



ROYAL THIMPHU
COLLEGE



Cultivating Inclusive Futures: Innovations in Special Education

21st
26th
JUNE

19th Biennial Conference of the International
Association of Special Education(IASE)2026

In collaboration with Royal Thimphu College

BHUTAN

Welcome

by IASE Past-President and
Conference Co-Chair

Dear conference delegates, guests, and colleagues at the Royal Thimphu College,

On behalf of the International Association of Special Education (IASE), I would like to welcome you to the 19th Biennial International Conference titled “Cultivating Inclusive Futures: Innovations in Special Education” taking place on June 21-26 in the beautiful city of Thimphu, Bhutan.

I would like to thank the Royal Thimphu College (RTC) conference planning committee as well as the IASE conference planning committee for their ideas and diligent work over the last two years to make this conference a success.

At IASE, we strive to organize our biennial conferences as opportunities for teachers, family members, researchers, people with disabilities, and policy makers as connection points around the topics of special education, inclusion, employment, and disability services to discuss effective and innovative ideas and approaches from different parts of the world, liaison with local communities learning about their way of life, and to develop a vision for IASE for the next two years.

Delegates are coming together from many parts of the world. Many of us live in fast-paced societies often distanced from a natural way where life is not guided by values rooted in peace and contemplation, but rather in efficiency and material gain. Bhutan is a unique country that offers us to pause, reflect, and think about what are the key issues and values that connect us, make us feel at peace, and motivated to contribute to our communities.

I am looking forward to connecting with my friends and colleagues around the world and revisiting the land of peaks, and valleys, hospitality, old traditions, and chillies!
To another great conference!

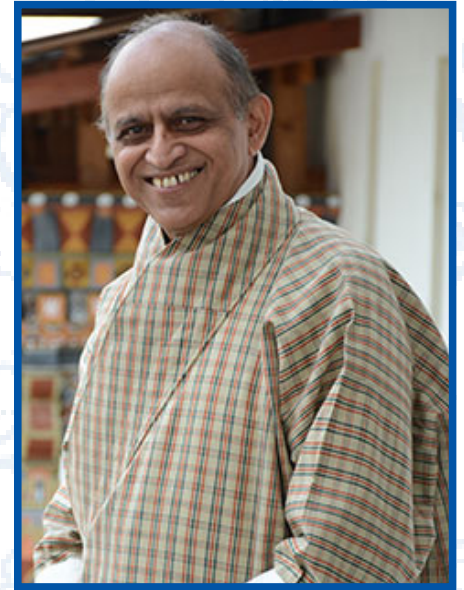
Tashi Delek!

Renáta Tichá, PhD
Past-President of IASE
IASE Conference Co-Chair



President's Welcome (RTC)

It gives me great pleasure to welcome distinguished educators, researchers, policymakers, practitioners, and advocates from Bhutan and around the world to the 19th Biennial Conference of the International Association of Special Education (IASE), jointly organised by the International Association of Special Education (IASE), USA, and Royal Thimphu College (RTC), Thimphu, Bhutan.



Bhutan's development philosophy of Gross National Happiness reminds us that true progress can only be achieved when every individual is given the opportunity to participate fully and meaningfully in society. While our nation has made commendable progress in expanding access to education, the journey toward inclusive education-particularly at the tertiary level-remains incomplete. For many persons with disabilities, opportunities for higher education continue to be limited by barriers that are physical, systemic, and social.

At Royal Thimphu College, we believe that education is a fundamental right and a powerful instrument for empowerment. Although national systems are still evolving to fully support inclusion in higher education, RTC has taken deliberate steps to welcome and support learners with disabilities. Our experiences have shown both the possibilities and the challenges of creating genuinely inclusive learning environments.

This conference provides a timely and important platform to collectively examine these challenges, share knowledge, learn from international best practices, and explore innovative approaches that can strengthen inclusive and special education in Bhutan and beyond. It is our hope that the discussions, research presentations, and collaborations fostered during this gathering will contribute meaningfully to policy development, institutional capacity building, and practical action.

As we come together from diverse backgrounds and experiences, let us reaffirm our shared commitment to ensuring that no learner is left behind. Inclusion is not merely an educational goal; it is a reflection of our values, our humanity, and our vision for a more equitable future. I extend my sincere gratitude to the International Association of Special Education, our partners, speakers, delegates, and all those who have contributed to making this conference possible. I wish you a productive, enriching, and inspiring experience in Bhutan.

Tashi Delek!

Dr. Shiva Raj Bhattarai

President, Royal Thimphu College

2026 Conference Chairs Welcome



Dear Distinguished Delegates, Esteemed Colleagues, and Friends,

On behalf of the Royal Thimphu College (RTC), it is our great pleasure to welcome you all to the International Conference on “Cultivating Inclusive Futures: Innovations in Inclusive Education”, the 19th Biennial Conference of the International Association for Inclusive Education. We are honoured to host this gathering of passionate academics, researchers, persons with disabilities (PWDs), and grassroots practitioners from both international and local communities.

At RTC, despite our challenges and constraints, we remain deeply committed to advancing inclusion in tertiary education. This conference is a testament to that enduring spirit—and we look forward to learning from your diverse experiences, insights, and on-ground realities.

This conference also marks a proud milestone: RTC’s first collaboration with the International Association for Special Education (IASE), forged through our shared commitment to enhancing inclusive education. We believe this partnership will bear meaningful and lasting fruit.

We are especially excited that the conference will feature diverse paper presentations, panel discussions, poster sessions, and inspiring exhibits from local communities working closely with PWDs to empower and advocate for inclusion—from education through to the labour market.

As you settle in, both from near and far, we extend a warm welcome. We invite you to enjoy our hospitality and simplicity, to exchange ideas freely, and to immerse yourself in the unique environment that RTC and Bhutan offer. It is our sincere hope that this conference not only sparks rich discussions but also fosters enduring collaborations and networks that will shape a more inclusive future for all.

**Welcome to RTC.
Tashi Delek!**

IASE Board Members and Planning Committee

Dr. Iris Drower
Treasurer, VSP Coordinator

Dr Renata Ticha
Past President

Dr. Rachael Gonzales
Membership Chair

Daniel McCarthy
President

Tejal Kothari
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RTC Organising Committee

Mr. Ugyen Wangchuk (Convenor)

Ms. Pema Choezom (Convenor)

Mr. Tshewang Rinzin

Ms. Pema Lhazom

Mr. Kencho Chophel

Mr. Sonam Tashi

Mr. Dawa Drakpa

Ms. Sonam Choki



Schedule at a Glance

PRE-CONFERENCE EXCURSION & ACTIVITIES (OPTIONAL)

Location: New Delhi, India (Pre-conference gathering setup)		
Date	Activity/Visitation	Notes
June 17th	Arrival in New Delhi, India	Pre-conference gathering setup.
June 18th	Visit a Volunteer Service Site (VSP) and centers in New Delhi	Optional Excursion (not included in registration price). Must pre-book via dririsdoug@gmail.com

DAY 1: SUNDAY, JUNE 21, 2026 (PARO & THIMPHU, BHUTAN)

Date	EventActivity	Locations/Details
June 19, 20, 21	Airport Pick-up in Paro	Transportation to your hotel. Please look for an official holding an IASE sign
16:00 - 16:30	Delegate Arrival, Registration and Conference Package Pickup	Conference Venue
16:30 - 17:30	Welcome Greetings & High Tea	Auditorium / Hall
17:30 - 18:00	Campus Walk-about, Networking, & Photo Shoot	Campus Grounds (Bus back to hotels afterward. Dinner on your own)

DAY 2: MONDAY, JUNE 22, 2026 (THIMPHU)

Time	Session / Activity	Location / Details
08:30 - 09:00	Registration, exhibits, silent auction, and networking	Foyer by Auditorium / Multi-Purpose Hall (MPH)
09:00 - 09:15	All delegates and Guests be seated	Auditorium
09:15 - 09:30	Session 2: Arrival of Chief Guest DASHO Dechen Wangmo	Head of The Pema Secretariat (Auditorium)
09:30 - 09:45	Session 3: Marchang and Welcome Address	Auditorium
09:45 - 10:15	Keynote Address by the Chief Guest	Auditorium
10:15 - 10:55	Opening Film Screening & Panel: Voices from the Community film and crew (Kimi et al.)	Featuring Director Suraj Bhattarai & Kimi Hnamte (Auditorium)
11:00 - 11:40	Hosted Tea Break & Group Photos	Multi-Purpose Hall (MPH)
11:45 - 12:15	Breakout Sessions: Series 6	6A: Room B12 6B: Room B13 6C: Room B04 6D: Executive Center 6E: Auditorium
12:20 - 13:20	Breakout Sessions: Series 7	7A: Room B12 7B: Room B13 7C: Auditorium 7D: Executive Center
13:30 - 14:25	Hosted Lunch	Multi-Purpose Hall (MPH)
14:30 - 15:30	Breakout Sessions: Series 8	8A: Room B12 8B: Room B13 8C: Executive Center 8D: Auditorium
15:30 - 16:10	Tea Break	Multi-Purpose Hall (MPH)
16:15 - 16:45	Breakout Sessions: Series 9	9A: Room B12 9B: Room B13 9C: Room B04 9D: Executive Center
16:45 - 17:30	Session 10: Organizing Committee Briefing	Designated Venue Room

Schedule at a Glance

DAY 3: TUESDAY, JUNE 23, 2026

Time	Session / Activity	Location / Details
09:00 - 09:30	Registration, exhibits, silent auction, and networking	Foyer by Auditorium / Multi-Purpose Hall (MPH)
09:45 - 10:15	Session 11: Presentation on the State of Inclusive Education in Bhutan	Auditorium
10:15 - 10:55	Hosted Tea Break	Multi-Purpose Hall (MPH)
11:00 - 11:30	Breakout Sessions: Series 12	12A: Room B12 12B: Room B13 12C: Room B04 12D: Executive Center
11:30 - 12:30	Breakout Sessions: Series 13	13A: Room B12 13B: Room B13 13C: Auditorium 13D: Executive Center
12:30 - 13:25	Hosted Lunch	Multi-Purpose Hall (MPH)
13:30 - 14:25	Breakout Sessions: Series 14	14A: Room B12 14B: Room B13 14C: Auditorium 14D: Executive Center
14:30 - 15:30	Session 15: Poster Sessions	One hour at the Multi-Purpose Hall (MPH)
15:45 - 16:45	Session 16: IASE Membership Meeting / Awards	Executive Center
16:45 - 17:15	Session 17: Organizing Committee Briefing	Designated Venue Room

DAY 4: WEDNESDAY, JUNE 24, 2026 (SITE & CULTURAL VISITS)

Time	Excursion Track	Details & Destinations
09:00 - 12:00	Session 18: School & Site Visits	- Track a: Changangkha School (Inclusive Education) - Track c: Draktshog Vocational Training Centre (Transition Support)
12:00 - 13:00	Lunch	Arranged following the school site visits
13:15 - 16:15	Session 19: Cultural Visits	Buddha Dordenma Statue and Takin Zoo Motithang
06:30 - 17:00	Alternative All-Day Track: Tiger's Nest Hike	An all-day nature hike excursion based from Paro

DAY 5: THURSDAY, JUNE 25, 2026

Time	Session / Activity	Location / Details
08:30 - 09:00	Registration, Exhibits, Silent Auction, and Networking	Foyer by Auditorium / Multi-Purpose Hall (MPH)
09:00 - 10:25	Session 20: USA & Bhutan Panels	Chautauqua Charter School (USA) & Bhutan Panel (Auditorium)
10:30 - 11:00	Breakout Sessions: Series 21	21A: Room B12 21B: Room B13 21C: Room B04 21D: Executive Center
11:00 - 11:40	Hosted Tea Break	Multi-Purpose Hall (MPH)
11:45 - 12:15	Breakout Sessions: Series 22	22A: Room B12 22B: Room B13 22C: Room B04 22D: Executive Center

Schedule at a Glance

12:15 - 13:15	Breakout Sessions: Series 23	23A: Room B12 23B: Room B13 23C: Auditorium 23D: Executive Center
13:15 - 14:15	Hosted Lunch	Multi-Purpose Hall (MPH)
14:30 - 15:00	Breakout Sessions: Series 24	24A: Room B12 24B: Room B13 24C: Room B04 24D: Executive Center
15:00 - 16:00	Breakout Sessions: Series 25	25A: Room B12 25B: Room B13 25C: Auditorium 25D: Executive Center
16:30 - 17:15	Session 26: Organizing Committee Briefing	Designated Venue Room

DAY 6: FRIDAY, JUNE 26, 2026

Time	Session / Activity	Location / Details
09:00 - 09:30	Registration, Exhibits, Silent Auction & Networking	Foyer by Auditorium / Multi-Purpose Hall (MPH)
09:30 - 09:55	Session 27: Keynote Address	Auditorium
10:00 - 11:00	Breakout Sessions: Series 28	28A: Room B12 28B: Room B13 28C: Executive Center 28D: Auditorium
11:00 - 11:30	Breakout Sessions: Series 29	29A: Room B12 29B: Room B13 29C: Room B04 29D: Executive Center
11:30 - 12:30	Session 30: Closing Plenary	Auditorium
12:30 - 13:00	Session 31: Closing Keynote Address	Dasho Tshewang Chopel Dorji, Ministry of Education and Skills Development (Auditorium)
13:00 - 14:00	Hosted Lunch	Multi-Purpose Hall (MPH)
14:00-15:30	Movie Screening	Executive Center
18:30 - 21:00	Official Gala Event	Multi-Purpose Hall (MPH) Dress code: Country traditional attire. Includes Dinner, Entertainment, and live Auction.



BHUTAN



Conference Highlights

Exhibits Booths

Discover new and expanding resources and information. Visit our exhibit booths at Multi-Purpose Hall (MPH).

List of Exhibiter

1. Bridging the Deaf and Hearing Community Through a Bhutanese Sign Language App.
2. Build It, Test It, Use It: Assistive Solutions Made in Bhutan.
3. One Book, Many Ways: Accessible Reading for All Learners.
4. Designed With, Not For: Co-Creating Assistive Devices with Teachers and Parents.
5. Play, Build, Belong: Bhutan Blocks and Culturally Rooted Early Learning.
6. Inclusion in Practice: Classroom Materials That Welcome Diverse Abilities at Mongar MSS.

Silent Auction

The Auction will start from **7:00 PM to 8:15 PM on 26th June 2026, at Multi-Purpose Hall (MPH)** with a Cultural Performances. Auction items will be displayed on designated tables, and volunteers will be available to assist participants with the bidding process.





Session Overview

Day 1, Sunday, June 21st

16:00-16:30	Arrival and Registration
Delegates arrive and pick up registration packets	
16:30-17:30	Welcome Greetings and High Tea (MPH)
17:30-18:00	Walk about Campus, Networking, Photo shoot (MPH)

Day 2, Monday, June 22nd

08:30-09:00	Registration (foyer by Auditorium), Exhibits, Silent auction, Networking (MPH)
09:00-09:15	Session 1: Delegates get seated (Auditorium)
09:15-09:30	Session 2: Arrival of Chief Guest DASHO Dechen Wangmo (Head of The Pema Secretariat) (Auditorium)
09:30-09:45	Session 3: Marchang and Welcome Address (Auditorium)
09:45-10:15	Session 4: Chief Guest Keynote (Auditorium)
10:15-10:55	Session 5: Opening Panel: Voices from the Community (Film) Kimi et al. (Auditorium)

11:00-11:40 Hosted Tea Break and Photo Op

11:45-12:15 Session 6A

11:00 (Location: B12)	Chair: Dolma Roder (Royal Thimphu College, Bhutan), Creating Job Opportunities for Autistic Adults with Higher Support Needs <i>Eunice Meng Yin Tan (Singapore University of Social Sciences (SUSS), Singapore)</i> Adults with higher support needs, including those with moderate to severe autism, often face barriers to meaningful employment. This presentation shares an inclusive employment initiative by the Singapore University of Social Sciences (SUSS) that engages these individuals in purposeful campus roles. Using person-centered job design, workplace preparation, and ongoing support, the initiative demonstrates how tailored roles, and inclusive practices can create sustainable employment. Key success factors included job coaching, inter-departmental collaboration, and staff readiness. Findings offer practical insights for policymakers, employers, and service providers seeking to translate inclusive employment policies like EMP2030 into tangible outcomes for this under-served group.
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11:45-12:15 Session 6B

11:45 Location: B13	Chair: Vanlallawmkimi Hnamte (Royal Thimphu College, Bhutan) Inclusive Special Education in Vietnam: Current Status and Challenges <i>Nguyen Thi-Cam-Huong (Hanoi National University of Education, Viet Nam)</i> <i>Dimitris Anastasiou (Southern Illinois University, United States)</i> Using a descriptive case-study design grounded in Anastasiou & Keller's typology and SDG4 indicators, we assess Vietnam's inclusive special education (2008–2024) within its human development context. Findings reveal policy commitments (CRPD, Vietnam's Education Development Strategy -EDS) and enrollment targets, as well as uneven special education
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11:45	coverage, resource gaps, and constraints. We outline progress against EDS goals and highlight challenges in funding, teacher preparation, and equitable access.
11:45-12:15 Session 6C	
11:45 Location: B04	Chair: Karma Lhamo (Paro College of Education, Bhutan) Barriers to Employment for Individuals with Disabilities and Those Affected by Conflict in Cameroon: The Role of Vocational Rehabilitation. <i>Helvecia Nfombi Takwe Embola (Member, Cameroon)</i> Individuals with disabilities and those affected by conflict face significant barriers to employment, in the North West and South West regions of Cameroon. These barriers include societal stigma, limited access to education and vocational training, and inadequate infrastructure. Discrimination often leads to exclusion from the workforce, exacerbating poverty and social isolation. Vocational rehabilitation plays a crucial role in addressing these challenges by providing tailored training, job placement services, and support systems. By empowering individuals with skills and fostering inclusive workplaces, vocational rehabilitation can enhance employability, promote independence, and contribute to the overall socio-economic development of these regions.
11:45-12:15 Session 6D	
11:45 Location: Executive Center	Chair: Chimi Dema (Paro College of Education, Bhutan) Enhancing Life Skills, Independence, and Wellbeing in a Non-verbal Student with Autism through Interest-Based and Visual Strategies: A Case Study in a Deaf Education Setting in Bhutan <i>Sonam Choden (Royal Thimphu College, Bhutan)</i> This case study examines the progress of a student who is non-verbal with Autism Spectrum Disorder at Wangsel Institute for the Deaf, focusing on life skills, independence, and calmed sensory needs through structured, interest-based strategies. Initially withdrawn, with minimal communication and frequent elopement, the student received an individualized plan. His preference for outdoor labor inspired the creation of a personal vegetable garden, fostering responsibility, functional communication in BhSL, and improved sensory regulation. Attendance improved, distress decreased, and engagement increased. Findings highlight the effectiveness of experiential, student-centered approaches for supporting holistic development in learners with complex needs.
11:45-12:15 Session 6E	
11:45 Location: Auditorium	Chair: Kezang Sherab (Royal Thimphu College, Bhutan) The Counseling and Education Program: School Social Work Services and Special Education in the United States <i>Daniel McCarthy (International Association of Special Education, United States)</i> In the United States, youth mental health is a growing concern, with significant statistics indicating that nearly 1 in 3 adolescents experience mental health issues, including anxiety and depression. According to government data, approximately 20% of adolescents aged 12-17 had a current diagnosed mental or behavioral health condition, with anxiety being most common at 16. % followed by depression at 8.4% and behavior/conduct problems at 6.3%. This presentation will describe a public-school program for students with emotional, behavioral and neurodevelopmental disorders in grades K-12. The program includes specialized classroom instruction, related services and family engagement.

12:20-13:20 Session 7A	
12:20 Location: B12	Chair: Renata Ticha (International Association of Special Education, United States) Evolving Assistive Technologies and Inclusive Learning for Persons with Disabilities <i>Pema Chhogyel (Ministry of Education and Skills Development, Bhutan)</i> The 21st-century education system has undergone a remarkable transformation through the integration of digital and assistive technologies. However, despite technological advancements, persons with disabilities (PWDs) continue to face systemic barriers in accessing and benefiting from these innovations. This study explores both enduring and emerging challenges in assistive technology adoption for inclusive learning. The findings reaffirm three traditional barriers—lack of policy, accessibility, and affordability, while introducing new perspectives arising from technological evolution, including artificial intelligence (AI)-driven adaptive systems, the Internet of Assistive Things (IoAT), universal design for learning (UDL), and immersive technologies such as augmented and virtual reality (AR/VR).
12:50 Location: B12	Advanced assistive technology in inclusive education <i>Satomi K. Shinde (University of Wisconsin River Falls, United States)</i> This presentation aims to explore and share current knowledge about advanced assistive technology, such as robotics, used in inclusive education settings. There has been a growing demands and emerging trends worldwide for integrating these technologies to enhance inclusivity in various educational environments. The presentation focuses on synthesizing findings from international research on the use of advanced technology in education. It also introduces some examples of robotics applications and uses in educational settings in Japan, sharing the lived experiences of both students and educators.
12:20-13:20 Session 7B	
12:20 Location: B13	Chair: Brian Aberly (University of Minnesota, United States) Difficult behaviors vs. the difficulty of behaving. <i>Michelle Proyer (University of Luxembourg, Luxembourg)</i> This presentation aims to critically assess the disability category “socio-emotional development” (or difficulty) in international comparison. As a contested categories, the fuzzy interpretation across policies, also affecting the choice of pedagogical intervention, is often linked to behavior. The impact of changing landscapes of mental health needs have not been explored in detail. The question of what counts as “disturbing” or “bad” behavior has changed over time and is interpreted differently in accordance to shifting paradigms and institutional (cultural) contexts. Interestingly, the interpretation against the dichotomy of the medical vs. social model of disability has been given little attention so far.
12:50 Location: B13	Social-Emotional Learning and Adjustment for Children with Special Educational Needs, <i>Kashmira Vazifdar (SPJ Sadhana School, India)</i> In our quest to develop the capacities of children with special educational needs (SEN), we prioritize the cognitive and behavioral areas. The social-emotional domain, although a significant one, often gets relegated to the lower rungs. The Social-Emotional Learning competencies - self-awareness, self-management, social awareness and relationship skills - can be developed in children with SEN, and impact their childhood, adolescence, future vocational development and rehabilitation in adulthood. The panel discussion can focus on the importance of these skills and how they can be developed through the use of creative arts interventions, in a safe and non-judgmental environment that supports learning.

12:20-13:20 Session 7C	
12:20 Location: Auditorium	Chair: Samantha Riggleman (International Association of Special Education, United States) Enhancing Mental Health in Students with Visual Impairment: Assessing the Effectiveness of the Mind Up Program <i>Yogendra Kumar Prajapati (Faculty of Education (K), Banaras Hindu University, Varanasi, India), Sunita Singh (Banaras Hindu University, Varanasi, India)</i> This study examines the effectiveness of the Mind Up program on the mental health of students with visual impairments. The experiment aimed to determine whether activities such as mindfulness practices and positive psychology, as part of the Mind Up program, could improve participants' mental health. The intervention was conducted over 12 weeks with a group of 11 middle-stage students. The Mind Up program was adapted to their needs and implemented for them. Participants were observed before and after the treatment, serving as pre and post-tests, across four areas of mental health. The results showed a statistically significant improvement in their mental health level.
12:50 Location: Auditorium	Strategies to Disrupt the School-Prison Nexus: the case of Sweden <i>Girma Berhanu (GOTHENBURG UNIVERSITY, Sweden)</i> The school to prison nexus presents a complex landscape in which special education is commonly characterized by dis-proportionality – that is, learners from social/cultural groups are found in special education in proportions that are different to the overall school population. Connections between race, ethnicity, criminalization and education have been outlined in 'school to prison pipeline' literature. A number of other identity markers, including disability and gender, also have a distinct role in the pipeline and their intersections with ethnicity and diverse cultural affiliations make children more vulnerable. Research is therefore required into both intersectionality and special education factors.
12:20-13:20 Session 7D, Panel	
12:20 Location: Executive Center	Chair: Brenda Lazarus (International Association of Special Education, United States) Volunteer Service Projects Stories and Highlights from Around the Globe <i>Iris Drower (ASU, United States)</i> <i>Tejal Kothari (sadhana school mumbai, India)</i> <i>Dr. Anupriya Anu Chadha (SANKALP, New Delhi, India)</i> <i>Sandra Trevethan (Mwayi Trust, Malawi)</i> <i>Do Le To Quyen (The Dien Ban Day Centre, Viet Nam)</i> <i>Brenda Lazarus (Professor Emeritus, United States)</i> This session will look at concerns, programs, insights, and adventures encountered by our Volunteer Service Project personnel, IASE members, and volunteers that contribute to endogenous capacity development processes at each location. Above all, each VSP site representative will reflect on how learning, making time for learning, relationship skills, and co-creating knowledge are widely recognized as being critical components of their programs and IASE's goal.

13:30-14:25 Hosted Lunch	
14:30-15:30 Session 8A	
14:30 Location: B12	Chair: Renata Ticha (International Association of Special Education, United States) Co-Teaching: An international perspective <i>Wendy Murawski (2Teach Global, United States)</i> <i>Cristina Sacara Gulløv (UC Syd, Denmark)</i> Experts in co-teaching and inclusion from multiple countries participated in survey research and focus group interviews (Murawski, 2024). Come hear what they had to say about the benefits, challenges, and strategies for implementation in their countries. Engage in discussion around how their results compare with those of your own experiences in your country! Experience co-teaching yourself as the two presenters model co-teaching approaches and explicitly describe their techniques and how the research results match their personal experiences in their own countries of the USA and Denmark.
15:00 Location: B12	Outcomes and Lessons from Interagency Teams Supporting Students with Disabilities <i>Aubrey Snyder (Utah State University, United States), Tim Riesen (Utah State University, United States)</i> Supporting students with disabilities as they transition to adult life can and should be a team effort. Many professionals working with students with disabilities in areas such as education, employment, and independent living operate in a siloed system with little to no collaboration or information from other service providers; this is where interagency teams come in. This presentation will (a) share the outcomes of three interagency teams being supported by the presenters and (b) provide attendees with practical tools and information on how to create, implement, and facilitate their own interagency teams based on lessons learned.
14:30-15:30 Session 8B	
14:30 Location: B13	Chair: Sandra Trevethan (International Association of Special Education, Malawi) Building Bridges: University–Community Partnerships in Afterschool Education <i>James Kirk (Winona State University, United States)</i> <i>Erika Pinter (Winona State University, United States)</i> <i>Jay Palmer (Winona State University, United States)</i> This paper describes an after-school program created through a partnership between a public university in the United States and a public housing community serving low-income residents. Pre-service teachers were surveyed to assess their attitudes and experiences working with children in this program. Results show benefits for both children and teacher candidates, with future steps including expanding interdisciplinary programs for the children and university students.
15:00 Location: B13	“Beyond the Classroom: Cultivating Inclusion from the Inside Out” <i>Le Do (The Kianh Foundation, Viet Nam)</i> Beyond the Classroom: Cultivating Inclusion from the Inside Out Our special school’s philosophy intentionally drives inclusion by targeting both internal and external factors. The Internal Experience focuses on fostering students’ psychological inclusion, building their sense of self-worth, belonging, and competence. Simultaneously, the External Environment creates supportive conditions for success, removing external barriers. We urge educators to move beyond simple placement, instead investing in holistic environments that nurture both the inner and outer worlds of students for genuine, lasting inclusion.

14:30-15:30 Session 8C	
14:30 Location: Executive Center	Chair: Iris Drower (International Association of Special Education, United States) Effectiveness of Cross-Disability Early Intervention Services for Children with Developmental Disabilities aged 0–6 Years <i>D Revathi (National Institute for Empowerment of Persons with Visual Disabilities, Dehradun, Uttarakhand state, India)</i> Children with developmental disabilities 0-6 years require early intervention support to enhance their potential and participation. In India, the establishment of Cross-disability Early Intervention Centers (CDEIC) under SIPDA Scheme delivers multidisciplinary support to families. The study evaluates CDEIC's programs using ICF-CY framework through integrating quantitative profile analysis and qualitative insights from practitioners. Early intervention leads to improvements in communication, social-emotional competence and adaptive behaviors. However, the challenges such as rigorous scheduling, insufficient respite care, and lack of resources remains. Recommendations included to enhance service flexibility and quality outcomes.
15:00 Location: Executive Center	Fostering Family Capacity in Early Intervention <i>Martha Howard (Tennessee Tech University, United States)</i> This session explores the use of the Family-Guided Routines-Based Intervention (FGRBI) model within a rural Tennessee early intervention agency, emphasizing its role in supporting families of young children with disabilities or developmental delays. Drawing on developmental therapists' experiences, the session highlights how FGRBI coaching fosters family capacity and embeds goal-oriented developmental opportunities into everyday routines. Historical and contemporary perspectives on early intervention in the United States will be examined to situate these practices within broader policy and practice shifts. Attendees will gain a framework for applying evidence-based, family-centered strategies to enhance developmental outcomes in early intervention contexts.
14:30-15:30 Session 8D	
14:30 Location: Auditorium	Chair: Brenda Lazarus (International Association of Special Education, United States) Maths - It's A Simple Language, Accessible To All When Taught As Such! <i>Esther White (Maths Australia, Australia)</i> Mathematics is often taught as a series of abstract symbols, leaving students with specialised learning needs locked out of understanding. The I-CRAVE Maths methodology reframes maths as a language to be taught explicitly and concretely, step by step. Developed over two decades, this framework (along with the research-based subtleties that make all the difference) equip teachers to make mathematical concepts clear, transferable, and engaging for all learners. If you're truly committed to transform numeracy into a language of inclusion and a tool for cultivating equitable futures in special education, there is a way.
15:00 Location: Auditorium	Inclusive Pedagogies for a Digital Generation: Intentional Teaching with Gen Z Learners <i>Deki Yangzom (Royal Thimphu College, Royal University of Bhutan, Bhutan)</i> <i>Kelzang Tentsho (Royal Thimphu College, Royal University of Bhutan, Bhutan)</i> This study explores Understanding Gen Z and Intentional Teaching with a focus on supporting diverse learners, including those with special needs. Gen Z students bring distinct characteristics shaped by digital immersion, global connectivity, and evolving social values. Intentional teaching grounded in purposeful planning, inclusive pedagogy, and adaptive strategies provides a pathway to enhance engagement and equity for this cohort. The research employs focus group discussions and qualitative interviews to examine how intentional practices can be reframed to address varied learning needs, encourage inclusivity, and strengthen student-teacher relationships. The findings aim to enrich pedagogy, enhance student well-being, and inform educational policy.

15:30-16:10 Hosted Tea Break	
16:15-16:45 Session 9A	
16:15 Location: B12	Chair: Dolma Roder (Royal Thimphu College, Bhutan) Creating Materials for Special Education: The Use of Panel Theater <i>Mieko Ikehata (Shukutoku University / Clinical Center for Child Development, Japan)</i> <i>Makiko Matsuka (Shukutoku University, Japan)</i> <i>Thi Cam Huong Nguyen (Hanoi National University of Education, Viet Nam)</i> <i>Yoshiko Fujita (Shukutoku University, Japan)</i> <i>Masako Koga (PiPi - Children's Culture Laboratory, Japan)</i> <i>Motohiro Sakai (Keiai Junior College, Japan)</i> This engaging and inclusive workshop introduces the concept of neurodiversity in a relatable, down-to-earth way. Drawing on my experience as an autistic/ADHD speech-language therapist and parent of two neurodivergent children, I will blend personal stories with professional expertise to create a powerful and practical learning experience. We will explore how neurodivergence — including ADHD, learning differences, and emotional regulation challenges — shows up across everyday settings such as the classroom and family life. Participants will learn to look beyond surface behaviors and understand the “why” behind what they see, shifting from correction to connection.
16:15-16:45 Session 9B	
16:15 Location: B12	Chair: Vanlallawmkimi Hnamte (Royal Thimphu College, Bhutan) Global Pathways to Inclusion: Innovations in Special Education from India, South Africa, and the USA, <i>Rudia Kihura (University of Arkansas at Little Rock, United States)</i> <i>Vanitha Chinnaswamy (Manipal University, India)</i> <i>Gloria Ledwaba (University of South Africa, South Africa)</i> Inclusive education, a global priority advocating equal learning opportunities for all students, has been the focus of this comparative review. The study delves on inclusive education in India, South Africa, and the United States, three nations with unique cultural and socioeconomic contexts. The analysis draws on case studies that address policies, practices, innovations, and the challenges and opportunities influencing implementation. Findings highlight the progress achieved in advancing inclusion across three countries, offering comparative insights and implications. The study concludes with a strong call to action, urging future research and policy initiatives aimed at strengthening equitable and effective inclusive education practices.
16:15-16:45 Session 9C	
16:15 Location: B04	Chair: Karma Lhamo (Paro College of Education, Bhutan) Analysis of the Government's Models of Skill Training in the Context of PwDs <i>Anupriya Chadha (SANKALP SOCIETY, India)</i> Various Government schemes, programmes, practices and innovations in India are no doubt leading to a gradual improvement in the skill training sector. A research study was undertaken in 2022 to assess the level and quality of skill training specifically for Persons with Disabilities (PwDs). This large scale study assessed the accessibility of training institutes and work places and analyzed job market outcomes for PwDs. The session will share objectives, methodology, findings and recommendations of the study

16:15

Location:
Executive
Center

Chair: Chimi Dema (Paro College of Education, Bhutan)

Scaffolding Social Justice: Co-Teaching and Critical Pedagogies for Disability-Inclusive Social Work Education

Mary Kirk (Winona State University, United States)

Ann Lichliter (Winona State University, United States)

Two social work educators use co-teaching, critical pedagogies, reflective practice and culturally relational theory to scaffold student learning across four academic terms. Their inclusive approach centers disability justice and ADEI values while developing core social work practice skills that support mental health and wellness in children. Practical outcomes include increased student confidence in applying social justice frameworks, enhanced accessibility in course design, and deeper critical reflection. This model advances IASE's mission by promoting collaborative, equity-focused strategies in special needs education.

16:45-17:30 Session 10: Organizing Committee Briefing (Location: EC Conference Hall)



Day 3, Tuesday, June 23rd	
09:00-09:30	Registration (foyer by Auditorium), Exhibits, Silent auction, Networking (MPH)
09:45-10:15 Session 11	
09:45 Location: Auditorium	The State of Inclusive Education: A Reflection on Progress, Persistent Challenges, and Unrealised Opportunities Pema Choden (Deputy Chief, Special Education Needs Division, MoESD, Bhutan) (Location: Auditorium)
10:15-10:55 Hosted Tea Break (Location: Auditorium Foyer)	
11:00-11:30 Session 12A	
11:00 Location: B12	Chair: Dolma Roder (Royal Thimphu College, Bhutan) Supported Employment (SE) and Customized Employment (CE): A Comparative Analysis <i>Tim Riesen (Utah State University, United States)</i> <i>Aubrey Snyder (Utah State University, United States)</i> Employment is a key pathway to inclusion and independence for adults with disabilities. Supported employment (SE), developed in the 1980s, and customized employment (CE), emerging more recently. Both services promote competitive integrated employment but differ in foundations, processes, and policy contexts. This presentation reports findings from a systematic review comparing SE and CE across four domains: (1) theoretical principles, (2) intervention processes, (3) employment outcomes, and (4) policy factors. Findings clarify distinctions and overlaps, highlight gaps, and inform strategies to strengthen pathways toward integrated employment, advancing both policy and practice for individuals with disabilities.
11:00-11:30 Session 12B	
11:00 Location: B13	Chair: Vanlallawmkimi Hnamte (Royal Thimphu College, Bhutan) Enabling Green Action Plan in South Asia <i>Shubhra Seth (Indraprastha College for Women , University of Delhi , Delhi, India., India)</i> <i>Gloria Ledwaba (University of South Africa, South Africa)</i> Climate change and Extreme Weather Events as triggers for forcing millions to leave their homes and habitation is an alarming reality in every continent. Climate refugees as an official category of Internally Displaced Persons (IDPs) is yet to be recognized by the States. Among this category of IDPs the Persons with Benchmark Disability (PwBD) are most vulnerable. This paper is a humble attempt to share field experiences as gathered through interactions with differently abled persons among the climate migrants located in South Asia to understand how inclusive climate resilient plans and early warning mechanisms should be developed in near future.

11:00-11:30 Session 12C	
11:00 Location: B04	Chair: Karma Lhamo (Paro College of Education, Bhutan) Preparing Students with Disabilities for College and Careers <i>Margaretha Izzo (The Ohio State University Nisonger Center, United States)</i> <i>Iris Neil (University of Central Florida, United States)</i> This presentation explores how evidence-based practices (EBPs) and transition predictors can be strategically implemented to improve academic achievement and post-school outcomes for students with disabilities. Grounded in current research, we will highlight high-leverage instructional strategies, such as explicit instruction, self-determination skill-building, and technology-assisted learning. Also, we will review predictors for post-school success such as inclusion in general education, work-based learning experiences, and family engagement. Participants will gain insight into how these practices intersect to create equitable, future-focused pathways. Case examples will illustrate how schools can integrate EBPs into transition planning, ensuring alignment with students' strengths, preferences, and career goals.
11:00-11:30 Session 12D	
11:00 Location: Executive Center	Chair: Chimi Dema (Paro College of Education, Bhutan) The Inclusive Education Roadmap: Innovation for Global Systems Change <i>Kristi Liu (University of Minnesota, United States)</i> <i>Jessica Bowman (University of Minnesota, United States)</i> The Inclusive Education Roadmap (IER) is a structured, evidence-based implementation package developed by the TIES Center for inclusive education systems change. Based on implementation science, the IER achieves reform through a collaborative local action planning process responsive to a location's priorities and current initiatives. This presentation explores the IER's foundational assumptions (e.g., decentralized authority, teacher roles), its ongoing adaptation in Malaysia, and valuable perspective from African scholars regarding its underlying models. We discuss how the IER's contextually sensitive process holds significant promise, offering a practical framework for other countries seeking to cultivate inclusive futures aligned with their unique national context.
11:30-12:30 Session 13A	
11:30 Location: B12	Chair: Satomi Shinde (University of Wisconsin at River Falls, United States) Educating for Gross National Happiness Pedagogy <i>Pema Eden (Nursing and Midwifery, Royal Thimphu College, Bhutan)</i> <i>Jigme Wangchuk (Centre for Innovative Teaching and Learning, Royal Thimphu College, Bhutan)</i> Studies on nursing education indicate an overemphasis on developing students' technical competence, which undermines the cultivation of core humanistic values. This study explores the infusion of the Gross National Happiness (GNH) values as pedagogical tools in nursing education, particularly in the first-year nursing class, focusing on GNH values and four immeasurable qualities with the Constructive Alignment (CA). The research draws on lesson plans, lecturer reflections, students' log books, and viva scores to assess the GNH-inspired pedagogical relevance and practicality. The study highlights that innovative integration of GNH into teaching practice can foster technical competence and instill humanistic values in students.
12:00 Location: B12	Potential of Panel Theater in Special Education: Vietnamese Teachers' Perceptions <i>Yoshiko Fujita (Shukutoku University, Japan)</i> <i>Cam Huong Nguyen Thi (Hanoi National University of Education, Viet Nam)</i> <i>Motohiro Sakai (Keiai Junior College, Japan)</i> <i>Makiko Matsuka (Shukutoku University, Japan)</i> <i>Mieko Ikehata (Shukutoku University (Clinical Center for Child Development), Japan)</i> <i>Masako Koga (PiPi - Children's Culture Laboratory, Japan)</i>

12:00 Location: B12	Panel Theater, a Japanese storytelling method using picture dolls on felt-covered boards, has emerged as a promising pedagogical resource for special education. This study investigated the perceptions of 54 Vietnamese special education teachers who received training from Japanese experts on principles and applications of Panel Theater. Results indicated that teachers recognized the potential of Panel Theater for supporting children with disabilities in Vietnam when adapted to local contexts, and they expressed strong interest in continued training. These findings suggest both the feasibility of integrating Panel Theater into Vietnamese special education and the importance of professional development through international collaboration.
11:30-12:30 Session 13B	
11:30 Location: B13	Chair: Aubrey Snyder (Utah State University, United States) Promoting Inclusion: Engaging Children with Autism in Everyday Learning and Community Activities <i>Elia Dyitege (Therapist, Tanzania)</i> This presentation highlights practical strategies for promoting inclusion of children with Autism in both educational and community settings. Drawing from experiences at Mountain of Joy Foundation, it showcases how structured learning, play, and social activities can be adapted to support meaningful participation. The focus is on creating environments where children with Autism feel valued, capable, and connected. By sharing successes and challenges, this session aims to inspire educators, caregivers, and community members to embrace inclusive practices that nurture the potential of every child.
12:00 Location: B13	Family Alignment & Collaboration System (FACS) - Connecting Home and School for Neurodivergent Learners <i>Mary Estelle Powers (Sunnyvale School District, United States)</i> This interactive workshop introduces the Family Alignment & Collaboration System (FACS), an adaptive approach for establishing continuity between home, school, and community for neurodivergent learners. Participants will review a customizable, research-informed resource addressing high-leverage domains; family priorities and goals, student motivators, instructional supports, communication methods, sensory preferences, self-help skills, and behavior strategies. Through guided role-play, participants will practice using parent-friendly language to co-develop supports with families and exchange peer feedback. By session's end, educators will leave with a practical resource and replicable process for initiating family-teacher alignment that supports all diverse learners.
11:00	Systematic Instruction as a Foundation for Accessing Grade-Aligned Content: ELA, Math, Science, and Social Studies <i>Pamela Mims (East Tennessee State University, United States)</i> <i>Bree Jimenez (Baylor University, United States)</i> <i>Caroline Fitchett (Central Michigan University, United States)</i> This panel will examine the critical role of systematic instruction strategies—task analytic instruction, system of least prompts, and constant time delay—in supporting students with extensive support needs to access grade-aligned ELA, Math, Science, and Social Studies. Panelists will share research evidence, classroom applications, and lessons learned from implementing scripted curricula and teacher-led adaptations. By highlighting both study findings and practitioner experiences, the session will explore how embedding systematic instruction into curricular materials can promote fidelity, teacher professional development, and equity of access. Participants will gain practical insights into scaling these strategies to strengthen outcomes across multiple academic domains.

11:30-12:30 Session 13C	
11:30 Location: Auditorium	Chair: Asha Rao (Camosun College, Canada) Comprehension Strategies, Strategies, Strategies...Are They Working? <i>Barry Bullis (Pace University, United States)</i> This workshop will explore the current teacher practice/belief of the importance of teaching multiple strategies to improve reading comprehension. This is especially true for struggling readers and students with disabilities. In this workshop, we will constructively explore and understand the role of strategies, but also factors and skills that are equally, if not more beneficial, to improving reading comprehension. These other skills are largely ignored or abandoned in favor of strategy learning. Participants will have the opportunity to understand these factors/skills and collectively plan for incorporating them into their daily teaching routines.
12:00 Location: Auditorium	The Role of Collective Teacher Efficacy in Inclusive Education: A Systematic Review of Literature <i>David Evans (The University of Sydney, Australia)</i> <i>Nidhi Singh (The University of Sydney, Australia)</i> Although identified as a critical factor for educational outcomes, limited evidence exists regarding the role of collective teacher efficacy (CTE) in the context of inclusive education. Following PRISAM guidelines, this systematic review fills this gap and identifies the correlates of CTE. Continuous professional development, supportive school culture, and effective leadership contribute to the development of strong CTE beliefs. CTE fosters positive attitudes, effective teaching practices, collaborative work culture, and collective commitment towards students with disabilities. These findings underscore the transformative potential of CTE in school reforms, and provide evidence-based insights to education stakeholders invested in advancing inclusive school cultures.
11:30-12:30 Session 13D	
11:00 Location: Executive Center	Chair: Rachael Gonzales (International Association of Special Education, United States) Systematic Instruction as a Foundation for Accessing Grade-Aligned Content: ELA, Math, Science, and Social Studies <i>Pamela Mims (East Tennessee State University, United States)</i> <i>Bree Jimenez (Baylor University, United States)</i> <i>Caroline Fitchett (Central Michigan University, United States)</i> This panel will examine the critical role of systematic instruction strategies—task analytic instruction, system of least prompts, and constant time delay—in supporting students with extensive support needs to access grade-aligned ELA, Math, Science, and Social Studies. Panelists will share research evidence, classroom applications, and lessons learned from implementing scripted curricula and teacher-led adaptations. By highlighting both study findings and practitioner experiences, the session will explore how embedding systematic instruction into curricular materials can promote fidelity, teacher professional development, and equity of access. Participants will gain practical insights into scaling these strategies to strengthen outcomes across multiple academic domains.
12:30-13:25 Hosted Lunch	

13:30-14:25 Session 14A	
13:30 Location: B12	Chair: Pamela Mims (East Tennessee University, United States) You Are Not Alone <i>Fionika Sanghvi (SPJ Sadhana School, India)</i> Disability affects not only the individual concerned, but also indirectly affects family members and caregivers. School-to-work transition is a major concern for families. The social stigmas while bringing them into inclusive set ups create obstacles for social inclusion. A hope for families and caregivers to cope with the impact of disability, providing emotional support to enhance well-being and ability to support their child. Effective solutions and action plans for rehabilitation, employment, livelihood and respectful living for the special needs individual by believing in 'be the change you want to see in others'.
14:00 Location: B12	Fathering FASD: Supporting fathers of children with Fetal Alcohol Spectrum Disorder (FASD) <i>Lindsay Morcom (Queen's University, Canada)</i> Although some research has explored the stress faced by parents of children with Fetal Alcohol Spectrum Disorder (FASD) (Ilchena et al., 2023), little is known about fathers' specific experiences. To address this, we collected qualitative data with men raising children with FASD (n=8) from across Canada. Their insights offer a deeper understanding of the unique challenges and strengths fathers face in caring for and advocating for their children. By highlighting their unique roles, we seek to inform educators and service providers so that the needs and contributions of all family members affected by FASD are acknowledged and better supported.
13:30-14:25 Session 14B	
13:30 Location: B13	Chair: Girma Berhanu (International Association of Special Education, Sweden) Toward a Theoretical Framework for Teacher Preparedness in Inclusive Rural and Remote Education: Findings from the INSPIRE Project <i>Cathy Little (University of Sydney, Australia)</i> <i>Jia Ying Neoh (University of Sydney, Australia)</i> <i>Debra Talbot (University of Sydney, Australia)</i> <i>David Evans (University of Sydney, Australia)</i> <i>Janey Jankelson (University of Sydney, Australia)</i> <i>Nidhi Singh (University of Sydney, Australia)</i> The INSPIRE project presents a novel theoretical framework addressing teacher preparedness at the intersection of inclusive education and rural/remote (RnR) contexts. Through a rapid scoping review and systematic analysis of policy documents, this research revealed significant gaps in conceptualising preparedness for RnR inclusive settings. Employing thematic analysis across traditionally siloed fields, the study identified contradictions, unsupported directives, and previously unrecognised preparedness dimensions. This test-of-concept presentation contributes an innovative, holistic framework that integrates inclusive education principles with rural/remote realities, providing foundations for future empirical research and informing teacher education programs supporting educators in geographically and socially complex contexts.
14:00 Location: B13	Programs assisting young learners to remain in school and youth to access vocational training in rural Malawi. <i>Sandra Trevethan (IASE, Malawi)</i> In Malawi t/l resources are limited and class sizes large. Significant numbers of students with SEN do not receive the assistance needed to achieve success resulting in failure then dropping out. There are also few opportunities for rural youth, especially with SEN to access vocational training. Programs initiated:- Homework Centre Program - secondary school students volunteer, are trained as Peer Educators and 3 afternoons a week tutor primary students needing assistance. Student Scholarship Program - enabling vulnerable children to complete primary and secondary school. Inclusive Vocational College providing access to courses in Professional Cookery. Tailoring, Housekeeping and Carpentry.

13:30-14:25 Session 14C	
13:30 Location: Auditorium	Chair: Samantha Rigglesman (International Association of Special Education, United States) Promoting Self-advocacy Through Assistive Technology <i>Jayne Nadarajoo (The GUILD International College, ASPIRE Centre and Melbourne International School, Singapore)</i> An inclusive educational environment is one in which every learner possesses both the opportunity and the capacity for self-advocacy. The Self-Advocacy Programme promotes such inclusion by ensuring equitable access to assistive technologies, fostering awareness of their effective use, and empowering students to advocate for their own learning needs. This presentation examines two inclusive international schools in Singapore implementing the programme through systematic integration of assistive technology and professional development for staff and students. It also explores factors contributing to the programme's success and ongoing challenges, proposing this model as a replicable framework for advancing inclusion in diverse educational contexts
14:00 Location: Auditorium	Supporting Self-Determination: Culturally-Responsive Approaches to Decision-Making with Youth with Intellectual and Developmental Disabilities <i>Emily Unholz-Bowden (University of Minnesota, Institute on Community Integration, United States)</i> <i>Brian Aberly (University of Minnesota, Institute on Community Integration, United States)</i> Transition-aged youth with intellectual and developmental disabilities (TAY-IDD) often lose opportunities for self-determination and legal rights to make decisions as they reach adulthood. Supported decision-making (SDM) provides a solution by allowing trusted supporters to help TAY-IDD make informed choices. Currently, few SDM tools are accessible to racially and culturally diverse families. The purpose of this project was to identify, through focus groups with TAY-IDD, parents, and educators, types of decisions important to TAY-IDD, how they are currently made, and the supports needed to use SDM. We will present culturally responsive modifications to existing SDM models based on the findings.
13:30-14:25 Session 14D	
13:30 Location: Executive Center	Chair: Rudia Kihura (International Association of Special Education, United States) IASE National Chair Discussion <i>Samantha Mrstik (University of West Georgia, United States)</i> <i>Anupriya Chadha (National Chair of India, India)</i> <i>Iva Boneva (National Chair of Bulgaria, Bulgaria)</i> <i>Girma Berhanu (University of Gothenburg, Sweden)</i> IASE, in collaboration with our National Country Chairs around the world, aims to provide a privileged space for reflection, idea exchange, dialogue, knowledge of best practices, and debates on inclusive and quality education across the lifespan, with the goal of weaving and deepening networks that will allow us to move toward an egalitarian society with greater social justice for all people. This presentation will provide additional information on inclusive practices, policies and research in many of our countries worldwide.

14:30-15:30 Session 15: Poster Sessions with Teabreak (Poster Session (all in 1 hour))	
14:30 Location: Multi-Purpose Hall (MPH)	Cultivating Creativity: Building Community Connections <i>Asha Rao (Camosun College, Canada)</i> When we engage in creative opportunities with each other, we actively live inclusion. Moving beyond words, we find ways through mark making, exploring materials and making art together to create connection, belonging and understanding. Creative methods of expression offer the opportunity to listen differently and hear the authentic person thereby countering societal assumptions around disability. This poster will share how a group of post secondary students, faculty and community members created an art drop in space that allowed for everyone to participate, make personal and collective choices, explore thoughts and feelings, and create meaningful community connections through art making.
15:30	Understanding Mathematics Intervention Implementation Fidelity in Rural Schools <i>Jingyuan Zhang (East Tennessee State University, United States)</i> <i>Pamela Mims (East Tennessee State University, United States)</i> Over the past two decades, the effort to support students in improving their mathematics performance has mainly focused on identifying Evidence-Based Practices (EBPs). While EBPs have shown effectiveness in controlled settings, their impact diminishes in real-world settings due to a lack of implementation fidelity — the degree to which programs are delivered as intended. The present research aims to address the gaps in rural mathematics intervention fidelity research by exploring how rural context factors influence the implementation of mathematics intervention, examining the current fidelity support systems, and understanding the current state of implementation fidelity.
16:30	Building Independence: Teaching Daily Living Skills to Adolescents with Autism <i>Reem Muharib (Texas State University, Saudi Arabia)</i> Developing independence in daily living skills is a critical component of preparing adolescents with autism spectrum disorder (ASD) for adulthood. This session examines evidence-based instructional methods—including task analysis, video modeling, and reinforcement strategies—to teach self-care, money management, and community participation. Through real-world examples, participants will gain insights into scaffolding supports that promote autonomy while respecting individual strengths and needs. Special attention will be given to collaboration with families, transition planning, and culturally responsive practices. Attendees will acquire practical tools to design and implement skill-building interventions that enhance quality of life and long-term outcomes for adolescents with ASD.
17:30	Supporting Communication with Speech-Generating Devices in Students with Autism <i>Reem Muharib (Texas State University, Saudi Arabia)</i> This session will provide practical strategies for integrating speech-generating devices (SGDs) into daily routines for students with autism. Participants will learn how to model functional communication, and create natural opportunities for students to use SGDs across classroom and community settings. Case examples will highlight how teachers and therapists can collaborate to promote requesting, commenting, and social interaction through device use. Emphasis will be placed on fostering independence, reducing frustration, and encouraging peer engagement.

18:30	Accessibility as Storytelling: Innovations in Caribbean Theatre <i>Hannah Sammy (Private Practice, Trinidad and Tobago)</i> This project highlights accessibility measures developed for “Alpha”, a student production from Trinidad and Tobago, staged at the Toronto Fringe Festival (2025). It piloted layered narrative access supports, including text-based tools, narrative mapping aids, and contextual supports designed to address disability, cultural, and linguistic inclusion. Grounded in principles of universal design, these measures provided multiple means of engagement and representation, demonstrating how access-centred design can cultivate inclusive futures in live theatre. As a low-tech, cost-effective, and replicable model for developing regions, this project illustrates how inclusive practices in theatre can foster equitable participation in storytelling and cultural spaces.
19:30	Co-Designing Solutions with General Education, School Counseling, and Special Education Professionals to Prepare Students with Disabilities for Adult Life: Reflections from 2 Years of Our Research-Practice Partnership <i>Stephen Kwiatek (Utah State University, United States)</i> <i>Luetttamae Lawrence (Utah State University, United States)</i> <i>Julianne Hunter (Utah State University, United States)</i> In the United States, General Education, School Counseling, and Special Education professionals have shared responsibilities for preparing all students, including students with disabilities, for adult life. Often-occurring systemic barriers (e.g., time, money, scheduling) tend to lead to siloed and duplicative efforts, that still leaves gaps needing to be addressed to prepare students for adult life. To address these barriers, we have engaged in collaborative design (i.e., co-design) with interdisciplinary professionals to engage in bottom-up and top-down approaches to enact meaningful, feasible change within a large, urban school district. We share results and reflections from 2 years of co-design.
20:30	Global Perspectives on Early Intervention: Barriers and Policies Supporting Inclusion <i>Samantha Riggleman (Loyola University Chicago, United States)</i> Early intervention is critical for promoting developmental outcomes and inclusive opportunities for children with disabilities, yet barriers vary widely across countries. This poster examines international perspectives on obstacles to early intervention, including systemic, cultural, and policy-related challenges, and highlights strategies and policies implemented to support inclusion. Attendees will be invited to contribute their perspectives via a QR code, allowing ongoing data collection to inform current trends and future IASE events such as the dialogues. Drawing on current literature, the poster aims to foster dialogue, identify best practices, and support global efforts toward equitable, inclusive education for all children.
21:30	Future planning for adolescents with mild intellectual disability: A tool for inclusion <i>Krisztina Zajdo (Széchenyi István University/The University of Győr, Hungary)</i> This study investigated future planning among 9th— and 10th-grade students living with mild intellectual disabilities in Hungary. The students and their special educators completed questionnaires to understand the realistic and unrealistic aspects of the plans. Many features of the plans set by students were less well-founded than expected. Special educators had difficulties answering many questions about their students’ potential future, indicating a need for education in this area. Results highlight the importance of incorporating future planning into education and treatment sessions, creating “teaching moments” when the opportunity and need arise, thereby facilitating the successful inclusion of these students into society.

22:30	Exploring Preservice Teacher’s Views of Reflective Practice in Developing Classroom Management Practices for Learners with Special Needs <i>Grace Keengwe (University of North Dakota, United States)</i> Classroom management remains a critical component of effective teaching and is often cited as a challenge for preservice teachers, particularly when working with students who exhibit diverse learning and behavioral needs. This study examines preservice teachers’ perceptions of reflective activities and their role in developing classroom management expertise. Students will engage with two classroom management strategies and complete structured reflective matrix activities.
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15:45-16:45 Session 16: IASE Membership Meeting/Awards (Location: Executive Center)

16:45-17:15 Session 17: Organizing Committee Briefing

Day 4, Wednesday, June 24th
09:00-12:00 Session 18: School Visits
12:00-13:00 Lunch Break
13:15-16:00 Session 19: Cultural Visits



Day 5, Thursday, June 25th

08:30-09:00 Registration (foyer by Auditorium), Exhibits, Silent auction, Networking (MPH)

09:00-10:25 Session 20: US-Bhutan Panel

Panel - US and Bhutan (Location : Auditorium)

09:00 Location: Auditorium	Chair: Chencho Lhamu (Royal Thimphu College, Bhutan) Chautauqua--Working Together <i>Leron Williams (Chautauqua Learn and Serve Charter School student, United States)</i> <i>Cynthia McCauley (Chautauqua Charter School, United States)</i> <i>James Allen (Chautauqua Charter School, United States)</i> <i>Brianna Lopez (Chautauqua Charter School, United States)</i> <i>Katelyn Nelson (Chautauqua Charter School, United States)</i> <i>Amy Flores (Chautauqua Charter School, United States)</i> <i>Michael Woznick (Chautauqua Charter School, United States)</i> Leon Botstein, President of Bard College and conductor of the New York Symphony, lectured at the Chautauqua Institution in New York. His research-based presentation explained that gifted and disabled students ‘working together,’ benefits both groups, but especially expands intellectual creativity of the gifted. Chautauqua-an Iroquois word meaning “working together,” and the brilliant, “Seeking to Inspire the Best of Human Values,” Chautauqua Institution, are the foundations of our Chautauqua, a service-learning school for students with disabilities staffed by gifted mentors. ‘Working Together’ gifted and disabled students travel the world: assisting marginalized, advocating for inclusion. Our presentation will validate Botstein’s research.
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09:40 Location: Auditorium	Bridging the Gap: Parents, Advocates and Disability Service Professionals Share Challenges and Chart a Way Forward <i>Nyendo Tshering (Changangkha Middle Secondary School, Bhutan)</i> <i>Prashanti Pradham (Phensem Parent Support Group, Bhutan)</i> <i>Kinley Wangchuk (Disabled People’s Organization, Bhutan)</i> <i>Norbu Dema (Bhutan Foundation, Bhutan)</i>
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10:30-11:00 Session 21A

10:30 Location: B12	Chair: Dolma Roder (Royal Thimphu College, Bhutan) Overview of IASE Guidelines, Focus, and Pathways to Publication <i>Girma Berhanu (GOTHENBURG UNIVERSITY, Sweden)</i> Girma Berhanu, Editor of IASE will provide an overview of the journal, including submission guidelines, scope, types of manuscripts published, review criteria, and practical advice for preparing high-quality manuscripts. The session is particularly valuable for new authors and those who have not previously published in IASE offering insights into the publication process. The journal addresses diverse areas of special and inclusive education, with a focus on physical, mental, and psychological factors that shape educational development. IASE is firmly committed to inclusivity in both research and practice.
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10:30-11:00 Session 21B	
10:30 Location: B13	Chair: Vanlallawmkimi Hnamte (Royal Thimphu College, Bhutan) Attitude of College teachers towards inclusive education in Arunachal Pradesh <i>Minu Sono (Rajiv Gandhi University, Rono Hills Doimukh, Arunachal Pradesh, India)</i> Inclusive education caters to the needs of diverse learners irrespective of class, caste, religion, disabilities etc. It aims to bring holistic development of all children with or without disabilities under one roof. The present study aims to investigate the attitudes of college teachers towards inclusive education. A descriptive survey method will be use in the present study. A sample will be collected by using random sampling techniques. The findings are expected to illuminate faculty readiness for inclusion, reveal variations in attitudes across institutions, and provide insights for policy makers, administrators, and professional teachers.
10:30-11:00 Session 21C	
10:30 Location: B04	Chair: Karma Lhamo (Paro College of Education, Bhutan) Strategies for Seamless Transitions Across the Lifespan: Tools and Techniques for Every Stage <i>Julianne Hunter (Utah State University, United States)</i> <i>Stephen Kwiatek (Utah State University, United States)</i> In the United States, research shows that effective, evidence-based transition planning significantly improves post school outcomes for students with disabilities. Key predictors of post school success include student self-determination, inter agency collaboration, strong family involvement, and meaningful work experiences. Despite legal mandates, disparities in post school success persist for students with disabilities. This session will equip attendees with practical, research-based strategies to embed transition activities throughout a student's entire educational journey, from their earliest learning opportunities through graduation. This approach ensures students are prepared to navigate life's changes with confidence, resilience, and purpose, ensuring they achieve the adult lives they desire and deserve.
10:30-11:00 Session 21D	
10:30 Location: Executive Center	Chair: Chimi Dema (Paro College of Education, Bhutan) Finding Your Feet : Somatic Practices for Teachers and Students <i>Amal Rogers (Kaafi Wellness, United States)</i> <i>Fartun Mohamud (Kaafi Counseling, United States)</i> Somatics—the practice of body awareness—offers simple, powerful tools to support presence, stress regulation, and connection in the classroom. In this interactive workshop, educators will explore accessible practices such as progressive muscle relaxation, grounding through the feet and back, flocking for group attunement, and a quick centering exercise. These techniques can help special education teachers manage their own stress while modeling regulation for students, fostering more inclusive and embodied learning environments. Participants will leave with concrete strategies they can use immediately for themselves and their students.
11:00-11:40 Hosted Tea Break	
11:45-12:15 Session 22A	
11:45 Location: B12	Chair: Dolma Roder (Royal Thimphu College, Bhutan) Do the High Leverage Practices help Teacher Candidates to Create a Stable, Ethical Teaching Environment? <i>Samantha Mrstik (University of West Georgia, United States)</i> <i>Toni Franklin (University of West Georgia, United States)</i> <i>Jennniifer Campbell (University of West Georgia, United States)</i> High Leverage Practices (HLPs) are essential for preparing special education teacher candidates in university-based Educator Preparation Programs across the United States. Researchers at a midsized university in the Southeastern U.S. launched a pilot study to explore

11:45 Location: B12	how effectively HLPs equip candidates to establish stable, ethical learning environments for all students. This presentation will provide an overview of the HLPs, describe the pilot study's design and methodology, and share preliminary findings from the first semester. Attendees will gain insight into the role of HLPs in shaping inclusive and responsible teaching practices in special education settings.
11:45-12:15 Session 22B	
Location: B13 11:45	Chair: Vanlallawmkimi Hnamte (Royal Thimphu College, Bhutan) Participation in the Special Olympics Unified Champion School Program and the Development of Social Emotional Learning and Self-Determination Capacities Among High School Youth <i>Brian Aberly (University of Minnesota - Institute on Community Integration, United States)</i> <i>Emily Unholz-Bowden (University of Minnesota Institute on Community Integration, United States)</i> Leon Botstein, President of Bard College and conductor of the New York Symphony, lectured at the Chautauqua Institution in New York. His research-based presentation explained that gifted and disabled students 'working together,' benefits both groups, but especially expands intellectual creativity of the gifted. Chautauqua-an Iroquois word meaning "working together," and the brilliant, "Seeking to Inspire the Best of Human Values," Chautauqua Institution, are the foundations of our Chautauqua, a service-learning school for students with disabilities staffed by gifted mentors. 'Working Together' gifted and disabled students travel the world: assisting marginalized, advocating for inclusion. Our presentation will validate Botstein's research.
11:45-12:15 Session 22C	
11:45 Location: B04	Chair: Karma Lhamo (Paro College of Education, Bhutan) Empowering Abilities: A Holistic Approach to Inclusive Education and Sustainable Skill Development <i>Tejal Kothari (SPJ Sadhana School, India)</i> This initiative focuses on empowering youth with special needs through a sustainable, inclusive curriculum that integrates teacher training, assistive technology, and creative art. By equipping educators with the right tools and sensitization strategies, the program enhances skill development and opens pathways for meaningful job opportunities. The curriculum promotes independence, creativity, and emotional well-being. Assistive technologies are embedded to support diverse learning needs, ensuring accessibility and growth. This holistic approach fosters long-term impact by building a skilled, empathetic community that supports inclusion and empowerment, making education a powerful catalyst for lifelong transformation and societal change.
11:45-12:15 Session 22D	
Location: B04 11:45	Chair: Chimi Dema (Paro College of Education, Bhutan) Cultivating Inclusive Education through Action Research: Enhancing First-Year Student Success with the Four Immeasurable Qualities in Higher Education <i>Tshewang Dorji (Royal University of Bhutan, Bhutan)</i> At Royal Thimphu College (RTC), I am conducting a participatory action research (PAR) project to enhance first-year students' success and retention through culturally grounded interventions. My 2025 cohort of 40 students co-participates in this inquiry, which began with a baseline study exploring academic, social, and psychological challenges in the transition to university. Guided by an integrated ecosystem model of student success, interventions are implemented using the Buddhist Four Immeasurable Qualities—loving-kindness, compassion, sympathetic joy, and equanimity—to foster well-being, resilience, and belonging. The iterative process, grounded in PALAR, aims to strengthen inclusive pedagogy in Bhutan and contribute to global higher education discourses.

12:15-13:15 Session 23A	
12:15 Location: B12	Chair: Satomi Shinde (University of Wisconsin at River Falls, United States) Teaching Sexuality Education to Adults with Intellectual and Developmental Disabilities <i>Liz Girard (North Island College, Canada)</i> People with intellectual and/or developmental disabilities are often left out of the conversation about sexuality, almost as if they are incapable of having thoughts, feelings, and needs. They are sexual beings that need information and skills for making healthy decisions about sexuality. This session will have two topics: 1. The importance of talking about and teaching sexual health to adults with I/DD. 2. After the 2024 IASE conference, I collaborated with Walusimbi Moses, Special Children, Special People, Uganda to support his team in teaching sexuality education. This presentation will address this experience and the successes and challenges of this collaboration.
12:45 Location: B12	Importance of Teacher Training for ‘Education on Sexuality’ for Children with Special Educational Needs <i>Kashmira Vazifdar (SPJ Sadhana School, India)</i> Education on sexuality should be a mandatory segment of the curriculum for every child. Such an education is not limited to physical developmental issues only, but covers expansive social, psychological, emotional, cultural, safety, security, and legal dimensions. Children with special needs are often believed to be childlike with no sexual needs, and so this important educational area is often not prioritized. A comprehensive, clear and culturally relevant curriculum is therefore required to develop the capacities of the educators, to understand and impart information in sexuality. This presentation will highlight the components for such a capacity- building training for special educators.
12:15-13:15 Session 23B	
Location: B13 12:15	Chair: Rachael Gonzales (International Association of Special Education, United States) Concept Mapping and Science Achievement for Students With and Without Disabilities <i>Dimitris Anastasiou (Southern Illinois University, United States)</i> This meta-analysis of 55 studies involving 5,364 students (Grades 3–12) demonstrated that concept mapping significantly enhances science achievement ($g = 0.776$). Effects were especially meaningful for low-achieving learners, including students with disabilities. Drawing on Cognitive Load Theory, concept maps reduce extraneous processing by visually organizing concepts, aiding schema development and retention. When teacher guidance is strong, concept mapping functions as an inclusive, evidence-based strategy to improve science learning outcomes across diverse classrooms.
Location: B13 12:45	Breaking Barriers: Increasing Engineering Instruction for Students with ESN through UDL <i>Bree Jimenez (Baylor University, United States)</i> This presentation will share research findings exploring engineering instruction for students with moderate-severe intellectual disabilities. We will discuss the use of Universal Design for Learning (UDL) to create access to engineering curriculum and present data on teachers’ experiences and study outcomes. We will include a practitioner-friendly demonstration highlighting data results, essential components of engineering practices, misconceptions, and actionable steps teachers can take to build these practices within their own classroom. We will discuss how UDL strategies were used to create access to open-source engineering curriculum, YES (Youth Engineering Solutions) and provide information on where to access this free resource.

12:15-13:15 Session 23C	
Location: Auditorium 12:15	Chair: Iris Drower (International Association of Special Education, United States) The Intersection of Ableism and Linguicism: Inclusionary Practices in Teacher Preparation for Multilingual Students with Disabilities <i>Kai Greene (California State University Dominguez Hills, United States)</i> The State of California is home to approximately 6.2 million school-age students, of which 40 percent enter school with a dominate first language other than English. Among this population are bilingual students with disabilities (BSWDs). This presentation will address how BSWDs continue to face numerous obstacles in their academic and social-emotional achievement due to educational policy, state legislation, misinformation, and gaps in teacher preparation. Issues related to ableism and linguicism will be addressed in the hope that BSWDs will face less barriers and participate in classroom settings free from linguistic discrimination with teachers who embraces disability cultural
Location: Auditorium 12:45	Inclusion by Design: Matching Models to Needs, Aligning the Whole Team <i>Megan Hsu (Sunnyvale School District Special Education Administrator Founder of Edumated: Education Automated, United States)</i> Inclusion isn't a place, it's a design choice. This interactive workshop maps the continuum (co-teaching configurations, push-in/pull-out, resource hubs, hybrid schedules, reverse inclusion) and guides teams to select the right model with a simple model-fit matrix (student profile, goals, environment, staff capacity, schedule). We align stakeholders (students, families, general and special educators, paras, therapists, leaders) through clear roles, co-planning routines, and feedback loops. Using real scenarios, participants pressure-test schedules, define supports, and plan data checks. Attendees leave with templates: model-fit rubric, co-teaching role cards, a family partnership script, and an inclusion fidelity checklist to drive results.
12:15-13:15 Session 23D, Panel Discussion (Location : Executive Center)	
12:15 Location: Executive Center	Chair: Emily Unholz-Bowden (University of Minnesota, United States) One Size Does not Fit All: Transitioning to Adulthood with a Disability <i>Renata Ticha (University of Minnesota, United States)</i> <i>Brian Abery (University of Minnesota, United States)</i> <i>Tim Riesen (Utah State University, United States)</i> Panelists from three different universities will share findings from their projects in Minnesota, Utah, and the Czech Republic focused on the transition of youth with disabilities to adulthood. Panelists will present data from focus groups, interviews, and art on the perspectives of youth with disabilities, family members, and teachers. A recommendation will be made to consider transition as a life course issue, going beyond transition policy requirements to consider perspectives with lived experience, and taking into account local context.
13:15-14:15 Hosted Lunch	
14:30-15:00 Session 24A	
14:30 Location: B12	Chair: Dolma Roder (Royal Thimphu College, Bhutan) Multi-disciplinary Teacher Education Programs to Promote Collaboration in Practice <i>Kalynn Hall (Columbus State University & Exceptional Learning Solutions LLC, United States)</i> This presentation will discuss how one university integrated its graduate teacher education and applied behavioral analysis programs in an attempt to create more well-rounded teachers and behavioral therapists. The goal of this integration was to promote collaboration between the disciplines and provide a clear understanding for our students on the theoretical underpinnings of the different disciplines while teaching common terminology and tools to help them generalize their skills into the school setting, where collaboration is integral.

14:30-15:00 Session 24B	
Location: B13 14:30	Chair: Vanlallawmkimi Hnamte (Royal Thimphu College, Bhutan) Preparing students for life after high school: Assessing strengths and needs <i>Jim Patton (University of Texas at Austin, United States)</i> Transition from school to life after school is an important life event. This session will explore ways to assess knowledge and skills that are needed to be successful in adulthood and that are appropriate for a specific location. Informal and formal techniques along with ideas for developing a transition assessment process in schools will be shared.
14:30-15:00 Session 24C	
Location: B04 14:30	Chair: Karma Lhamo (Paro College of Education, Bhutan) Systematic Reviews of Social Validity Assessment in Early Childhood Behavior Interventions <i>Samantha Riggelman (Loyola University Chicago, United States)</i> Social validity assessment ensures interventions are practical, relevant, and acceptable by gathering input from diverse stakeholders. Wolf (1978) emphasized socially significant goals, procedures, and outcomes, while Park and Blair (2019) highlighted prioritizing the child's well-being. Despite its importance, social validity is often overlooked in behavior assessments and interventions, especially in early childhood. Considering social validity can enhance effectiveness, foster stakeholder collaboration, and ensure targeted behaviors are meaningful (Hanley, 2010; Taylor et al., 2024). This review builds on Park and Blair, examining post-pandemic studies (2020–current) to evaluate whether recent early childhood behavioral interventions align with best practices in social validity.
14:30-15:00 Session 24D	
Location: Executive Center 14:30	Chair: Chimi Dema (Paro College of Education, Bhutan) Mathematics is integral to curriculum design <i>Kalpna Kapadia (SPJ Sadhana School, India)</i> <i>Fionika Sanghvi (SPJ Sadhana School, India)</i> Curriculum provides a framework connecting learning objectives, content and assessment. For differently abled students, the challenges are addressed through a functional, 3D curriculum that balances student needs, subject content, and foundational learning, while focusing on individual strengths. Within this model with a functional approach, mathematics holds a central place enhancing logical reasoning, problem-solving skills, critical thinking and cognitive skills that are applicable in real life situations. By integrating mathematics with visual art, sports, computer literacy, catering, performing arts, and environmental science, the curriculum ensures practical application, independence, and reinforcement of numerical skills further supporting students' vocational training and rehabilitation.
15:00-16:00 Session 25A	
Location: B12 15:00	Chair: Asha Rao (Camosun College, Canada) Pre-vocational Skill Training for Students with Visual Impairment: Global Practices and Emerging Trends <i>Shruti Pandey (Banaras Hindu University, Varanasi, Uttar Pradesh, India, India)</i> Pre-vocational skill training plays a crucial role in bridging the gap between formal education and vocational participation for students with visual impairment. It fosters self-confidence, and readiness for employment by developing foundational competencies such as communication, orientation and mobility. This paper synthesizes existing literature on pre-vocational training for VI students, examining global practices, policy frameworks, and pedagogical approaches. Furthermore, it highlights emerging trends, including the use of assistive technologies, inclusive digital platforms, and competency-based models. The paper concludes with implications for educators, policymakers, and rehabilitation professionals to enhance pre-vocational training in alignment with inclusive education and sustainable livelihood goals.

15:30	Every Voice Counts, Every Voice Matters- Work of Sankalp Society – India <i>Anupriya Chadha (SANKALP SOCIETY, India)</i> Many underprivileged children in India are denied the opportunity to receive equitable education, mainly due to poor quality of education imparted in the public school system. This results in children either being never enrolled or dropping out of school. Hence, Sankalp Society, a non- profit organization, is imparting free education and skill training to 500 children and young girls living in urban slums to help them lead a productive life. Novel initiatives leading to holistic development would be shared.
15:00-16:00 Session 25B	
Location: B13 15:00	Chair: Daniel McCarthy (International Association of Special Education, United States) Toward One School for All: Organisational Models of Inclusive Education in Bulgaria and Kazakhstan <i>Iva Boneva (Trakia university, Bulgaria; Association for Shared Learning ELA, Bulgaria)</i> This paper compares two organisational models of inclusive education: the One School for All framework in Bulgaria and the Insight School model in Kazakhstan. The Bulgarian model, developed with schools as learning organisations, emphasises whole-school self-evaluation, collective responsibility, and context-tailored improvement across culture, policies, and practices. The Kazakhstani model, grounded in six interconnected pillars (management, teaching, safety, parental partnership, child participation, and environment), offers replicable processes guided by state regulations and community involvement. By juxtaposing these experiences, the paper identifies shared lessons on systemic change, sustainability, and capacity-building, proposing pathways towards achieving the vision of one school for all.
15:30	Challenges for an inclusive education in Italy: insights from support teacher trainees <i>Silvia Zanazzi (University of Ferrara, Italy, Italy)</i> The contribution addresses the challenges for an inclusive education within the Italian school system, where the support teacher is a pivotal figure. This role, mandatory in classes with certified disabled students, requires a post-graduate specialization course at university, including a traineeship in schools. Our research is grounded in the thematic analysis of 100 internship reports submitted by trainees during the 2023/2024 and 2024/2025 academic years. The paper's objective is to describe and discuss the systemic critical issues—such as delegation and gaps in collaborative practices—that hinder the effective implementation of inclusion in school, offering insights for policy reform and professional training.
15:00-16:00 Session 25C	
Location: Auditorium 15:00	Chair: Aubrey Snyder (Utah State University, United States) Inclusive Practices at Elementary Stage in Arunachal Pradesh <i>Anga Padu (Rajiv Gandhi University, India, India)</i> The diverse nature of society makes inclusive education a crucial focus in today's educational landscape. Inclusive practices in the classroom mean that all children, regardless of their socio-economic status, racial, religious, or ethnic background, gender, learning style, or ability, have equal opportunities to learn and succeed. The values, skills, and knowledge instilled during elementary stage shape the kind of citizens we aim to develop in the future. Thus, in the present paper, the author will attempt to study the inclusive practices employed by teachers at the elementary stage in Arunachal Pradesh, based on primary sources of information.

15:30	Teachers, Parents, and Students’ Perceptions of Special Education Placements: Mainstream, Self-Contained, and Resource Room <i>Dorji Dema (Ministry of Education and Skill Development, Bhutan)</i> <i>Khandu Wangmo (Ministry of education and Skill Development, Bhutan)</i> Inclusive education requires thoughtful decision-making regarding the placement of students with special educational needs. This qualitative study explored stakeholders’ perceptions of mainstream, resource room, and self-contained placements and examined factors influencing placement decision-making in inclusive schools in Bhutan. Semi-structured interviews were conducted with 9 teachers, 6 parents, and 5 students. Data were analyzed using thematic analysis, and trustworthiness was ensured through investigator triangulation, an audit trail, and verbatim quotations. Findings revealed that mainstream placement was widely valued for social participation and belonging, while resource room and self-contained settings were perceived as more effective in addressing individualized academic and behavioral needs. The severity of students’ needs, the availability of trained professionals, and parental and sociocultural factors influence placement decisions. The findings underscore the importance of flexible, needs-based placement practices that balance social-emotional and academic needs. Implications for professional preparation, collaborative practice, and parental awareness are essential for enhancing inclusive education practices in Bhutan.
15:00-16:30 Session 25D: Film Screening	
Location: Executive Center 15:00	Chair: Kezang Sherab (Royal Thimphu College, Bhutan) Film Screening and Discussion: Dreams of Birds Flying in the Sky <i>Matthew Schuelka (Fora Films, United States)</i> <i>Arun Bhattarai (Sound Pictures, Bhutan)</i> <i>Kimi Hnamte (Royal Thimphu College, Bhutan)</i> <i>Bhuwan Kafley (Tarayana Foundation, Bhutan)</i> <i>Tashi Yetsho (Independent, Bhutan)</i> Dreams of Birds Flying in the Sky’, directed by Arun Bhattarai, is the first feature documentary to center the lived experiences of persons with disabilities in Bhutan. Through intimate storytelling, the film reveals the complexities of education, training, entrepreneurship, work, culture, and religion in shaping disabled realities. It contrasts urban and rural challenges, highlighting intersecting dimensions of gender, identity, and geography. Bhutan’s vision of “Gross National Happiness” is tempered by persistent barriers to inclusion—often as basic as navigating the first mountain. Yet the film celebrates resilience and aspiration, portraying individuals who strive for dignity, meaning, and belonging within their communities.
16:30-17:15 Session 26: Organizing Committee Briefing	
Location: EC Conference Hall	



Day 5, Friday, June 26th	
09:00-09:30	Registration (foyer by Auditorium), Exhibits, Silent auction, Networking (MPH)
09:30-09:55 Session 27: Keynote (Location :Auditorium)	
10:00-11:00 Session 28A	
Location: B12 10:00	Chair: Rachael Gonzales (International Association of Special Education, United States) Raising disable children in Thimphu, Bhutan <i>Dolma Roder (Royal Thimphu College, Bhutan)</i> <i>Vanlallawmkimi Na (Royal Thimphu College, Bhutan)</i> This qualitative research explores the experiences of parents' raising disabled children in Thimphu. Studies show that parents play a pivotal role in disabled children's education. While there are studies looking at special education needs in Bhutan there is limited understanding of parents' experiences of raising disabled children. Given that Bhutanese services and policies are still in their infancy, there is a lot of expectation on parents. This research based on interviews with parents and service providers, seeks to address this important issue by highlighting the varied experiences and offer evidence-based recommendations for strengthening services, support systems and inclusive education practices
10:30	Enhancing Inclusive Physical Education Programs: A Cross-Sectional Study on Teacher Perceptions in Bhutanese Schools <i>Ugyen Choden (Curtin University, Australia)</i> Bhutanese teachers' attitudes on inclusive PE are examined in this quantitative, cross-sectional study. The 2019 National Policy for Persons with Disabilities (NPPD) calls for inclusive education; however, HPE implementation is insufficient. Successful inclusive programmes depend on teachers' attitudes, preparation, and self-efficacy. The study will survey Bhutanese SEN teachers using a self-developed HPE Teacher Perception Survey. This survey will assess teachers' inclusion readiness, professional development, and institutional support. The data will quantify attitudes, identify inclusion barriers, and inform teacher training and assistance. The study aims to improve Bhutanese inclusive HPE for children with physical disabilities.
10:00-11:00 Session 28B	
Location: B13 10:00	Chair: Dr. Kezang Sherab (Royal Thimphu College, Bhutan) Factors influencing collaboration between Bedouin parents and professionals caring for children with disabilities at school - a new model <i>Iris Manor Binyamini (Tel-Hay College, Israel)</i> The proposed lecture presents a new model for understanding the factors that influence collaboration between Bedouin parents and professionals in special education schools. Based on a qualitative ethnographic study involving 60 semi-structured interviews, the research explores how each group defines collaboration and the unique challenges they face. Parents struggle with existential issues, and experiencing "school culture shock while professionals operate within Western paradigms that often lead to cultural blindness. These perceptual gaps create conflicts that affect the quality of care for children with disabilities. The lecture highlights the importance of building bridges between the two worlds to improve collaboration
10:30	Inclusive Teaching and Learning in Nursing: Predicting Competency through Student, Teacher and Institutional factors <i>Yadap Prasad (Royal Thimphu College, Bhutan)</i> <i>Porjia Jansi Rani R (Royal Thimphu College, Bhutan)</i> <i>Kelzang Tentsho (Royal Thimphu College, Bhutan)</i> The Objective Structured Clinical Examination (OSCE) is a widely used method to evaluate clinical competence; however, performance is influenced by multiple contextual

10:30	factors. This mixed-methods predictive correlational study examined student, teacher, and institutional factors related to OSCE performance among nursing students at Royal Thimphu College (RTC), Bhutan. Overall findings indicate that OSCE performance is more strongly associated with prior achievement, active practice hours, and instructional support than with infrastructural availability, emphasizing the importance of engagement-focused and learner-centered educational strategies.
10:00-11:00 Session 28C	
Location: Executive Center 10:00	Chair: Sandra Trevethan (International Association of Special Education, Malawi) Using Evidence-based Practices to Increase Students' Adult Life Outcomes <i>Margaretha Izzo (The Ohio State University Nisonger Center, United States)</i> <i>Iris Neil (University of Central Florida, United States)</i> <i>Kiera Anderson (University of Central Florida, Occupational Therapy Department, United States)</i> This interactive session invites participants to explore how evidence-based practices (EBPs) and transition predictors can be woven into meaningful strategies that support students with disabilities. Through guided discussion, we'll examine high-leverage instructional approaches—explicit instruction, self-determination skill-building, and technology integration—and their impact on academic and post-school success. Together, we'll unpack predictors like inclusive education, work-based learning, and family engagement. Case examples will spark dialogue on aligning transition planning with students' strengths and goals. Participants will leave with actionable insights shaped by collaborative conversation and shared experiences, fostering equitable, future-focused pathways for all learners.
10:00-11:00 Session 28D	
Location: Auditorium 10:00	Chair: Satomi Shinde (University of Wisconsin at River Falls, United States) Why Transition and Employment Matter for Inclusive Education at All Levels: A Case Study from Bhutan <i>Matthew Schuelka (Fora Education, United States)</i> <i>Kezang Sherab (Royal Thimphu College, Bhutan)</i> <i>Ura Sonam Tshewang (Gelephu Mindfulness City, Bhutan)</i> <i>Renata Ticha (University of Minnesota, United States)</i> <i>Brian Aberly (University of Minnesota, United States)</i> This paper examines the connection between inclusive education and post-school transition to dignified employment for youth with disabilities. Drawing on multi-method research in Bhutan (2018–2023), it highlights how educational access alone is insufficient without pathways to autonomy, participation, and economic inclusion. Findings reveal persistent gaps in employment outcomes, shaped by policy shortcomings, socio-cultural stigma, and limited transition supports. Pilot initiatives—such as Community Inclusion Coordinators and microgrants—improved participants' confidence, visibility, and opportunities. We argue that inclusive education must adopt a forward-looking, life-course perspective that integrates transition planning, family engagement, and systemic reforms to ensure meaningful futures beyond schooling.
11:00-11:30 Session 29A	
Location: B12 11:00	Chair: Dolma Roder (Royal Thimphu College, Bhutan) Improving Grade 2 Math Performance through Co-Teaching <i>Kinley Wangmo (Sherabgatshel Primary School, Bhutan)</i> <i>Tashi Wangchuk (Sherabgatshel Primary School, Bhutan)</i> <i>Tandin Wangmo (Sherabgatshel Primary School, Bhutan)</i> <i>Rin Tshomo (Sherabgatshel Primary School, Bhutan)</i> This action research aims to improve math performance among struggling Grade 2 students through co-teaching. Many learners in Grades 2B and 2C at Sherabgatshel Primary School

Location: B12 11:00	face difficulties in basic math skills like number recognition, place value, and operations. A team of two special education and two mainstream teachers is implementing co-teaching models such as team teaching, station teaching and one-teach-one-assist. Data is being collected through observations, journals, document reviews, and pre- and post-tests. It expects to see improved student understanding, higher test scores, and greater confidence while also strengthening teacher collaboration and offering practical strategies for inclusive teaching.
11:00-11:30 Session 29B	
Location: B13 11:00	Chair: Vanlallawmkimi Hnamte (Royal Thimphu College, Bhutan) Recognizing emotional and social difficulties in preschool children by teachers through the psychomotor play “Doll and Teddy Bear” <i>Joanna Kruk-Lasocka (Pomeranian University of Science and Technology (PSW), Poland)</i> <i>Zuzanna Banaszak-Horyza (Fundacja Królowej Świętej Jadwigi (Montessori Mountain Schools), Poland))</i> The aim: teachers recognizing emotional and social difficulties in preschool children. During the psychomotor play, the participating children are observed as they perform specific tasks. The play includes tasks that allow you to see: eye contact, Visual tracking,
11:00-11:30 Session 29C	
Location: B04 11:00	Chair: Karma Lhamo (Paro College of Education, Bhutan) Every Learner, Every Context: Educators as AI Architects of Inclusion <i>Megan Hsu (Sunnyvale School District Special Education Administrator Founder of Edumated: Education Automated, United States)</i> Inclusive classrooms need smart supports that respect teacher time and student diversity. This interactive workshop demystifies AI tools, showing how chatbots, adaptive planners, and data dashboards can be built in minutes, not months. A special education administrator and a district teacher of the year will guide participants to co-design micro-solutions for their contexts, test them live, and leave with step-by-step toolkits and open-access prompts that work in all educational settings. Emphasis on ethical use, accessibility, and cultural adaptability ensures every learner benefits, regardless of geography or resources.
11:00-11:30 Session 29D	
11:00 Location: Executive Center	Chair: Chimi Dema (Paro College of Education, Bhutan) Addressing Early Childhood/Early Childhood Special Education Teachers’ Math Anxiety with Literacy-Themed Mathematics Instruction <i>Cyndy Anang (Nevada State University, United States)</i> <i>Christine Beaudry (Nevada State University, United States))</i> The purpose of the study was to replicate the literacy-themed mathematics instruction (LTMI) study conducted by Anetal. (2019) with Early Childhood/Early Childhood Special Education students. Students read math stories, wrote original math stories, completed pre and post math anxiety surveys, identified standards, and taught lessons using their stories. Artifact analysis revealed themes generally aligning with An et al.’s findings, though with potential extension to a nature-based theme. Pre and post survey analysis showed no significant improvements in math anxiety. Potential reasons for limited improvement and implications for early childhood/early childhood special education teacher preparation are discussed.
11:30-12:30 Session 30: Closing Plenary	
11:30 Location: Auditorium	Chair: Dolma Roder (Royal Thimphu College, Bhutan) Chencho Lhamu (Royal Thimphu College, Bhutan) Seema Chhetri (Gyensum Learning Hub, Bhutan) Renata Ticha (IASE, USA) Daniel McCarthy (IASE, USA)

12:30-13:00 Session 31

12:30 Location: Auditorium	Closing Keynote: Dasho Tshewang Chopel Dorji, Ministry of Education and Skills Development.
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13:00-14:00 Hosted Lunch

14:00-15:30 Session 32

14:00 Location: Executive Center	Movie Screening: A Yak in the Classroom
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18:30-21:00 Gala Event

18:30 Location: Multi-Purpose Hall (MPH)	Dinner, entertainment, and auction
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BHUTAN



Gala Dinner

(By Invitation Only)

Date: Friday, 26 June

Venue: Multipurpose Hall (MPH), Royal Thimphu College (RTC)

The Gala Dinner will serve as the final gathering of the programme bringing participants together for an evening of celebration, networking, and reflection.

Guests will begin arriving at the Multipurpose Hall from **6:00 PM to 6:30 PM**, where they will be warmly welcomed and guided to the venue. From **6:30 PM to 7:00 PM**, light refreshments will be served, providing participants with an opportunity to relax and engage in informal conversations before the evening's activities commence. The program will continue from **7:00 PM to 8:15 PM** with a Silent Auction and Cultural Performances. Auction items will be displayed on designated tables, and volunteers will be available to assist participants with the bidding process. The Auction Coordinator will be present throughout the session to provide guidance and answer any questions. Cultural performances will add a vibrant and entertaining element to the evening, showcasing local talent and traditions. Dinner will be served from **8:15 PM to 9:20 PM** at the Multipurpose Hall. Participants will enjoy a buffet-style meal while networking and sharing reflections on the program. The evening will conclude with a Tashi Labay, marking the official closing of the event and celebrating the connections and experiences gained throughout the program.

From **9:20 PM to 9:40 PM**, participants will depart the venue and be transported back to their hotel, bringing the program to a close.



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High Tea

Date: Sunday, 21 June

Venue: Multipurpose Hall (MPH), Royal Thimphu College (RTC)

The High Tea will serve as the opening gathering of the program bringing participants together for afternoon of celebration, networking, and reflection.

Guests will begin arriving at the Multipurpose Hall from **4:30 PM to 6:30 PM**, where they will be warmly welcomed and guided to the venue. The program will start with the conference registration and package distribution. Light refreshments will be served, providing participants with an opportunity to relax and engage in informal conversations before the main conference.



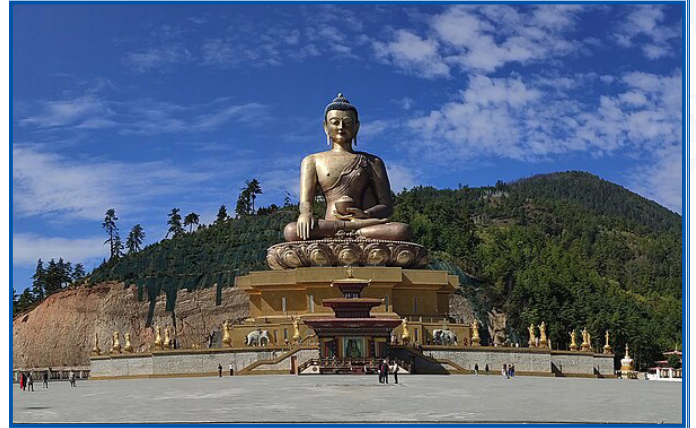
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Cultural Visit

Buddha Dordenma Statue – A Majestic Symbol of Peace

Sitting atop Kuensel Phodrang hill in Thimphu, the Buddha Dordenma Statue is a monumental symbol of peace and spiritual calm. Completed in 2015, this 51.5-meter-tall bronze and gold-plated Buddha houses over 125,000 smaller gilded Buddha statues inside, each crafted with meticulous care. The site overlooks the Thimphu Valley, offering panoramic views and a tranquil atmosphere, perfect for reflection. Visitors can also enjoy walking trails in the surrounding Kuensel Phodrang Nature Park, making the experience both uplifting and rejuvenating.



Takin Zoo, Motithang.

The Motithang Takin Preserve, often called the Takin Zoo, is a peaceful forest retreat on the edge of Thimphu.



It shelters Bhutan's national animal, the takin, a rare species linked to the legend of the Divine Madman, who is said to have created it from a goat's head and a cow's body. Unlike a conventional zoo, the preserve offers a woodland setting where visitors can spot takins, sambar deer and barking deer while enjoying the fresh mountain air. Adding to the charm, the DSP Café inside the grounds serves excellent coffee, making it a perfect spot to pause before or after a leisurely walk around the preserve. The experience blends folklore, wildlife and simple pleasures, leaving you with a deeper sense of Bhutan's quiet magic.

Taktsang Monastery (Tiger's Nest)

Perched dramatically on a cliff 3,120 meters above the Paro Valley, Paro Taktsang is Bhutan's most iconic monastery. Legend has it that Guru Padmasambhava, the revered 8th-century Buddhist master, flew to this cave on the back of a tigress to meditate, making the site a sacred pilgrimage destination. Built around this cave in 1692, the monastery has survived centuries of devotion and restoration, including a major fire in 1998, preserving its spiritual and cultural heritage.

Visitors reach the monastery via a scenic hike through pine forests and rugged paths, rewarded with breathtaking valley views and a serene atmosphere atop the cliffs. Along the trail, the cafeteria at the base offers refreshments and a chance to pause, enjoy a cup of coffee, and take in the stunning surroundings before continuing the climb. The journey blends adventure, reflection, and Bhutanese culture, making it an unforgettable experience.



Support Local

CSI Market (Cottage & Small Industry Market)

The CSI Market (Cottage and Small Industry Market) is the largest dedicated marketplace for authentic “Made and Grown in Bhutan” products under one roof. Managed as a public-private partnership with the Department of Industry, it operates as a flagship retail platform showcasing goods from over 600 local producers and farmers.

Location & Contact Address: Below the Startup Center (adjacent to the iBest Institute), Changzamtog, Thimphu.
Phone: +975 77 81 67 23 / 02-332532.



Craft Bazar

The Authentic Bhutanese Crafts Bazaar (often just called the Craft Bazaar) is a vibrant, open-air street market in downtown Thimphu. It features a line of roughly 80 eco-friendly bamboo and wooden huts stretching along Norzin Lam



Quick Facts & Logistics Operating Hours:

Usually **open** from 9:00 AM to 5:00 PM (some stalls stay open until 6:00 PM).
Weekly Closure: The bazaar is typically **closed** on Tuesdays.
Payment: Cash (Ngultrum or Indian Rupees) is preferred. Always inspect items closely, and feel free to bargain respectfully.

LOCAL FOOD

AMA restaurant

Ama Restaurant is a cozy, pocket-friendly establishment tucked away in the main town area of Thimphu. It is well-loved by both locals and tourists for its comforting, home-cooked flavors and fast service.

Address: 7B Norzin Lam - II, Thimphu, Bhutan (nestled in a slightly hidden underground setting in the core town area).

Phone: +975 17 60 46 56 / 02-335817.

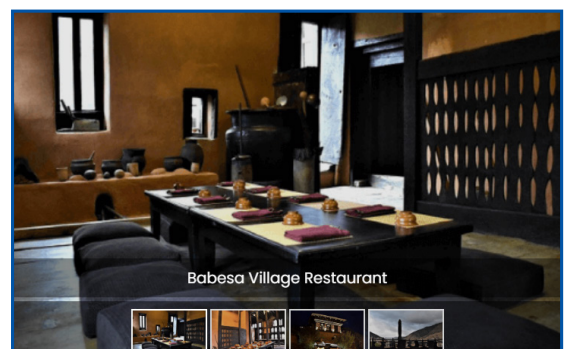
Hours: Open Wednesday through Monday from 11:00 AM to 10:00 PM. **Weekly Closure:** Closed on Tuesdays.

Babesa Village Restaurant

Babesa Village Restaurant is one of Thimphu’s premier dining spots for experiencing highly authentic traditional Bhutanese cuisine. Housed in a beautifully restored rammed-earth heritage farmhouse that is centuries old, it offers travelers a medieval aesthetic that feels like stepping back into a living museum.

Address: Located right below the Babesa-Thimphu Expressway (near Dr. Tobgyel School), southern edge of Thimphu.

Phone: +975 17 16 36 60. **Hours:** Open daily from 10:00 AM to 10:00 PM.



Contact Details for Well-being Session.

Yoga Yangchen – Wellness in Thimphu

Yoga Yangchen, led by Yangchen Lhamo, offers personalized yoga and meditation sessions in Thimphu, Bhutan. Combining Hatha Yoga, Ashtanga Vinyasa Yoga, and meditation practices, the classes are designed to promote physical, mental, and emotional well-being. Sessions are available at the studio in Babesa, Thimphu, or at participants' preferred locations. Yoga Yangchen also offers wellness retreats and corporate wellness programs.

Contact

Phone: +975 17992020

Website: yogayangchen.com

Instagram: [@yogayangchenbhutan](https://www.instagram.com/yogayangchenbhutan)

Facebook: Yoga Yangchen (<https://www.facebook.com/search/top?q=yoga%20yangchen>)

Booking

Participants should contact Yoga Yangchen directly to make bookings and confirm class timings.

DSP Spa & Salon

DSP Spa & Salon, located in Choego, Chubachu, Thimphu, is a community-focused wellness centre run by trained De-suups under the De-suung Skilling Programme. The spa offers a range of services, including massages, facials, manicures, pedicures, and eyelash extensions, all designed to relax and rejuvenate. Visitors can enjoy professional treatments while supporting a vocational training initiative that empowers the local community.

Contact

Phone: +975 17441874

Instagram: [@dspspasalon](https://www.instagram.com/dspspasalon)

Hours: 9:00 AM – 8:00 PM, Closed on Monday

Norbu Healing

At Norbu Healing, we are dedicated to guiding you on a journey of renewal, balance, and inner harmony. Located in the serene area of Changjalu, Olakha, Thimphu, our center combines ancient healing traditions with modern wellness practices to promote physical, emotional, and spiritual well-being for locals and visitors alike.

Contact

Phone: +975 17714050 / +975 77714050

Website: www.norbuhealing.com

Stone Bath

CHANG Hotstone Bath Service is a highly rated, locally-owned bathhouse in Thimphu known for its authentic Bhutanese atmosphere and affordable pricing. It is a popular spot for both residents and travelers.

Location: Changjalu (Olakha neighborhood), Thimphu, Bhutan.

Phone / WhatsApp: Call or message 77607392, 17373883, or 17768242.

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Academic Visit for JASE Conference 2026

1. Changangkha School (Inclusive)

Contact : +97517607319 (School
Principal)

Facebook: [https://www.facebook.com/
changangkhamss/](https://www.facebook.com/changangkhamss/)

3. Draktshog Vocational Training Centre

Contact : +975-2-/327650/328-750

Mob: 77273144/17615031

Phone (whatapps) : +97517964569

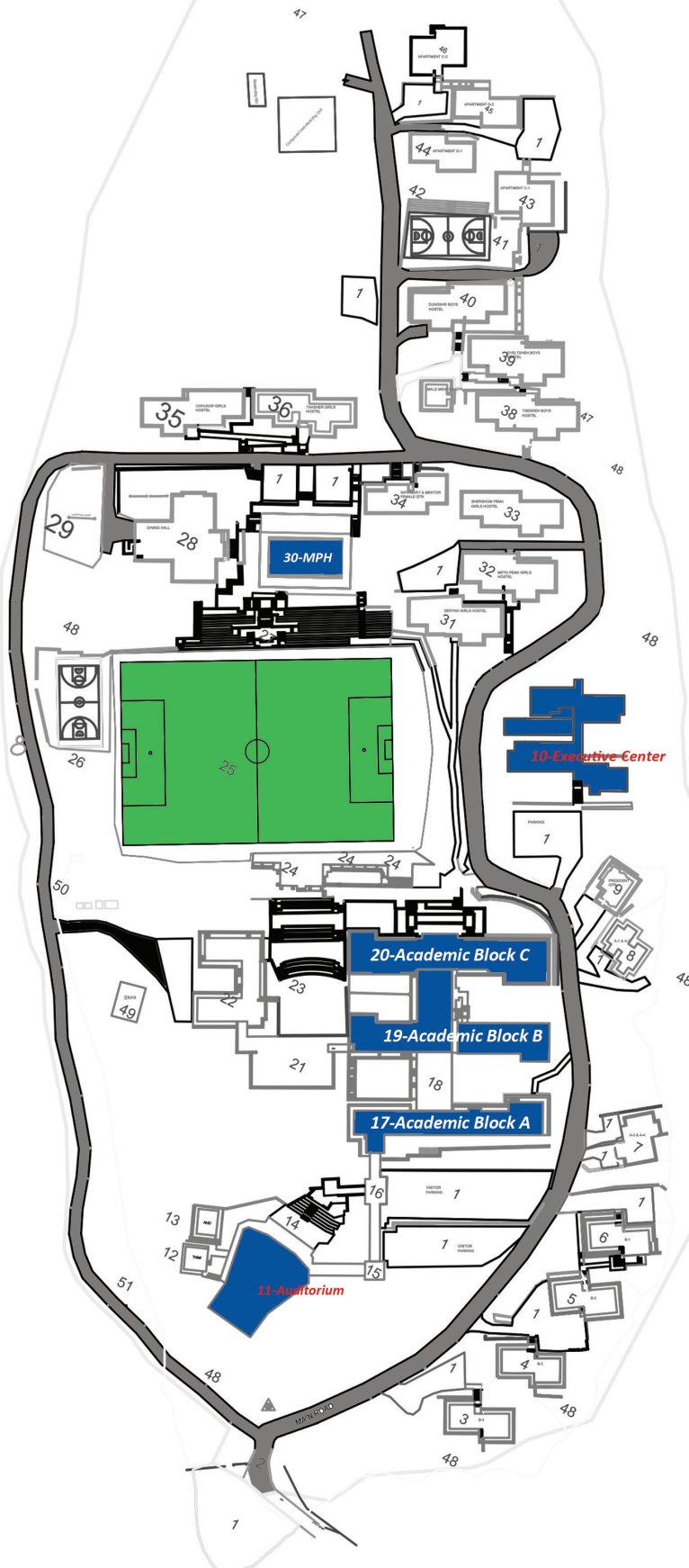
Email: dekzang@hotmail.com



RTC MAPS

LEGEND

- 1-Parking area
- 2-Main gate
- 3-B-4
- 4-B-3
- 5-B-2
- 6-B-1
- 7-A-3 & a-4
- 8-A-1 & a-2
- 9-President quarter
- 10-Executive center
- 11-Auditorium
- 12-Toilet
- 13-Ahu
- 14-Pavilion
- 15-Tower
- 16-Academic plazy entry
- 17-Administration & academic block A
- 18-Amphi theatre
- 19-Academic block B
- 20-Academic block C
- 21-Library
- 22- Faculty offices
- 23-Open convocation plaza
- 24- Technician office, shops & Amenities,cafeteria and pavilion
- 25-Football field
- 26- Open lawn tennis court
- 27-Changing room
- 28- Dining,kitchen, table tennis & gymnasium
- 29- Open volleyball court
- 30- Mph
- 31-Seryna girls hostel
- 32-Meto pema girls hostel
- 33-Shershom pema girls hostel
- 34-Infirmiry & mentor female quarter
- 35-Chhukar girls hostel
- 36-Taksher girls hostel
- 37-Male mentor quarter
- 38-Tsenden boys hostel
- 39-Gyeltshen boys hostel
- 40-Dungkar boys hostel
- 41-Open basket ball court
- 42-Open stair gallery
- 43-Apartment c-1
- 44-Apartment d-1
- 45-Apartment d-2
- 46-Apartment c-2
- 47-Break pressure tank
- 48-Septic tank
- 49-Store
- 50-Substation & diesel generator
- 51-Area allotted to bhutan telecom Instrument shed



Point of Contact (POC)

Contact Point for IASE Conference

SI No	Name	Contact
Steering committee		
1	Dr Shiva Raj Bhatthari	Advisor
2	Dr. Kezang Sherab	Chair
3	Dr. Chencho Lhamu	Chair
Convenor / MC		
1	Ugyen Wangchuk	17673558
2	Pema Choezom	17900521
Excursion and School Visit		
1	Tshewang Rinzin	77216932
2	Pema Lhazom	77783599
Transportaion		
1	Dawa Drakpa	77214515
2	Tshering Wangchuk	17650113



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Introduction to Royal Thimphu College

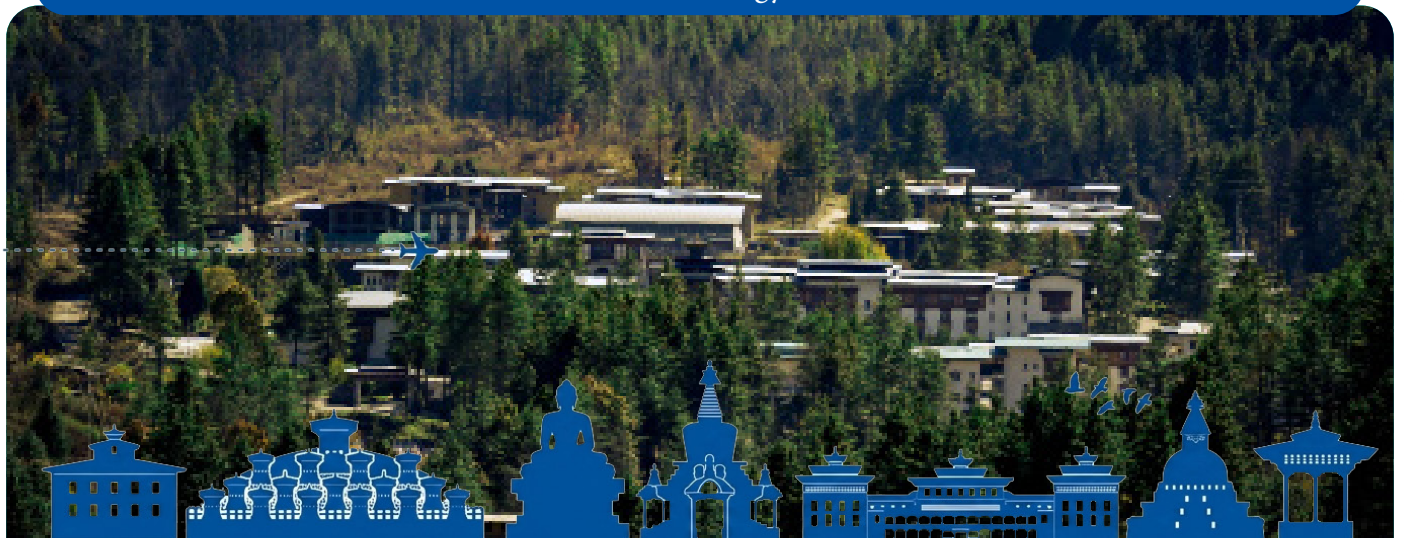
Royal Thimphu College is Bhutan's first & only twice A+ Accredited college offering a world-class education in a distinctly Bhutanese setting. Affiliated with the Royal University of Bhutan (RUB) and Khesar Gyalpo University of Medical Sciences of Bhutan (KGUMSB), the college provides innovative courses designed to meet the demands of the modern global Market. It was established in the year 2009 and is located at Ngabiphu, Thimphu.

RTC currently offers 11 undergraduate programmes across a range of disciplines, providing students with opportunities to pursue their academic and professional aspirations in diverse fields. Through partnerships with internationally recognised universities and organisations, the college maintains a strong commitment to academic excellence, innovation, research, and community engagement.

The college fosters a vibrant learning environment where students develop critical thinking, leadership, and professional skills through a combination of rigorous academics, experiential learning, and extracurricular engagement. With a modern campus, state-of-the-art facilities, and a diverse community of students and faculty from Bhutan and beyond, RTC serves as a hub for intellectual exchange, creativity, and collaboration.

UNDERGRADUATE DEGREE PROGRAMMES

1. Business Studies
Bachelor in Business Administration
Bachelor of Commerce
2. BA English Studies
3. BA Development Economics
4. BA Social Sciences
5. BSc. Environmental Management
6. BA in Anthropology
7. BA in Communication Arts and Creative Media
8. BSc. Nursing & Midwifery
9. Bachelor of Sports and Health Sciences
10. BSc. Applied Computing and Information Technology



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TASHI DELEK!



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