

# ICARE Model: Learning Model Organization That Based on Work Skills Through Saori Weaving for Special Needs Children

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**Purpose:** (1) Study the current state and needs of learning management, focusing on work skills through Saori weaving for special needs children; (2) Develop a learning management model focusing on work skills; (3) Develop a teacher-centered learning management approach through the use of Saori weaving for special needs children; (4) Study the effectiveness of the learning management model that focuses on working with special children. **Research & Development Research Results:** (1) The current state and needs of learning management focused on work skills through Saori weaving for special children; (2) The learning management model emphasizing for special children is four steps: a. prepare the actual context; b. set goals; c. plan and execute; d. monitoring; and **Evaluation** Saori Weaving Class has five details: (1) Inspire: I (Explain: Inspired to work for success); (2) Choose: C (Explain: Choose what you like before you can see the future do it); (3) Aim & Act: A (Explain: Work with a happy goal that has set); (4) Reflect on learning: R (Explain: Reflect on learning); (5) Experiential-Based Learning Measure by concluding: ICARE Model. The results of teacher development on learning management focused on working skills: (1) Teachers with average scores after training, 35.09% was 77.98%; (2) 22 trainers were able to develop a skill management plan in the 21st century at the best evaluated in 73.33% and eight persons respectively in good or 26.67%. (3) The results of the study on the effectiveness of the model showed that the extra children had a higher grade of Saori weaving. After class, 75.49% were higher than the standard set of 70% and the students were satisfied with Saori weaving as the most levels.

**Keyword:** learning model organization, skills through Saori weaving, special needs children

## Introduction

The development of Thai education and preparation for the 21st century has transformed the learning and career skills, together with the creation of the intellectual society in learning management, by collaborating, creating models and practices for enhancing the effectiveness of learning management. Focus on the knowledge, skills, expertise, and competencies that come with the body to promote lifelong learning (Vijarnpanich, 2012). Follow-up study for the population showed that Thailand still had a disparity in secondary education. Many students left school to work. Some people work with their classmates to learn basic skills more slowly than others, so it is imperative to cultivate the learning and skills they need to work for their students, improve work

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capacity, full participation in society, and self-management and learning (UNESCO, 2015). 21st century learning management focuses on performance for learners. For the success of the students, both the work and life and work (Whansed, 2011). Disabled children with special skill, such as slow walking, hearing impaired, vision loss, cerebral palsy, down's syndrome, which may affect in learning. But the policy of education management in Thailand determined that education for all and all for education, so we must create their work and life for their successful. Intensive school activities are designed to provide special needs to children in general school classes. It offers the educator to consider the value of human life development. It must be developed in all aspects of the way of life, to have the ability, knowledge, and skills. The provision of special needs children is inserted into the classroom of the general school. At the elementary school level, secondary education in Thailand places great emphasis on the learning of the citizens in the country. In education reform in the second decade (2009-2018) it set goals for educational opportunities and learning, to increase the educational opportunities and to learn thoroughly and quality, to provide people of all ages with access to education and employment (Office of the Education Council, Ministry of Education, 2014). Learning management skills is the foundation for a career. Enhancing learning management strengthening the teachers confidence in teaching and learning through Saori weaving, awareness of the value of teachers by using the psychosocial process to teach more teachers (Makmee, 2016). Driving the reform of learning and development of vocational curriculum at the junior secondary level to suit their own areas will require knowledge management, knowing the various ongoing. The cost of resources available in schools linked to national policy to see the direction of learning reform (Jitradab, 2018). The teacher arranges the learning process for the learner. And as an example, the creation is manifest. As a leader of creative work (Sinlarat, 2014), learning will benefit both the instructor and the learner. The new knowledge in academic and professional subjects will be passed on to the learners on a regular basis. Experience in learning work skills is important and affects learners and the preparation of people for work in the future.

### **Objectives**

1. Study the current state and needs of learning management, focusing on work skills through Saori weaving for special needs children.
2. Develop a learning management model that focuses on work skills through Saori weaving for special needs children.
3. Development of teachers for learning management, focusing on work skills through Saori weaving for special needs children.
4. Study the effectiveness of the learning management model focusing on work skills through Saori weaving for special needs children.

### **Research Methods**

Research & Development is divided into four phases.

Phase 1: Contextual study of current context and learning needs, focusing on working skills. We specialize in Saori weaving. This term is Survey Research. Under the Office of the Basic Education Commission, a total of 534 students were randomly selected by purposive sampling. The research tools were questionnaires, current status, and needs. The data were analyzed by frequency, average ( $\bar{x}$ ), standard deviation (SD), and content analysis.

Phase 2 creates and develops a learning management model that focuses on work skills. Disabled children's Saori.

Step 1: Understand basic data synthesis.

Step 2: Analysis.

Step 3: Outline the learning management model that focuses on working skills. For teachers, four steps.

1. Real learning context.

2. "Set goal" is a step of self-directed learning and co-operative learning.

3. "Plan Working Process" is the process of collaborative learning.

4. Follow up and Assess and draft a learning management model that focuses on work skills.

a. Inspire; b. Choose; c. Aim & Act; d. Reflect on learning; e. Enhance measure and evaluate learning

outcomes: ICARE Model.

Step 4: Examine the quality of learning management.

Step 5: Improve learning management.

Step 6: Try the learning management model with teacher Nong Bua Wanwittaya School.

Step 7: Evaluate the use of the learning management model.

Step 8: Improve the integrity of the learning management model. Then take the expertly tested form to try-out by training 30 teachers and improving the learning-oriented learning style through Saori weaving for special needs children.



Phase 3: Develop teachers in the form of learning management, focusing on work skills and evaluation of development. By training teachers to manage work skills for two days, the target group is a teacher in schools under the Office of Basic Education. Purposive Sampling was selected by teachers who were interested in and applied for training. The training activities included the basic knowledge of learning management, working skills, training in Saori weaving. Evaluate the results with the teacher: (1) Test the ability to manage learning,

focusing on work skills. Trained after training: (2) Evaluate learning plans that focus on work skills. Research tools include test learning management with focus on multiple choice skills. The results of this study were as follows Rating Scale in five levels: The mean score ( $\bar{x}$ ) and standard deviation (SD) were used to determine the learning achievement scale. Through Saori weaving, the teachers' satisfaction was 70% and the result of the evaluation of the learning management plan was focused on the production learning from good and upper.

Phase 4 studies the effectiveness of the model. By studying the working skills of Saori weaving, students were born after the development of teachers. The researcher studied the use of learning skills in Saori weaving for target students, namely, the special needs of schools under the Office of Educational Service Area in Chaiyaphum Province taught by the teachers. Training in learning management focused on work skills. Teachers volunteered to follow up the results with three students from three schools, 60 students from 30 teachers. The teachers in each class jointly developed a learning management plan focusing on skills. Work out a plan to learn about Saori weaving at 12 schools for 12 hours per class. Then experiment with Saori weaving. The instruments used in the research were (1) the operation model of the Saori weaving department before the experiment, (2) the assessment form during the teaching and learning activities which was evaluated by answering questions, evaluating the learning activities and the results from Satisfaction Measure.

### **Summarize and Discuss the Results**

1. The current condition of the teachers was to focus on the skills of the work as a whole at a moderate level ( $\bar{x} = 3.41$ ,  $SD = 0.83$ ). In the design of learning focused on the special skills of special needs children ( $\bar{x} = 3.15$ ,  $SD = 0.88$ ), the demand side is found. Teachers have a need for learning management that focuses on work skills. The overall score was at the highest level ( $\bar{x} = 4.52$ ,  $SD = 0.73$ ). The most important thing is that the teachers want to have a good understanding of the learning management style that emphasizes the work skills. Teaching methods or instructional innovations used to teach special needs children Saori weaving ( $\bar{x} = 4.59$ ,  $SD = 0.72$ ). Teaching methods or instructional innovations were used to teach special needs children Saori weaving ( $\bar{x} = 4.59$ ,  $SD = 0.70$ ), followed by learning to inspire pupils to practice their choice ( $\bar{x} = 4.58$ ,  $SD = 0.63$ ). And from the qualitative study, teachers recognize and appreciate the importance of learning management that focuses on work skills. But teachers do not know the pattern or process of learning to work skills, the problem of learning management skills. And teachers need to develop themselves. The results show that teachers recognize and value the importance of managing work skills. The current condition is that teachers have learned to manage their work skills. The overall picture was moderate. Because teachers do not know the pattern or process of learning to work skills, teachers have the highest need for learning management at the highest level. This is in line with Tisana Kaemane (2017). Developing a model for group work skills for elementary school students found that teaching methods were important. Encourage students to participate in as many activities as possible. Focus on bringing knowledge into everyday life. Focus on the learning process in a practical way. The evaluation approach emphasizes the understanding of the student work process concept (Kaemane, <https://www.researchgate.net> [accessed Sept. 17, 2018], in accordance with Chanisa Tantichalerm, 2017a). The short-term course for disabilities learners can learn a vocation and vocational teachers have the potential to teach their vocation, but lack of understanding of how to manage the emotional behavior of students. Proactive is open to the needs of the market and the interests of the students, and then organized short-term courses. Including the system to get children may be open house 108 occupations to try to see the interests of students (Tantichalerm, 2017b).

2. 21st Century Skills Management Model has four steps. (1) Prepare realistic context. (2) Set goal. (3) Plan and execute. (4) Track and evaluate, including (a) Inspire, (b) Choose, (c) Aim & Act, (d) Reflect on learning, (e) Experiential-Based Learning Measure and evaluate learning outcomes: ICARE Model in Thailand.

3. The results of the teacher development evaluation showed that:

(1) Teachers were trained in learning management focusing on work skills, learning Saori. Average score after the training, 35.09% of the total score was 45 points or 77.98%, which is higher than the 70% criterion. This is because teachers are confident and aware of the value of being a teacher (Makmee, 2016). Learning to sneeze learning skills ICARE Model developed because the teacher will teach the students smart skills after they begin with inspiration reflects from real situations. The ICARE Model has resulted in a higher level of productive learning.

(2) Teachers were able to develop the 21st century skills management plan, with a very good level of 22 teachers, 73.33% and a good level of eight teachers, representing 26.67%. From that teachers receive training: A clear understanding of work-oriented learning management: Saori weaving is free, thinking mind. Practice in developing learning plans focuses on work skills. As a result, the trainees can develop a learning management plan. The level is very good and good. In addition, the study of qualitative data showed that most trainers reflect the results of the training. A clear understanding of how to manage the learning skills of Saori weaving: Get acquainted with the Saori weaving pattern first. Then practice writing a learning management plan that focuses on work skills. Teacher Training Impulse Confidence: This will result in students having a good Saori weaving class by using ICARE Model that focuses on productive learning. The overall score was at the highest level ( $x = 4.54$ ,  $SD = 0.69$ ). The most common items are: Learning activities allows students to choose the right course. The students learned in small groups ( $x = 4.60$ ,  $SD = 0.75$ ). Experience gained. The content of the course and the training of the Saori weaving ( $x = 4.59$ ,  $SD = 0.71$ ), and the resulting learning activity is due to the Saori weaving skills focus. It is a learning activity that focuses on learners. Allow students to practice in accordance with the description of the learning style of children or people with autism. Bogdashina (2003) said that people with autism can learn from looking. See and experiment. The students have satisfaction with Saori weaving skills. At the highest level, it can be seen as shown below.

### **Suggestion**

1. Policy recommendations based on the findings of the present context and the needs of work-based learning management, teachers were aware of the importance of learning management skills. However, teachers lack the knowledge or understanding about the model or process of managing work skills. Teachers should be trained to develop knowledge. Understanding the pattern or process of learning how to work through Saori weaving lessons for special children has been effective and can be learned.

2. Suggestions for adopting the model: (a) Inspire, (b) Choose, (c) Aim & Act, (d) Reflect learning, (e) Enhance measurement and evaluation of learning patterns: ICARE Model learning styles for special needs children.

3. Suggestions for future research. Research on the development of work skills through activities to reduce learning time, increase the time to educate special needs children to develop analytical thinking as well as normal children.



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