

## **Guidelines of Developing Teaching and Learning in Special Classrooms for Students with Autism in Thailand**

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### **Abstract**

*Teaching and Learning in Special Classrooms for Students with Autism is learning management by using individual education Program various teaching techniques. facilities, media, services and other assistance in education including measuring and evaluating learning outcomes the purposes of this research (1) Current Situations, Desirable Situations and Guidelines of Developing Teaching and Learning (2) the Assessment of needs, (3) develop guidelines Teaching and Learning in Special Classrooms for Students with Autism. statistics used were percentage, mean, standard deviation. and the Improved Needs Priority Index*

*The results were as follows: (1) Current Situations, Overall, it's at a moderate level. Desirable Situations Overall, it's at the highest level. (2) top 3 highest needs were Criteria for judging academic results educational papers and measuring and evaluating learning outcomes (3) Guidelines of Developing Teaching and Learning in Special Classrooms for Students with autism the overall assessment results were found appropriate and the possibilities are at the highest level.*

**Keywords :**(1) Current Situations, Desirable Situations (2) Special Classrooms for Students with Autism (3)Guidelines Development

### **Introduction**

A person has an equal right to receive education for not less than twelve years which shall be thoroughly provided by the State. and quality without charge the poor, the handicapped, or those in difficult circumstances need the rights and support of the state in order to receive education on an equal footing with others. (Office of the Council of State. 2007) handicapped person disabilities have the right to education free of charge. From birth or throughout life as well as receiving technology Facilities, media, services and other educational assistance Choose educational services, educational establishments, systems and educational styles based on abilities, aptitude and special needs of a person receive a standardized education and quality assurance of education including organizing the learning process course appropriate educational testing in accordance with special needs of people with disabilities each type and person (Education Management Act for Persons with Disabilities. 2008) autistic arranged in handicapped 9 types educational institutions must ensure that such persons have the right to and the opportunity to receive special basic education Educational for people with disabilities shall be provided at birth and without charge receiving technology Facilities, media, services and other educational assistance according to the rules and methods prescribed in the Ministerial Regulations Education for persons with special abilities must be organized in an appropriate format, taking into account the individual's abilities taking into account the ability of the individual in the management of learning for autistic persons Techniques for teaching learning media, technology, learning measurement and evaluation Judging Criteria and documented educational evidence (Office of the Basic Education Commission. 2012)

## Review of Literature

Teaching and Learning in Special Classrooms for Students with autism is an activity that focuses on developing people with autism to be ready and develop to the fullest potential flexible To support learning management for autistic people with a variety of differences. both the symptoms and the degree of impairment with changes in both the holistic structure Guidelines for organizing courses and learningThe time of study, including the level of ability is individual to the learner. having individualized educational Program, the IEP is an important tool for planning education for each learner.

The researcher studied the concept of BenjaChonlatarnon (2003) ; Parinya Wannawong (2007) ; Sak Chanthayanon (2009) ; Kittipong Chulotok (2009) ; Rachadaporn Pimpirat (2009); Silpachai Aungtraklu (2010 ;) Watcharapong Puk (2011) ; Rapee Pilamanon (2012) ; Office of the Basic Education Commission (2012) ; Anchalee Chantree (2014 ) ; Saranrat Issarachaisaowakun (2016 ; Duangchanok Landa (2017) ; Suthirak Khampanon (2017) ; Danai Boonwai (2018) ; Jutaporn Thanakaweesilp (2020 ; Christine Benedict (2007) ; Jennifer L. Chaney (2010) with details as follows:

1. Learning Management for Autistic Individuals consideration of individual differences An Individualized Education Program (IEP) is developed to meet the individual needs. media is provided and technology facilities various teaching techniques Measure learning outcomes based on actual conditions. Emphasis is placed on assessment to inform learning development. Learning outcomes should be measured and re-evaluated several times to know the true learning outcomes.
2. Teaching techniques for people with autism is an important factor in the teaching and learning process that will result in learners being able to achieve the stated objectives. Teachers need to use a variety of teaching methods to meet the special needs of each individual learner.
3. learning media Technology that meets special needs individual that can promote and communicate for learners to learn technology, facilities, media and learning resources. Teachers can create and develop their own. or consider choosing from a list of facilities, materials, services and other educational assistance manuals for use in learning management
4. Measurement and evaluation of learning Tools used for inspection Review the quality of learners divided into 3 groups mild symptoms groups Moderate and severe symptoms Methods for measuring and assessing learning for students' groups mild symptoms and groups Moderate Use methods to measure and evaluate learning outcomes. According to the core curriculum of basic education management 2008 groups severe autism measuring learning to the Individualized Education Program (IEP) were used.
5. Criteria for judging academic results, assessment in terms of study time quality of learners and the dimensions of the assessment Learners should be assessed and judged comprehensively. both academic Desirable Characteristics and activities to develop learners according to the criteria specified by the educational institutions, educational managers
6. Educational evidence documents are documents prescribed by the Ministry of Education. and documents set by the educational institutions are: Individualized Education Program (IEP) Evaluation Summary Form Individual Implementation Plan (IIP) medical documents behavior record form Comment form and other documents

## Research Objectives

1. To study the current situations, desirable situations teaching and learning in special classrooms for students with autism in regular schools. network performance promotion group special education center network group 10
2. To assess the needs in teaching and learning in special classrooms for students with autism in regular schools. network performance promotion group special education center network group 10
3. To develop guidelines teaching and learning in special classrooms for students with autism in regular schools. network performance promotion group special education center network group 10

## Methodology

This research is a study. current situations, desirable situations and guidelines of developing teaching and learning in special classrooms for students with autism in regular schools. network performance promotion group special education center network group10. The samples employed consisted 144. Consisting of 9 school administrators. teacher 177. and a parallel classroom teacher for 18 autistic individuals. The samplesizewasdeterminedbycomparingthetables of Krejcie and Morgan (Krejcie and Morgan . 1970 : 608-609).

The sample was stratified random sampling. (Boonchom Srisaard. 2556 : 38). There are tools used in this research.1) The current condition questionnaire is a 5 -level rating scale teaching and learning in special classrooms for students with autism in regular schools. special The consistency index (IC) of the questionnaire was 1.00, all items the discriminant power was between 0.25-0.75, and the confidence was 0.96. Questionnaire desirable situations. The consistency index (IC) of the questionnaire was 1.00, all items the discriminant power was between 0.33-0.92, and the confidence was 0.99. The statistics used were : Percentage, Mean, and Standard Deviation Improved Requirements Priority Index (Priority Needs Index: PNI<sub>modified</sub>)

**Results**

The results of the research were divided into 3 parts as follows:

1. the current situations, desirable situations teaching and learning in special classrooms for students with autism in regular schools. had mean and standard deviations as follows:

Table 1 Mean, standard deviation and interpretation of desirable situations teaching and learning in special classrooms for students with autism in regular schools. network performance promotion group special education center network group 10 overall and classified by aspects

teaching and learning in special classrooms for students with autism in regular schools	current situations			desirable situations		
	$\bar{X}$	SD	Interpret	$\bar{X}$	SD	Interpret
1. Management of learning for individuals' autism	3.23	0.31	moderate	4.57	0.29	the most
2. Techniques for teaching people with autism	3.13	0.45	moderate	0.52	0.28	the most
3. learning media, technology	3.16	0.47	moderate	0.58	0.31	the most
4. measuring and evaluating learning outcomes	3.08	0.24	moderate	0.68	0.21	the most
5. Criteria for judging academic results	2.56	0.33	moderate	0.60	0.36	the most
6. the educational evidence	3.05	0.22	moderate	4.65	0.25	the most
together	3.03	0.24	moderate	4.60	0.17	the most

From Table 1, it was found that the current situations, teaching and learning in special classrooms for students with autism in regular schools. Overall, it was at a moderate level ( $\bar{X}$  =3.03) When considering each aspect, it was found that it was at a Overall, it was at a moderate level in all aspects.

( $\bar{X}$  =2.56 - 3.23) The side with the highest mean is Management of learning for individuals' autism ( $\bar{X}$  =3.23) and the aspect with the lowest mean is Criteria for judging academic results ( $\bar{X}$  =2.56) comment section about the desirable situations teaching and learning in special classrooms for students with autism in regular schools. Overall, it was at the highest level ( $\bar{X}$  = 4.60) When considering each aspect, it was found that it was at the highest level in all aspects. ( $\bar{X}$  =4.52 - 4.68) The side with the highest mean is measuring and evaluating learning outcomes ( $\bar{X}$  =3.23) and the aspect with the lowest mean is Criteria for judging academic results ( $\bar{X}$  =2.56)

2. The results of the need-needs analysis and the prioritization of the needs-needs of guidelines of developing teaching and learning in special classrooms for students with autism Present the data by showing the Improved Needs Priority Index (PNI Modified).

Table 2 average current situations, desirable situations the Improved Needs Priority Index (PNI Modified). and the order of needs guidelines of developing teaching and learning in special classrooms for students with autism in regular schools. network performance promotion group special education center network group 10 overall and classified by aspects

teaching and learning in special classrooms for students with autism	D	I	PNI Modified	order of needs
1. Management of learning for individuals' autism	3.23	4.57	0.41	6
2. Techniques for teaching people with autism	3.13	4.52	0.44	5
3. learning media, technology	3.16	4.58	0.45	4
4. measuring and evaluating learning outcomes	3.08	4.69	0.52	3
5. Criteria for judging academic results	2.56	4.60	0.80	1
6. the educational evidence	3.05	4.65	0.53	2
together	3.03	4.60	0.50	-

From Table 2, it was found that the parallel classroom teaching and learning management for autistic persons schools have an overall improved necessary needs priority index (PNI Modified). The value was equal to (PNI Modified = 0.50) considering each case, it was found that 3 aspects were higher than the overall value. Sort the necessary needs from the highest to the lowest value as follows: 5 for the decision criteria study (PNI Modified = 0.80) 6 educational documents (PNI Modified = 0.53) and 4 measuring and evaluating learning outcomes (PNI Modified = 0.52) respectively

3. The results of the analysis of the development of guidelines for teaching and learning in parallel classrooms for individuals school autism

Table 3 Assessment of the Appropriateness and Feasibility of Learning Management Development Guidelines Teaching Parallel Classrooms for Autistic Persons at Schools overall and classified by aspects

guidelines of developing teaching and learning in special classrooms for students with autism	suitability			possibility		
	$\bar{X}$	S.D.	Interpret	$\bar{X}$	S.D.	Interpret
1. Management of learning for individuals' autism	5.00	0.00	themost	4.76	0.26	themost
2. Techniques for teaching people with autism	4.88	0.27	themost	4.40	0.37	a lot
3. learning media, technology	4.92	0.19	themost	4.60	0.32	themost
4. measuring and evaluating learning outcomes	5.00	0.00	themost	4.56	0.33	themost
5. Criteria for judging academic results	4.96	0.89	themost	4.52	0.50	themost
6. the educational evidence	5.00	0.00	themost	4.80	0.28	themost
รวม	4.96	0.09	themost	4.61	0.25	themost

From Table 3, it was found that the experts have opinions on the appropriateness of the guidelines of developing teaching and learning in special classrooms for students with autism in regular schools. Overall, it was at the highest level ( $\bar{X} = 4.96$ ) When considering each aspect, it was found that it was at the highest level

in all aspects. ( $\bar{X} = 4.88 - 5.00$ ) The side with the highest mean is . Management of learning for individuals'

autism. measuring and evaluating learning outcomes. And the educational evidence. The mean is equal to ( $\bar{X} = 5.00$ )

and the aspect with the lowest mean was the Techniques for teaching people with autism ( $\bar{X} = 4.88$ ) comment section about the possibility guidelines of developing teaching and learning in special classrooms for students with autism. Overall,

it was at the highest level ( $\bar{X} = 4.61$ ) When considering each aspect, it was found that it It is at the highest level in 4 areas. ( $\bar{X} = 4.52 - 4.80$ ) and at a high level 1 side

( $\bar{X} = 4.40$ ) The side with the highest mean is the educational evidence. ( $\bar{X} = 4.80$ ) and the aspect with the lowest mean was the Techniques for teaching people with autism. ( $\bar{X} = 4.40$ )

## Discussion

Results The researcher found that there were some interesting points to be discussed as follows:

1. Results of the study the current situations, desirable situations teaching and learning in special classrooms for students with autism in regular schools. network performance promotion group special education center network group 10 Overall, it was at a moderate level. Maybe because the school there are both structural links to the core curriculum of basic education. and educational institute courses to be used to create individual educational Program by providing educational audits and assessing individuals autism It is a unique individual that covers development. and using a variety of methods both observing children, Using a screening tool, interview, study personal history, and assessment Special education needs of learners. A preliminary data report is then made to identify the current problem condition, deficiencies, and skill level. by providing details of the child's development and the need for special education needs to be clearly defined. for those involved to be able to use it in determining assistance, solving problems and developing learning for individual learners completely. both in terms of enhancing all aspects of development and arrangements for learning academic skills according to their potential. (Office of the Basic Education Commission : 2012) which is consistent with the research of Chutaporn Thanakaweasilp (2020) conducted research on Guidelines for the development Management of Inclusive Education Model successful. The results showed that in terms of teaching and learning management, the school has adjusted the general curriculum. and provide tailored courses for students with special needs. Require educational institutions to adjust the curriculum for children to study as a whole to suit the child's potential. and there is a standardized assessment of the overall learning outcomes for the student's study at a different level from normal students. Provide full-time, full-time teaching and learning for children

Results of the study the desirable situations Management teaching and learning in parallel classrooms for individuals school autism. network performance promotion group special education center network group 10 it was found that it It is at the highest level This may be due to learning measurements and assessments for students with autism. Teacher consider measurements and assessments in accordance with the goals set out in the Individualized Education Program (IEP). The educational institutions can adjust the curriculum to suit the conditions of special needs. Use learning measurement and evaluation as an audit tool. review the quality of learners and taking into account the development of each individual learner primarily by collecting data from learners in all aspects that show improvement in progress and in accordance with the rules for measuring and evaluating academic performance of educational institutions (Office of the Basic Education Commission : 2012) which is consistent with the research of Saran rat Issarachaisaowakun (2016) conducted research on A study of the problem of school administration Inclusive Education Model Vocal school. SEAT Framework of the Office of Primary Educational Service Area, Kamphaeng Phet District 2. The results showed that on the tool side, there are few problems. This is because the school provides assistance in other areas of education. such as organizing volunteers for vocational skills training etc. Prepare textbooks in other formats such as audio books for the blind and students with learning disabilities. A committee has been appointed to formulate individual educational Program. approximately 5-7 students per 1 student with disabilities Technology facilities for the disabled are used in teaching and living, the ministerial regulations are used as criteria for implementation, budget allocations are made for the project to manage learning and arrange various services. To help support the education of people with disabilities in each category, there is an information system for students with disabilities, personnel, media, etc. Teachers create educational materials or tools to help students with disabilities learn appropriately. To create a better understanding, the school has plans, projects, activities, and missions that are consistent with the policies of the Ministry of Education. And the government has set a vision, mission, and strategy for children with disabilities to study together. There is a meeting to plan the expenditure and allocate the budget to the joint learning project to support classroom research or basic research. In the area of special education, at least one representative of the parents of students with disabilities has been appointed as the school committee, all of whom have performed well, resulting in a low level of operational problems.

2. The results of the evaluation of the needs teaching and learning in special classrooms for students with autism in regular schools. network performance promotion group special education center network group 10. revealed that the aspect with the first need is the Criteria for judging academic results This may be due to the need to consider applying the requirements in the 2008 Basic Education Core Curriculum. Including the time of study The students should have time to study. Not less than 80% of the total class time quality of learners must be assessed for quality consistent with learning standards. and indicators of the Basic Education Core Curriculum of 2008 or the standard of indicators applied by specific target groups. As for the dimensions of assessment, learners should be assessed and judged on their academic performance covering the academic aspect of desirable characteristics. and activities to develop learners according to the criteria at educational institutions study manager (Office of the

Basic Education Commission :2012) which is consistent with the research of Rachadaporn Pimpirat (2009) have researched A study of problem processes and solutions for measuring and evaluating learning outcomes of upper secondary school teachers under the Chiang Mai Educational Service Area Office 3. The results showed that (1) Assessment of learning outcomes according to the 8 subject groups, it was found that teachers analyzed the curriculum, learning standards and grades every time before determining the expected learning outcomes. of the students is the workload assessment form of the workload assessment criteria used is the overall workload assessment criteria. Teachers measure students before and during each unit, sometimes students after graduation and each unit, and measure results. students at the end of each semester using a test and judgment method. student learning by criteria-based assessment (2) Assessment of school student development activities There has been a committee to assess written learner development activities, and the most organized activities for upper secondary school learners are guiding activities and student activities, i.e., activities according to aptitudes, interests, teacher assembly, assessment of students according to the objectives of every activity. by assessing from the assigned tasks, reporting the results of assessment of learner development activities to the academic department, and organizing remedial activities for students who do not pass the assessment during free time. (3) Assessment of desirable characteristics: Schools have appointed a committee to develop and assess characteristics. Desired in writing by the school's desirable characteristics determined from the basic education curriculum, and the instrument used to assess student desirable characteristics is the record form. Observing teachers, reporting results of assessment of desirable characteristics to the academic department, and organizing remedial activities for students who did not pass the assessment through social development activities. (4) Assessment of reading, thinking, analyzing and writing. The school's curriculum and academic committee has set written standards for reading, thinking, analyzing and writing, along with indicators of proficiency at each level. And the tool used to assess reading, analytical thinking and writing is the teacher observation record form, reporting the results. Assessment of reading, thinking, analyzing and writing to the academic department and organizing activities to promote students who do not pass the assessment by doing exercises as specified by the teacher. (5) National Achievement Assessment Schools have a written National Performance Assessment Committee, and all schools prepare students for assessment by teachers to provide content review. To take the exam for students, the school conducts the examination on the specified date and time and arranges the examination room to be suitable for the number of students and brings the results of the national achievement assessment of students to correct defects and develop learners at the school level.

3. guidelines of developing teaching and learning in special classrooms for students with autism in regular schools. network performance promotion group special education center network group 10. There are development guidelines as follows: In terms of learning management for autistic persons, educational institutions, teachers must take into account the condition that is a disability of each autistic person with characteristics. 1) Groups with mild disabilities 2) Groups with moderate disabilities 3) Groups with severe disabilities in applying an Individualized Education Program (IEP) to learning management for autistic person must take into account a variety of different problem conditions depending on the level of deficiencies readiness and development in all aspects of learning methods The interests and abilities of the learners are individual. Learning management must use a variety of formats or methods. Emphasis on learning management according to real conditions. self-learning learning together natural learning learning from practice integrated learning Part of the research of the learning process (Office of the Basic Education Commission : 2012) which is consistent with the research of Danai Boonwai (2018) conducted research on Conditions and guidelines for the development of parallel classroom management Autism using the SEAT structure of the Center for Special Education, Central Region Group 6 under the Office of the Basic Education Commission The results showed that The condition of the parallel classroom management for autistic persons using the SEAT structure overall was at a high level. when considering as Each aspect, in order of average value from least to greatest, were teaching activities, students, tools. and the environment, respectively, and the guidelines for the development of parallel classroom management for autistic persons using the SEAT structure. Teaching should be organized according to the Individualized Education Program (IEP) and Individual Implementation Plan (IIP) according to the skills and abilities of students with disabilities by organizing a variety of activities. and there is an appropriate assessment of student evaluation results. which is consistent with the Anchalee Chantree (2014) conducted research on Parents' Opinions of Autism Parallel Classroom Teachers in the group of educational institutions, the Office of Special Education Administration Group of special education centers, district 5.

The results showed that teaching activities Overall, it is in high level of agreement, probably because the school provides education for all students to receive an equal education and in accordance with the needs and abilities of the children. There is an experience training for students to encourage students to have morals and ethics.

There is counseling, both academic and personal counseling, various sports activities are organized and appropriate, there are community activities that meet the needs and aptitudes of the students. and teaching activities that are consistent with the new curriculum, that is, teaching activities for learners to think, act and solve problems It teaches you how to think, how to do it, and how to solve problems. Working smart and Yang knows the procedure. It is called knowing how to be fluent, not teaching the content to be thought of all. The focus is on teaching how to think, how to do it, and how to solve problems in a formal manner. Teaching must be taught as a process, not a zone that focuses only on content.

Techniques for teaching people with autism Each person with autism is different. The level of disabilities, abilities, learning methods, and individual behaviors are therefore different for each child's learning method. Teaching therefore requires a variety of teaching techniques. They are blended and flexible based on their potential and special educational needs. both to help stimulate development and develop academic learning potential at the same time all the time when teaching However, the organization of activities to facilitate learning should allow learners to participate and gain direct experience from practice by using a variety of teaching techniques appropriately. Thus, it will help learners to develop towards the desired learning. An important technique for teaching autistic individuals is job analysis. reinforcement techniques demo and imitation Computer Aided Teaching Tich Pecks Floor-Time Mind Reading Social Matters Applied behavior analysis, techniques, sensory integration. Diverse teaching techniques and methods of assistance Integrated learning management (Office of the Basic Education Commission:2012)This is consistent with the research of ParinyaWannawong (2007). conducted research onDevelopment of language and communication skills training activities using Pecks, pecs technique, and teach, a teach program for children with autism during primary school. The results showed that Organizing activities to practice language skills and communication using Pecks and Teach teaching techniques, a program for children with autistic levelsbefore elementary schoolThe language and communication development of the students who received the activity was significantly higher than that before the activity using small teaching techniques and test program was statistically significant at the .05 level and consistent with the research. Christine Benedict's (2007) study of communication problems for children with autism literature review the results showed that literature on communication problems and methods used to promote language learning and communication skills in children with autism. Teaching methods are concerned with communicating and problem-solving communicative behavior programmatically.

And a combination of techniques may be more effective than a single solution.

In terms of learning media, technology, autistic people learn well visually (Visual Learner), so learning media that help children learn important is media that children can see, such as computer-assisted instruction (CAI) media and teaching programs in the form of images, diagrams, charts simulated, real. In addition, technological devices play an important role in helping individuals

Autism is able to learn and develop to its full potential. However, education in the basic education curriculum aims to encourage learners to broaden their knowledge so that they can learn on their own without learning only occurring internally. Classrooms only continue lifelong learning, so all kinds of learning resources and learning networks exist in the community and locally. It plays an important role in helping people with autism become truly learning. and can live in society on their own (Office of the Basic Education Commission. 2012) This is consistent with the research of ChusakChanthayanon (2009). conducted research on Form for establishing a learning center for autistic persons The results showed that Model for setting up a learning center for people with autism according to the needs of parents and relevant persons should be characterized as a form that is established both on a regular basis and round-trip, flexible in service It offers a wide range of hands-on courses to develop autistic skills in everyday life. and basic skills in occupation Learning management techniques should focus on the process of analyzing tasks. repetitive practice and the use of media to support learning through vision, such as real media and pictures showing the process of doing activities, etc. Measurement and evaluation methods are based on real-world assessment methods. by demonstrating the development from the actual resultsand consistent with research by Jennifer L. Chaney (2010) conducted research on How Autism Classroom Management Affects

Public School Functioning The results showed that Children with autism with social disabilities need support, media, technology, support facilities. and create understanding for personnel in special education for children with autism, educators or teachers need to know the learners in the classroom in order to analyze the strengths and weaknesses of the learners and make plans for individualized education measuring and evaluating learning outcomes Measuring and Evaluation of Learning for Autistic Students Instructors must consider adapting them in accordance with the goals set forth in the Individualized Education Program (IEP). Educational institutions can adjust their curriculum to suit their special needs. by using learning measurement and evaluation as a tool to examine review the quality of learners and taking into account the development of individual learners primarily by collecting data from learners in all aspects that show improvement in progress and in accordance with the rules for measuring and evaluating academic performance of educational institutions (Office of the Basic Education Commission. 2012 ) which is consistent with the research of KittipongChulotok (2009). conducted research onJoint learning management of students with special needs who study with normal children in Ban Pa Ko Dam Community School Chiang Rai Educational Service Area Office, Region 2 Process measurement and evaluation The overall operation was at a high level. However, it is still the most practiced in informing parents of the results of the assessment. Measurement and evaluation times were adjusted. and adjusting the method and tools for measuring and evaluating. which is consistent with the research ofSuthirakKhampanon (2017) conducted research onA Study of Teaching and Learning Management of Kabinburi Quality Group School Teachers 4, Prachinburi Primary Educational Service Area Office 2. The results showed thatA variety of measurement and evaluation aspects correspond to individual learners as a whole and by item. at a high level for the most average That is, I use the assessment results to plan the development of teaching and learning management for individual learners. This may be because teachers are required to assist and facilitate measurements and assessments. and in accordance with Individual Implementation Plan IIP and using a measurement process and assessed according to the potential and the suitability of the person and does not compare the results of normal students with students with special needs because it may cause gaps between the two groups of students.

Criteria for judging academic results Teachers should take into account the decision-making results. on study time the students should have at least 80% of the total studying time. quality of learners Learners must be assessed for quality consistent with learning standards and indicators.of the Core Curriculum of Basic Education BE 2551 or standards or indicatorsthat a specific target audience applies Dimensional aspects of the assessment Learners should be assessed and judged. The study covers both academic aspects. Desirable Characteristics and learner development activities according to the criteria set by the educational institution/education manager for the consideration for promotion, if the learner has minor deficiencies, it can be developed and revised at the discretion of the educational institution or education manager. to consider waiving to be promoted, but if the learner fails to pass a large number of experience group assessments and tends to be a problem for higher level learning

However, taking into account the maturity and the ability and benefits that learner will receive is important (Office of the Basic Education Commission. 2012) consistent with the research ofRachadapornPimpirat (2009) researched on A study of problem processes and solutions for measuring and evaluating learning outcomes of upper secondary school teachers under the Chiang Mai Educational Service Area Office 3, the results showed that (1) the learning assessment according to the learning subject group In 8 groups, it was found that teachers analyzed the curriculum, learning standards and grades every time before determining the expected learning outcomes. The workload used is the overall workload assessment criteria. Teachers measure students' scores before and during each unit, occasionally students after graduation and each unit, and end-semester students each time. use test method and judge the student's academic performance by criterion-based assessment (2) for the assessment of learner development activities The school has appointed a written assessment committee for student development activities.

And the activities for developing high school learners that the school organized the most were guidance activities. and student activities These include activities according to aptitudes, interests, teacher assembly, assessment of students according to the objectives of every activity by assessing from the assigned tasks, reporting the results of assessment of learner development activities to the academic department, and organizing remedial activities for students who do not pass the assessment in Hours Available



(3) Desirable Character Assessment Schools have a written development and assessment committee to develop and assess the desirable characteristics of the school, where the school's desirable characteristics are determined from the basic education curriculum and the tools used to assess the desirable characteristics. The purpose of the students was the teacher observation record form to report the assessment results of the desirable characteristics to the academic department and organize remedial activities for students who did not pass the assessment by doing social development activities.

(4) Assessment of reading, thinking, analyzing and writing. The School's Curriculum and Academic Management Committee has established reading, analytical and writing standards, along with written indicators of proficiency at each level, and tools used to assess reading. Analytical thinking and writing are an observation record form for teachers reporting the results of reading, analyzing and writing assessments to the academic department. and organize activities to promote students who do not pass the assessment by doing exercises as specified by the teacher 5) National Achievement Assessment Schools have a written National Performance Assessment Committee, and all schools prepare students for assessment by teachers to review the content of the exam. For students, the school conducts the examinations on the specified date and time and arranges the examination rooms to be suitable for the number of students and brings the results of the national achievement assessment of students to correct deficiencies and develop learners at the school level. in the field of educational evidence educational evidence documents consist of document types 1) educational evidence documents prescribed by the Ministry of Education, such as records showing results. diploma and the Graduate Report Form Type 2, educational evidence documents prescribed by educational institutions are documents prepared by educational institutions to record the development of learning outcomes. and important information about learners, such as student identification reports, individualized education Program (IEP) development reports, cumulative records, academic transcripts, and other documents for the purpose of using the documents (Office of the Basic Education Commission. 2012) Consistent with the research of Watcharapong Puk (2011) researched on Guidelines for teaching and learning parallel classrooms for autistic persons in the lower northern region of group 5 Presenting student information to parents should provide a grade report. or the potential development of students to present to parents Parallel classroom teachers have regular conversations with parents. or visit the student's home Organize weekly/monthly/semester parent meetings, in line with Benja Cholatarnon (2003) that presenting student information to parents may be presented in bar graphs, line graphs, and lectures. or accounted for scores and grades In elementary school, general teachers And special education teachers who work together to teach students with disabilities may separately assess students. That is to say, each teacher evaluates. and give students grades for their own specific parts and details about the development of students with disabilities

### **Suggestion**

1. The present condition of classroom teaching and learning Parallel for school autistic individuals Efficiency Promotion Network special education center Network group 10, the criteria

The judgment of academic performance is at the lowest level and demand is the highest. Therefore, administrators and teachers should meet to clarify the criteria for decision-making to be in the same format. by adhering to the criteria for judging the results of the time of study the students should have at least 80% of the total studying time. or to be under the discretion of the educational institution or the education manager quality of learners Learners must be assessed for quality consistent with learning standards. and indicators of the Basic Education Core Curriculum of 2008 or the standard of indicators applied by specific target groups in which learners should pass the assessment criteria covering subject groups to develop essential skills in the five areas: language and communication, behavioral and emotional, social, perception and movement. and self-care in daily routines including learning subject groups to develop academic skills according to individual potential and have desirable characteristics as specified by the curriculum by separating the symptoms of mild severity Moderate syndrome and severe symptoms Methods for measuring and evaluating the learning of students with mild and moderate autism Severe autism provides parallel classroom instruction for individuals with autism. Methods for measuring learning outcomes according to the Individualized Education Program (IEP) were used.

2. The results of the assessment of the needs and necessities of classroom teaching and learning Parallel for school autistic individuals Efficiency Promotion Network special education center The 10th network group found that the aspect with the highest need was the academic performance decision-making criteria. Therefore, administrators and teachers should consider the decision-making criteria. By adjusting in accordance with the goals set out in the Individualized Education Program (IEP) and Individual

Implementation Plan (IIP), educational institutions can tailor their curriculum to meet special needs and take into account The development of individual learners is essentially by collecting data from learners in all aspects that show improvement in progress and in accordance with the rules for measuring and evaluating academic performance of educational institutions

3. The development guidelines which result from research should be applied to practice or implemented in educational institutions to be concrete. To improve the management of teaching and learning parallel classrooms for people with autism in schools

### Suggestions for future research

1. Guidelines for the development of parallel classroom teaching and learning for people with autism should be studied in schools in all regions.

2. Parents' satisfaction with the school's parallel classroom teaching and learning for autistic persons should be researched.

3. The teacher development model should be researched in the development of parallel classroom teaching and learning management for autistic persons in schools.

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