the 6-minute walk test in young adults.

Keywords: young adults, 6-minute walking test, body mass index, functional performance, inertial sensor.

D6

[41]

**EXPERIENCES OF ADULTS WITH ACQUIRED NEUROLOGICAL  
COMMUNICATION DISORDERS USING AIDED AUGMENTATIVE AND  
ALTERNATIVE COMMUNICATION SYSTEMS IN A LOWER-MIDDLE INCOME  
COUNTRY**

Kumari HARP and Bakmeewewa DA\*

*Department of Disability studies, Faculty of Medicine, University of Kelaniya, Sri Lanka*

\*[rasikaa98asw@gmail.com](mailto:rasikaa98asw@gmail.com)

**ABSTRACT**

Augmentative and Alternative Communication (AAC) systems play a key role in the assistance of people with communication impairments, acquired or congenital. It maximizes the individual's functional levels by providing an effective communication for their daily needs. Identifying the facilitators and barriers when using an AAC system is imperative in ensuring its efficient use. This study aims to identify the types of AAC systems used by adults with acquired communication impairments and describe the adult AAC experience, particularly the facilitators and barriers faced when using an aided AAC system in the local context. A qualitative study was conducted to identify the facilitators and barriers of using aided AAC systems. 8 adult participants with complex communication needs who use aided AAC, and their communication partners were recruited to the study. Semi-structured individual interviews were conducted as face to face and online. All the interviews were video recorded. Ritchie Spencer framework for qualitative data analysis (1994) was used for the thematic analysis of triangulated data. Writing, Communication board, Typing, and Avaz app were the aided AAC methods used by participants in this study. The overall experience of AAC use was positive for both adults and their caregivers. The study identified several barriers and facilitators that had an impact on effective AAC use, some specific to the adult population. In most cases the AAC user and their family was well informed of the recommended AAC system by the clinician. Caregivers suggested changes to high tech devices, which they envisioned would lead to higher user satisfaction. Key clinical implications from the findings of this study emphasize the importance of understanding the advantages and limitations of the many available aided AAC systems, which then allows a more conscious recommendation based on the patient's need. Implications in research involve a fundamental understanding of adult AAC user experiences which then can be expanded similar to research in the child AAC users.

Keywords: AAC, acquired communication impairments, facilitators, barriers, complex communication need



D7

[42]

**HELLO FROM THE OTHER SIDE (OF THE SCREEN): THE USE OF  
TELEPRACTICE IN SPEECH THERAPY SERVICES IN SINGAPORE**

Jingying J<sup>1</sup>, Shaun GKY<sup>2</sup> and Mo C<sup>3\*</sup>

<sup>1</sup>*School of Humanities, Nanyang Technological University, Singapore, Singapore*

<sup>2</sup>*National Institute of Education, Nanyang Technological University, Singapore, Singapore*

<sup>3</sup>*School of Education, University of Saint Joseph, Macau SAR, China*

[\\*jmo.chen@usj.edu.mo](mailto:*jmo.chen@usj.edu.mo)

**ABSTRACT**

Speech therapy has been a growing industry in Singapore in recent years. The COVID-19 pandemic has, however, revolutionized many of such industries. Strict safety measures and restrictions forced many ‘non-essential’ healthcare services, to be brought online (via telepractice). However, little to no research has yet been done on the use of tele practice in speech therapy services in Singapore following the outbreak of COVID-19. Seventy-nine practicing speech therapists and 31 students of speech therapy programmers in Singapore, aged between 22-60 years (81 female) with experience using telepractice after the outbreak of COVID-19, completed an online survey of 29 questions exploring their use, experiences, attitudes and preferences, and future practice plans on telepractice relative to face-to-face therapy. Data was collected primarily quantitatively, with some questions allowing further qualitative elaboration. Participants reported that despite the pandemic, face-to-face sessions were still more prevalent compared to telepractice. Where telepractice was delivered, Zoom, WhatsApp, and laptops were the most commonly used tools. Ease from travelling, clients’ increased accessibility to therapy, and increased caregiver involvement were the top benefits of telepractice cited, while the most frequently encountered challenges included a lack of hands-on approach and issues with the use of online technology. Overall, participants had a largely positive experience with the use of telepractice, and planned to continue using telepractice, although most preferred a mixed mode of services delivery with more face-to-face therapy. This study provides a preliminary outline of the use of telepractice in relation to the speech therapy landscape in Singapore, post-outbreak of the COVID-19 pandemic.

Keywords: COVID-19 pandemic, speech-language pathology, SLPs, speech therapy, telepractice, Singapore

D8

[43]

## UNLOCKING POTENTIAL THROUGH PLAY: EXPLORING PLAY-BASED INTERVENTIONS FOR CHILDREN WITH AUTISM

Peter DR\*

*School of education Faculty of Social Sciences Quest International University, Malaysia*[\\*divyarose.peter@qiu.edu.my](mailto:divyarose.peter@qiu.edu.my)

### ABSTRACT

Autism Spectrum Disorder (ASD) presents unique challenges to the development and well-being of affected children, impacting their social, communicative, and cognitive domains. As researchers and caregivers strive to enhance the lives of children on the autism spectrum, the role of play-based interventions emerges as a focal point of investigation. This research article delves into the realm of "Playing, Laughing, and Learning with Children on the Autism Spectrum," exploring the profound implications of play-based interventions on the holistic development of these remarkable individuals. Drawing upon naturalistic observation and qualitative analysis, this study examines the diverse aspects of play engagements among 20 children diagnosed with ASD, aged between 4 to 6 years. Participants were observed in various settings, including special needs schools, therapy centers, and inclusive classrooms, with meticulous attention to ethical considerations. Findings reveal a spectrum of play behaviors among children with ASD, ranging from solitary play to occasional instances of cooperative play. Despite challenges related to social reciprocity and communication, children demonstrated a range of play behaviors, with sensory engagement emerging as a prominent aspect. Educators and therapists play a crucial role in facilitating meaningful play interactions, with structured activities and scaffolding techniques enhancing children's participation and social interactions. The implications for practice underscore the importance of creating inclusive and supportive environments that cater to the unique needs of children with ASD. By leveraging the insights gained from this study, educators and caregivers can design tailored interventions to promote social interaction, sensory exploration, and skill development among children on the autism spectrum. While this study provides valuable insights, limitations such as sample size constraints should be acknowledged. Future research endeavors could explore play behaviors among a larger and more diverse sample of children with ASD, considering factors such as age, gender, and comorbidities. Longitudinal studies could provide insights into the trajectory of play development among children with ASD over time, informing early intervention strategies and long-term support services. Overall, this research contributes to fostering inclusive, joyful, and enriching environments where every child, irrespective of their unique neurodevelopmental profile, can play, laugh, and learn to their fullest potential. By prioritizing play as an intervention goal, we can empower children with ASD to thrive and flourish in their developmental journey.

Keywords: Autism Spectrum Disorder, Play-based interventions, Naturalistic observation

D9

[44]

**TRAVEL BEHAVIOUR AND EXPERIENCES OF PERSONS WITH DISABILITIES  
LIVING IN AUSTRIA – FINDINGS FROM AN ONLINE-SURVEY**

Fischer T\* , Neugebauer G Beyer C and Schrenk M

*Department of Landscape, Spatial and Infrastructure Sciences, Institute of Spatial Planning,  
Environmental Planning and Land Rearrangement, BOKU University, Austria*

*[\\*tatjana.fischer@boku.ac.at](mailto:tatjana.fischer@boku.ac.at)*

**ABSTRACT**

Independent travel and access to leisure activities for persons with disabilities (PWD) are both at the heart of the EU Strategy for the Rights of Persons with Disabilities 2021-2030. A review of efforts in this regard reveals that tourism planning tends to focus on physical accessibility of buildings. Comparatively little attention is paid to low-barrier travelling and mobility on site. As part of the project “Accessible Spaces for All – Improving the Accessibility of Tourism for Persons with Disabilities in Central Europe” primary data on the travel behaviour and experiences of PWDs will be compiled. A questionnaire headed by the European Disability Forum was set up in English language, translated into the national languages of the project partners and sent to the national PWD-organisations in order to disseminate the link to the survey via their communication channels. In Austria, 40 PWD-organisations were asked to support the data collection. As of March 2024, 29 questionnaires were filled in, 23 persons disclosed Austria as place of residence. 9 respondents are female and two thirds of the respondents older than 55 years, either physically or visually impaired. About half of the respondents travel 3 to 5 times a year, mainly accompanied by family members. Domestic and international trips are carefully planned in advance. Accessible websites of booking platforms, recommendations, the destinations’ compliance with accessible labels and cancellation options are important factors when planning the journey. A lack of information on accessibility along the journey is a focal commonly perceived barrier while traveling. Positive travel experiences increase the probability of revisiting the destination. In the next step, these findings will be compared with the data collected by the project partners.

Keywords: people with physical disabilities and visual impairments, barrier-free travelling, journey planning, choice of destination, personal experiences, tourism planning

D10

[45]

**SUPPORTED EMPLOYMENT AS AN UNCONVENTIONAL FORM OF  
EMPLOYMENT FOR PEOPLE WITH DISABILITIES IN POLAND**

Kobus-Ostrowska D\*

*Institute of Economy, Faculty of Economics and Sociology, University of Lodz, Poland*

[dorota.ostrowska@uni.lodz.pl](mailto:dorota.ostrowska@uni.lodz.pl)\*

**ABSTRACT**

The purpose of this article is to identify good practices supported employment implemented in Poland for people with disabilities in the workplace. Many people with disabilities, even those with severe disabilities, maintain skills that, with the use of appropriate support measures, would still allow them to perform vocational work. Supported employment can take many forms, and it undoubtedly gives individuals with disabilities a chance to find their place in the labour market. Individuals with disabilities see limited professional opportunities due to an inability to take advantage of opportunities, not from a lack of interest in employment. Professional activation for people with disabilities continues to face challenges in Poland. This is due to how the existing social policy and vocational rehabilitation system does not eliminate barriers faced by prospective workers with disabilities, but rather only alleviates barriers. Supported employment involves the cooperation of employers, labour market institutions, and entities. The coordination would involve vocational and social rehabilitation for individuals with disabilities. Supported employment is a solution to the rise of challenges faced by job seekers with disabilities on the labour market. Legislative work is still ongoing in Poland, and supported employment will complement existing options in the field of vocational rehabilitation. This paper will include good practices for promoting supported employment for individuals with disabilities on the open labour market in Poland.

Keywords: person with disability, supported employment, labour market, good practises, Poland

E1

[46]

## NAVIGATING HYBRID LEARNING LANDSCAPES FOR VISUALLY CHALLENGED LEARNERS

Gulati G\*, Jain S and Sharma M

*University of Delhi, Delhi, India*

\* [baldevgulati1@gmail.com](mailto:baldevgulati1@gmail.com)

### **ABSTRACT**

The Hybrid educational resources have become a valuable technological tool for individuals with visual impairments. Hybrid learning tools encompass a combination of digital and conventional print materials. It functions as a tool to overcome the reading difficulties faced in conventional educational settings. One can employ strategies such as choosing literature that matches the reader's proficiency level, making use of various forms of books such as audiobooks and interactive e-books, along with promoting active involvement with texts through debate and contemplation. The integration of technology in education has improved the engagement of learners with educational content and has facilitated their active participation in the learning process. The key aspect of hybrid learning is ensuring the accessibility of educational resources for individuals with visual impairments. Digital resources greatly improve the accessibility of reading material for learners with visual impairments. Accessibility elements, such as compatibility with screen readers, text-to-speech capabilities, and the availability of alternate formats like braille and audiobooks, are crucial for facilitating successful engagement with digital material for individuals with visual impairments. Assistive technology, such as navigation apps, tactile maps, and virtual reality simulations, can enhance the ability of visually impaired learners to confidently and independently navigate hybrid learning settings. This educational strategy is comprehensive and offers cost-effective and high-quality instruction to a wide range of learners, tailored to their individual needs. Individuals with visual impairments frequently encounter substantial challenges when attempting to access printed materials. The digital reading materials possess integrated collaboration functionalities that can effectively meet the needs of visually impaired learners. Adaptive technology, including braille displays, screen magnification software, and speech-to-text tools, empowers visually impaired learners to personalize their learning experiences based on their requirements and preferences. This paper investigates the capacity of digital tools to tackle the difficulties in readability faced by learners with visual impairments.

Keywords: hybrid learning, accessibility, affordability, visually challenged learners, collaborative digital tools

E2

[47]

**DEVELOPMENT AND VALIDATION OF HANDWRITING MODULE FOR  
KINDERGARTEN LEARNERS WITH SPECIAL EDUCATION NEEDS**

Loiremia, LC\*

*Guided and Unified Interaction for the Development of Children, Inc., Philippines*

*\*loremialoiremia@gmail.com*

**ABSTRACT**

Resources are inadequate for beginning learners with special education needs (LSEN). If they are available, they are commonly used for regular learners. There is a need for a customized learning material for LSEN. The study aims to identify the level of performance of kindergarten LSEN in terms of psychomotor, work behavior, cognitive and sensory-perceptual skills. The study is quantitative and qualitative employing survey, interview, and class observation employing researcher-developed and validated interview guide and assessment instruments. The instruments covered considerations in planning handwriting module and list of potential activities including the assessment of handwriting module's suitability, acceptability and feasibility to LSEN and teachers. Respondents are 20 SPED teachers and 10 curriculum experts and school heads and another five acted as informants who were purposively sampled based on a pre-sent criterium. Descriptive statistics were employed to treat data while narratives were coded, textually and thematically analyzed. Findings revealed the performance of kindergarten LSEN require moderate assistance where the psychomotor skills marked the highest, and the sensory-perceptual skills the lowest. Informants disclosed "varying levels of difficulties among LSEN." The proposed handwriting module was found "very suitable" to LSEN, "very acceptable" to SPED teachers, and "very feasible" for implementation. The study concluded that teaching handwriting to LSEN should be taught in structured way. The adoption of handwriting module: "Aba! Nakakasulat na Pala Ako" (Oh Well, I Can Already Write) is recommended for teachers' use in teaching handwriting to LSEN and on the enhancement of their handwriting skills.

Keywords: Early childhood special education, LSEN, learning materials, skills performance, writing skills

E3

[48]

**PILOT IMPLEMENTATION AND EVALUATION OF ACCESSIBILITY  
ENHANCEMENTS IN RADIOLAB PODCAST**

Pérez de Zafra Arrufat MA<sup>1\*</sup>, Domínguez Escalona D<sup>2</sup> and Olivencia Carrión MA<sup>3</sup>

*<sup>1</sup>Department of Translation and Interpreting, Faculty of Translation and Interpreting,  
University of Granada, Spain*

*<sup>2</sup>Department of Drawing, Faculty of Fine Arts, University of Granada, Spain*

*<sup>3</sup>Department of Developmental and Educational Psychology, Faculty of Education,  
University of Granada, Spain*

*[\\*arrufat@ugr.es](mailto:*arrufat@ugr.es)*

**ABSTRACT**

This study presents a pilot implementation and evaluation of accessibility enhancements in RadioLab podcasts, based on prior recommendations. The project was conducted in collaboration with MediaLab and involved applying accessibility improvements to podcast content and web interfaces. The evaluation phase engaged both experts and users with varying degrees of hearing impairment, including individuals with mild to severe hearing loss, sign language users, and primarily oral communicators in Spanish. The aim was to assess the effectiveness of the implemented changes and identify areas for further improvement. The results indicate significant improvements in user experience and accessibility, though some challenges remain. Feedback from participants provided valuable insights into specific needs and preferences, guiding future development efforts.

Keywords: social and emotional learning, SEL belief, teachers

E4

[49]

**SCOPING REVIEW OF ACCESSIBILITY IN PODCASTS AND OPEN AUDIO  
MEDIA: EMERGING TRENDS AND BEST PRACTICES**

Mamauag C\*, Edejer M and Dejan J

*Municipal Government of Cabagan, Isabela, Philippines*

*Department of Education, Cabagan District, Isabela, Philippines*

*\*lgu.cabagan2015@gmail.com*

**ABSTRACT**

In 2022, World Bank data shows that the learning poverty in the Philippines is at 91%, which means that around 9 out of 10 children aged 10 struggle to read simple text. At the beginning of school-year 2022-2023, using the Philippine Informal Reading Inventory (Phil-IRI), it was determined that in the Municipality of Cabagan, 7 out of 10 pupils from Grades 4 to 6 struggle to read English texts, 6 out of 10 pupils from Grades 3 to 6 struggle to read Filipino texts, and 4 out of 10 pupils from Grades 1 and 2 are non-readers. With the data gathered, the Local Chief Executive expanded its flagship literacy program – Teaching Opportunities Prioritizing Illiteracy (TOPI), and augmented public schools' efforts in Cabagan, Isabela, to improve the pupils' reading skills. Through the TOPI Program, the Municipal Government of Cabagan deployed sixty-five (65) Reading Teachers to one-on-one sessions with non-readers and struggling readers. After six months of intervention in the TOPI Program, the post-test conducted by the Department of Education Cabagan District using the Phil-IRI Tool and Early Grade Reading Assessment Tool showed an 88.96% decrease in Grades 3 to 6 non-readers and a 96.32% decrease of non-readers in Grades 1 and 2. With the tremendous improvement in students' reading skills, the Municipal Government of Cabagan strongly recommends the TOPI Framework to improve reading skills. The TOPI Framework introduces government intervention through the provision of Force Multipliers, establishing a Municipal Education Office, and fostering partnerships with external education champions, in addition to the existing components of the Department of Education 3Bs Reading Program.

Keywords: basic education, literacy, reading, local government



E5

[50]

**HARNESSING UNIVERSAL DESIGN FOR LEARNING TO FOSTER INCLUSION  
IN PERFORMING ARTS FOR CHILDREN WITH DISABILITIES IN SOUTH  
AFRICANTOWNSHIP AND RURAL COMMUNITIES.**

Mfikili M\*

*Department of Health and Rehabilitation Sciences Faculty of Health Sciences, University of  
Cape Town, South Africa, Cape Town, Rondebosch*

*\*[mmshweme93@gmail.com](mailto:mmshweme93@gmail.com)*

**ABSTRACT**

The exclusion of children with physical and intellectual disabilities from participating in performing arts activities in South Africa's township and rural communities is a pressing issue that demands attention. Despite efforts to promote inclusivity, limited resources, inaccessible infrastructure, and lack of awareness persist, hindering these children's access to cultural and artistic experiences. This research addresses this issue by exploring the potential of Universal Design for Learning (UDL) principles to foster inclusion in performing arts education. The study's purpose is to contribute to the understanding of this issue within the performing arts and disability discipline and to propose innovative solutions. Through a mixed-methods approach combining literature review, case studies, and action research, this study aims to identify effective strategies for implementing UDL in performing arts programs tailored to the unique needs of children with disabilities in South African township and rural communities. Preliminary findings from the researcher's involvement as an assistant researcher and the initiation of the first performing arts Non-Profit Organization (NPO) for children with disabilities in South Africa demonstrate the feasibility and potential impact of integrating UDL principles into performing arts education. By utilizing recycled and reusable materials to create accessible and inclusive theatre productions, this initiative has already begun to break down barriers and promote equal participation. The implications of this research are significant, as it not only addresses the immediate need for inclusion in performing arts but also contributes to broader discussions on disability rights, education, and cultural participation. By promoting collaboration between educators, artists, policymakers, and community stakeholders, this research aims to create lasting change and foster a more inclusive and equitable society for all children in South Africa.

Keywords: Universal Design for Learning (UDL), Physical and Intellectual Disabilities, performing arts, township and rural communities, South Africa

E6

[51]

**“ENHANCING ACTIVITIES OF DAILY LIVING THROUGH EXERCISES IN CASES WITH INTELLECTUAL DISABILITIES”.**

Chadha G\*

*Centre For Hope Special School, Vasundhra, Ghaziabad*

*[\\*sitti.lailatul.gamaria@gmail.com](mailto:sitti.lailatul.gamaria@gmail.com)*

**ABSTRACT**

This Intellectual Disability, Also Known as Mentally Retarded or Challenged. Its A Neuro Developmental Disorder Characterized by Significantly Impaired Intellectual [Low Iq] And Adaptive Behaviours, That Affects Every Day General Living. Researchers Found Numbers of Signs and Symptoms in ID, Like Behavior Issues, Cognitive Impairment and Motor Deficits. The Purpose of Study Was to Gain Maximum Functional Independent Living Skills Through New Interventions. 16 Boys {Above, 11yrs] With Idd, Of Centre for Hope, Special School in Ghaziabad. Were Assessed With Katz Index Of Independence Of Activates In Daily Living, Commonly Referred As Katz Adl, For Basic Adl's. Intellectually Disabled Cases Requires Multidisciplinary Approach for Intervention. After A Period of Measurable Assessment of Participants, Some Specific Physical Exercises Were Prescribed as Protocols of Treatment these Exercises Includes Coordination, Strength Training, Balancing, Weight Bearing, Which Relatively Helps To Enhance Functional Independence In Day To Day Activities Like Wearing Clothes, Lifting Objects, Standing For Longer Durations, Ascending-Descending Stairs. Better Results Were Experienced with Participants, As They Were Compared Subjectively with Non Participants. Parents Reported Positive Feedback for The Program.

Keywords: ad, physiotherapy for special needs, Katz's scale, intellectual disabled, multidisciplinary

E7

[52]

## ANALYSIS OF UPPER LIMB JOINT FORCE AND PELVIC LIFT DURING SEATED PUSH-UPS IN INDIVIDUAL SPINAL CORD INJURIES

Ajaree N<sup>1\*</sup> Nami S<sup>1</sup> and Takumi Y<sup>2</sup>

<sup>1</sup>*Department of Physical Therapy, Faculty of Health Sciences, Tokyo Metropolitan University, Japan*

<sup>2</sup>*Department of Rehabilitation, Shonan University of Medical Sciences, Japan*

[\\*niramorn-ajaree@ed.tmu.ac.jp](mailto:*niramorn-ajaree@ed.tmu.ac.jp)

### ABSTRACT

Background: The essential prerequisite for transfer in individuals with Spinal Cord Injury (SCI) involves upper extremity strength to lift the body against ground reaction forces. However, improper execution of push-ups can increase the risk of repetitive strain injuries to the upper extremities. Inadequate forward trunk leaning may contribute to upper limb pain, overuse-related injuries, decreased function, participation restrictions, and reduced quality of life. This study aims to analyze upper limb joint forces, trunk flexion angles, and pelvic lift during seated push-ups. Methods: Five thoracic spinal cord injury performed push-ups on a 40-centimeter-high chair. Data were collected using the VICON 3D motion analysis system (Vicon Nexus). Subsequently, the SIMM program (interactive skeletal muscle modeling software) was employed to calculate and compare outcome measures, including maximum trunk flexion, peak ground reaction forces under both hands and differences in pelvic lift. This study was conducted with approval from the research ethics committee of the affiliated institution. All participants were right-handed. Preliminary findings indicate a mean trunk flexion angle of  $37.5 \pm 14.46$  degrees. The mean peak loading on the right shoulder was  $25.15 \pm 5.56$  W, and on the left shoulder was  $16.78 \pm 15.11$  W. The average peak power for the right and left elbows was  $20.24 \pm 6.70$  and  $12.36 \pm 6.65$  W, respectively. The average pelvic lift height was  $0.20 \pm 0.05$  meters. Detailed results and statistical analysis will be provided in subsequent updates.

Keywords: spinal cord injury, paraplegia, kinematics, upper extremities

E8

[53]

**ASSESSING THE INTERSECTIONAL CHALLENGES OF GENDER, DISABILITY  
AND LEADERSHIP IN ETHIOPIA**

Degef DB\*

[\\*dibababebachal@yahoo.com](mailto:dibababebachal@yahoo.com)

***ABSTRACT***

This thesis delves into the intricate relationship between gender, disability, and leadership in Addis Ababa, emphasizing the necessity of a comprehensive approach that tackles systemic barriers and empowers individuals. By examining the challenges faced by women with disabilities in accessing leadership roles, the thesis underscores the importance of inclusive policies and programs to foster diversity in leadership. The thesis also highlights the critical role of changing societal attitudes and dispelling stereotypes to create a more inclusive leadership landscape. The methodology were cross sectional descriptive study design and used non- probability sampling technique by structured questioner data collection tools. The data reveals that societal attitudes significantly impact the exclusion of women with disabilities from leadership positions, emphasizing the need for proactive measures to support their advancement. The overwhelming support for solutions such as inclusive policies, accessibility measures, education and training initiatives, awareness campaigns, and mentorship networks underscores the urgency of addressing the distinct obstacles faced by women with disabilities in leadership roles. This thesis contributes to advancing a more inclusive and representative leadership environment in Addis Ababa by advocating for tailored interventions that promote gender and disability inclusion in leadership positions

Keywords: Gender, disability, intersectionality and leadership

E9

[54]

**COMMUNITY BASED THREE LEVEL EARLY IDENTIFICATION MODEL FOR  
DISABILITY INTERVENTION: A CASE STUDY IN KASARAGOD AND SOUTH  
CANARA DISTRICTS, INDIA**

Jinilraj JR\*, Yasir M and Vinduja V Kumar

*<sup>1</sup>Early Intervention Department, Akkara Foundation Centre for Child Development,  
Kasaragod, India*

*Akkara Foundation, Kasaragod, Kerala, India*

\* [jinilphysio@gmail.com](mailto:jinilphysio@gmail.com)

**ABSTRACT**

About 90% of a child's brain development occurs by the time they reach 5 years of age. In India, 0.76 million infants perish within first four weeks of birth and the rate of early identification of disabilities in children under two years old is less than 20%. Kasaragod district has a 4.49% disability rate, with 35,671 diagnosed cases of all ages. Limited awareness and rural accessibility hinder early intervention efforts. Implementing a three-level early identification model in community-based rehabilitation aims to overcome these challenges, enabling timely, tailored interventions. Despite stigma, the model holds promise for improving accessibility and rehabilitation services in the region. This model raises awareness about disabilities and early intervention, disability census, screening camps and allocates resources efficiently. Twelve panchayats in Kasaragod and South Canara districts were selected for the model, of which includes awareness sessions, census of each panchayat, and screening camps, followed by community-based rehabilitation. For the duration of 36 months, ASHA workers, Anganwadi teachers, and volunteers were trained, conducted census, and children in need received therapeutic support through a mobile unit. The census across 12 panchayats found 3,515 individuals with disabilities, including 680 children eligible for early intervention, which is almost 20%, received comprehensive services through our mobile rehabilitation unit. Our three-level identification model effectively addressed social stigmas, provided doorstep weekly sessions and services, empowered local self-government members, enhancing physical and cognitive development, psychosocial support for care givers. This model effectively raised awareness among ASHA workers, Anganwadi teachers, and volunteers, facilitating early disability intervention. Disability surveys provided valuable data for targeted interventions, improving access to rehabilitation services and enhancing outcomes for affected children and overall impacted the community positively.

Keywords: Early childhood development, Disability identification, Community-based rehabilitation, Awareness raising, Mobile rehabilitation unit, Targeted intervention

**POSTER  
PRESENTATIONS**

P1

[55]

**ENRICHING PRE-EMPLOYMENT SKILLS OF ADULT LEARNERS WITH  
AUTISM SPECTRUM DISORDER THROUGH JOB COACHING**

*Valdez EH\**

*Ma-By Learning Center, Philippines*

*[\\*vlynhumbria33@gmail.com](mailto:vlynhumbria33@gmail.com)*

**ABSTRACT**

The world of work is different from the world of someone with Autism. Helping them learn pre-employment skills prepares them for work productivity and adult living. The purpose of the study is to determine the level of pre-employment skills of adults with autism spectrum disorder (ASD), support extended in their on-the-job training (OJT) placement in a mall supermarket, and industry feedback on their work engagement. The study is descriptive and exploratory where SPED teachers in transition classes and who also served as job coaches and OJT work supervisors were purposively sampled. The subjects of the study are ten adult learners with ASD who are under OJT program. A survey checklist and observation tool were adopted to cull data and were treated by descriptive statistical tools to uncover findings. Narratives from interview of informants were coded and thematically analyzed. Findings revealed that subjects were found to be in the beginning level, their behavior matches work expectations and reinforced pre and vocational skills learned from school. Teachers introduced adult learners with ASD to industry partners, conducted pre-work orientation and work enculturation while the industry partners facilitated work entry orientation and on-the-job supervision. Industry partners, although in the beginning had reservation, were impressed on the subjects' work performance where passion for details, commitment and work attendance are better than those of regular employees. The study concluded that job coaching reinforces subjects' work engagement and facilitates their assimilation into the workplace setting. Project Fitness of Individual Transition's to Work (FIT to Work) is recommended.

Keywords: Autism, pre-employment, job coaches, on-the-job training, adult learners, fitness of individual transitions

P2

[56]

**INFLUENCE OF THE CHÊNEAU BRACE ON QUALITY OF LIFE OF ADOLESCENTS WITH IDIOPATHIC SCOLIOSIS.**

Belabbassi H\* and Ait Ziane Sarrah

*Department of physical Medicine and Rehabilitation, Faculty of Medicine, Saad Dahlab*

*University Blida1, Algeria*

\*[goodhealth60@gmail.com](mailto:goodhealth60@gmail.com)

**ABSTRACT**

The main objective is to determine the influence of Chêneau brace treatment on the quality of life (QoL) of adolescents with idiopathic scoliosis. We used the Quality of Life Profile for Spine Deformities (QLPSD) and visual analogue scale (VAS) for pain. The QoL studied the following areas of psychosocial state, sleep disturbances, back flexibility and body image. The study includes some subjects divided in three groups, a control group of 2 patients without brace, a full-time treated group (wearing a Chêneau brace 23/24 hours) of 4 patients, and a part-time treated group (wearing the brace during the night only) of 3 patients. The QoL is worse in the full-time treated group than in the group with night treatment and in the group without brace for the psychosocial functioning, the sleep disturbances, the back flexibility, the body image, as well as the overall score. On the other hand, we found no difference between the groups for the existence of back pain. The quality of life of patients who wear the brace is correlated with the degree of correction obtained by the brace treatment and the patient's satisfaction with their state of health. However, this correlation is very weak. Wearing the Chêneau brace leads to a reduction in quality of life regardless of the assessment instruments, QLPSD or EVA.

Keywords: idiopathic scoliosis, cheneau barce, quality of life, Quality of Life Profile for Spine Deformities, visual analogue scale



P3

[57]

**IMPACT OF THE CHILD'S DISABILITY ON THE QUALITY OF LIFE OF THEIR  
FAMILY (STUDY ON FAMILIES OF CEREBRAL PALSY CHILDREN IN  
ALGERIA)**

Aitziane S\*, Belabbassi AH, Benbellal A, Imouloudène A, Hanene M, Aberkane N and  
Kaced H

*Djillali Bounaama university hospital center, Douéra, Algeria.*

*Si Ahmed Mahdi Faculty of Medicine, Saad Dahleb University, Blida 01, Algeria*

[saramira2@hotmail.com](mailto:saramira2@hotmail.com)

**ABSTRACT**

The education of socially disadvantaged pupils and pupils from diverse backgrounds is intertwined with significant inequalities that negatively affect their school performance. In addition, there remain intense needs in schools for support for teaching staff, work with pupils with educational difficulties or risky behaviour, and more. Increasingly, the position of social pedagogue in the school counselling center of elementary schools is thus making a significant contribution to redressing these inequalities. The social pedagogue works not only with the pupils, but also with their families and with the pedagogical workers. Our research project focused on the activities that a social pedagogue performs in school environment. We verified this through semi-structured interviews with social pedagogues themselves. The research findings provide interesting perspectives on the work of the social pedagogue and his role in the school counselling center.

Keywords: social pedagogue, school counseling center, social issues, elementary school, qualitative research.

P4

[58]

**PRACTICE PATTERNS OF PHYSIOTHERAPISTS FOR LEARNERS WITH  
DISABILITIES AT SPECIAL SCHOOLS: A SCOPING REVIEW**

Lubisi LV<sup>1</sup>, Madumo MB<sup>2</sup>, Muda NP<sup>3</sup>, Makhuvele L<sup>4\*</sup> and Sibuyi MM

*Physiotherapy Department, Healthcare Sciences, Sefako Health Sciences University, South  
Africa*

[Makwena.sibuyi@smu.ac.za](mailto:Makwena.sibuyi@smu.ac.za)

**ABSTRACT**

The paper reflects on the findings regarding the prevalence and prevention of risk factors that threaten the healthy development of the child's personality during early adolescence. It presents, among other aspects, a project that responds to potential risks in the development of adolescents and aims to promote mental health and prevent mental disorders in adolescents through experiential programmes led by trained leaders. Another key group includes teachers working with children in order to strengthen their professional competencies. Parents of children are an equally important group because they need to be aware of the risks in adolescence and have the necessary information concerning the prevention of mental disorders in order to be able to solve these problems with professionals. Finally, the paper presents the results of an evaluation research that assesses the results of prevention programmes implemented with hundreds of children in early adolescence. The research unequivocally confirms an effective shift in the knowledge of pupils compared to the control group, which is an important basis for competent action in a problematic situation that could threaten the adolescent's mental health. There is also a positive effect in strengthening the right attitudes towards the issue of mental health and the risk of mental disorders.

Keywords: mental health, mental disorders, primary prevention, prevention program, knowledge development, competence strengthening, evaluation research

P5

[59]

**EFFECTS OF AEROBIC EXERCISE ON INFLAMMATORY MARKERS: A  
SYSTEMATIC REVIEW AND META-ANALYSIS**

Prameswari P\*

*Trisakti University*

\* [Pretika\\_p@yahoo.com](mailto:Pretika_p@yahoo.com)

***ABSTRACT***

Background: Inflammation, a complex biological response of the body to harmful stimuli, is a necessary reaction of the immune system to infection or trauma. This rapid and acute process results in high circulating levels of inflammatory mediators. Chronic inflammation is a strong predictor of both disability and mortality, even in the absence of clinical disease. Physical exercise is considered beneficial in alleviating these conditions, but the effects of aerobic exercise on inflammatory markers in a healthy population need further clarification. Therefore, physical exercise can be a potential pathway for inflammatory intervention. Method: This systematic review and meta-analysis was conducted using PubMed, Lancet, Science Direct, and Google Scholar, following PRISMA 2020 guidelines and employing the PICO format. The aim of this study is to systematically review and conduct a meta-analysis on aerobic exercise and inflammation. The inclusion criteria encompass diverse study designs (RCTs, observational, quasi-experimental, and case-control studies) investigating aerobic exercise and inflammation. Result: After three rounds of screening, 13 articles directly relevant to the systematic review were chosen for full-text analysis. Literatures selected for this analysis were published in 2018 to 2024. Conclusion: The lowest level of physical activity was associated with an increased risk of disability. Aerobic exercise may have a positive effect on reducing CRP, TNF- $\alpha$ , and IL-6 levels in middle-aged and older adults. Further randomized controlled trials (RCTs) are needed to determine the effect of aerobic exercise on additional inflammatory markers in middle-aged and older adults.

Keywords: aerobic exercise, inflammatory markers, INF-a, IL-6

P6

[60]

**INCLUSIVE EDUCATION ON EVACUATION SUPPORT WITH THE  
PARTICIPATION OF PERSONS WITH DISABILITIES**

Koyama S\*

*<sup>1</sup>Faculty of Human Science, Waseda University, Japan*

*\*[skoyama@waseda.jp](mailto:skoyama@waseda.jp)*

**ABSTRACT**

The involvement of residents in supporting the evacuation of people with disabilities is crucial for ensuring safe evacuation during disasters. However, a lack of knowledge on how to provide such support, coupled with prevalent prejudices against people with disabilities, poses challenges for individuals with disabilities in seeking assistance during evacuations. Addressing this issue entails comprehensive disaster education for all citizens. Traditionally, disaster prevention education for persons with disabilities has mainly focused on educating students with disabilities. This study focuses on inclusive educational approaches for evacuation support, involving the active participation of individuals with disabilities. The study examined an evacuation support education initiative at a junior high school in Osaka, Japan. The program aimed to foster experiential learning by forming groups and guiding individuals with disabilities through evacuation scenarios both within and outside the school premises. The research methodology involved semi-structured interviews with persons with disabilities and other relevant parties, along with statistical analysis of pre- and post-questionnaire responses to determine the effectiveness of the educational intervention for junior high school students. The project enabled participating students to acquire practical evacuation support skills, improve their understanding of people with disabilities, and acknowledge that communication with people with disabilities is necessary for smooth evacuation assistance. The initiative also benefited individuals with disabilities who served as instructors by enhancing their awareness of local risks and augmenting their self-reliance skills in disaster situations. It can be said that such projects will not only advance evacuation support capabilities but also contribute to the broader goal of fostering an inclusive society.

Keywords: inclusive education, disaster preparedness, evacuation drill

P7

[61]

**ANALYSIS OF UPPER LIMB JOINT FORCE AND PELVIC LIFT DURING  
SEATED PUSH-UPS IN INDIVIDUAL SPINAL CORD INJURIES**

Ajaree N<sup>1\*</sup>, Nami S<sup>1</sup> and Takumi Y<sup>2</sup>

*<sup>1</sup>Department of Physical Therapy, Faculty of Health Sciences,  
Tokyo Metropolitan University, Japan*

*<sup>2</sup>Department of Rehabilitation, Shonan University of Medical Sciences, Japan*

*[\\*niramorn-ajaree@ed.tmu.ac.jp](mailto:*niramorn-ajaree@ed.tmu.ac.jp)*

**ABSTRACT**

In modern days, the attention towards technology is massive. For many years, it has been acknowledged as an important tool in the field of education but it was never a central objective until now. Recently, the need to use technology appears more due to the current global crisis of coronavirus pandemic as a significant educational tool. The main purpose of this study is to examine the effect of using distance learning in the science subject on SEN students' outcomes from the teachers', students', and parents' perceptions on different cases of SEN students in some American curriculum schools in the UAE. The conduction of this research study has a relevant motive behind it as it clarifies and creates realization regarding the importance of the use of various technical skills in the on-line teaching process in combination with the positive effect they imprint on the students' learning and attainment. This study explores some different ways the students can gain knowledge from home and interpret the impact and the need for using the technology in this case of the distance learning process. This research study accommodated SEN students in the middle school level subject of science through questionnaires provided to 100 teachers, and interviews with students and parents who represent their children, aiming to accomplish the needed documents that will enhance the analysis of the research questions. The results showed that forty-eight percent of the teachers completely concurred that E-learning needs more mindfulness among parents and students so it can give more advantages to students, and about the same percentage agreed while the rest saw that it does not require any sort of mindfulness. On the other hand, the guardians accepted that distance learning is useful for their kids and it gives diverse learning experiences in contrast with the conventional educating techniques.

Keywords: technology, SEN students, e-learning, platforms, challenges, motivation, distance learning

P8

[62]

**EXAMINING THE EFFECTIVENESS OF INCLUSIVE EDUCATION FOR  
STUDENTS WITH DISABILITIES IN ESWATINI**Ndzinisa NB<sup>1\*</sup> and Nhlengethwa C<sup>2</sup><sup>1</sup>*Strategic Information, Young Heroes, Eswatini*<sup>2</sup>*Strategic Information, Young Heroes, Eswatini*[nokuphila730@gmail.com](mailto:nokuphila730@gmail.com)**ABSTRACT**

This study examines the effectiveness of inclusive education for students with disabilities in Eswatini, conducted through the Disability Project in partnership with Young Heroes and the Ministry of Education and Training. Students were selected using the family profiling and child disability identification questionnaire. A total of 144 students with disabilities were included in the study by community facilitators, who considered factors such as financial limitations hindering parents from providing necessary education and care. Trained community facilitators determined whether the student should attend a special needs or mainstream school based on the type of disability. To monitor student development and academic performance in both types of schools, a CarePlan tracker was utilized, containing detailed inquiries about attendance and school achievements. Data handling and management were conducted using SPSS Statistics V22.0. Results indicated a 36.8% dropout rate in mainstream schools, with 63.1% of students successfully advancing to the next grade. The Chi-squared test indicated a significant difference in performance between students in mainstream and special needs schools ( $P=0.001$ ), with mainstream students demonstrating better academic outcomes. Specifically, 63.1% who were in mainstream compared to 32.7% students in special needs schools progressed to the next grade and had a regular school attendance record. The study highlights the importance of ongoing teacher training to support the educational needs of students with disabilities, especially considering the limited availability of special needs schools in Eswatini. This underscores the significance of inclusive education in promoting the academic success and overall well-being of students with disabilities in the country. Therefore, there is a need for the operationalization of policies and guidelines to effectively address barriers for disability inclusion and mainstreaming.

Keywords: Inclusive Learning, Students with Disability

P9

[63]

**DFROM CLASSROOM TO COMMUNITY: THE POSITIVE EFFECTS OF  
STUDENT-LED INTERVENTIONS FOR CHILDREN WITH DEVELOPMENTAL  
DELAYS IN VIETNAM**

Shin JY<sup>1\*</sup> and Nguyen Duc S<sup>2</sup>

*<sup>1</sup>Department of Psychology, Hofstra University, USA*

*Faculty of Psychology and Pedagogy, Hanoi National University of Education, Vietnam*

*[\\*Jin.Y.Shin@hofstra.edu](mailto:Jin.Y.Shin@hofstra.edu)*

**ABSTRACT**

This study assessed the efficacy of a home-based intervention delivered by college students for children with developmental delays in Vietnam, targeting the issue of limited access to professional intervention services in low- and middle-income countries (LMICs). The primary objective was to evaluate the intervention's impact on adaptive behavior among children aged 3 to 6 years identified with developmental delays. The study involved 64 children who were randomly assigned to either the intervention or control group. The intervention consisted of weekly home visits over a 6-month period, where student teachers implemented activities based on the Portage curriculum. The Vineland Adaptive Behavior Scale-II was utilized for pre- and post-intervention assessments. Results indicated significant improvements in the intervention group compared to the control group in overall adaptive functioning, particularly in the domains of communication, social skills, and motor skills. The study underscores the potential of utilizing trained, non-professional personnel to deliver effective early intervention services in LMICs, thereby contributing to the body of evidence supporting scalable and sustainable intervention models in resource-limited settings. This approach not only addresses the critical need for early intervention services but also provides a model for leveraging local human resources to support children with developmental challenges and their families.

Keywords: early intervention, developmental delays, home-based intervention