ACES 2014

The Inaugural Asian Conference on Education for Sustainability
August 2nd to 4th, 2014
Mitsui Garden Hiroshima, Japan
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OFFICIAL LETTER OF INVITATION TO PRESENT AT ACES 2014

June 26, 2014

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Presentation Mode: Oral Presenter
Title of Accepted Abstract: *Exploratory and Confirmatory factor analysis of Quality of disabled students life in inclusive school : Northeast Thailand.*
Presenter E-mail: orawan@snru.ac.th
All author(s): Orawan Nimtalung, Sakon Nakhon Rajabhat University, Thailand; Piyachint Paddamadilok, Sakon Nakhon Rajabhat University, Thailand; Sukanya Ounsakon, AnubanSakonNakhon, Thailand

Dear Dr Orawan Nimtalung:

Congratulations on the recent acceptance of your proposal, which has been accepted for presentation at the Inaugural Asian Conference on Education for Sustainability.

All presenters must register no later than Thursday, July 10th, 2014 to be included in the Schedule and Proceedings (ISSN 2188-6997).

We are offering a special advance registration rate until Monday, June 30th, 2014. The registration fee will be increased after this date.

Sessions will be held in Hiroshima, Japan at the Mitsui Garden Hiroshima, on Sunday, August 3rd until Monday, August 4th, 2014. There will be a welcome dinner reception will be held on Saturday, August 2nd for all registered participants.

Because ACES will precede the 69th Hiroshima Peace Memorial and Remembrance Ceremony, we strongly urge attending participants to make travel and hotel arrangements immediately.

Registration includes the welcome reception, lunch, coffee breaks and access to all meetings.

If you require additional information, please contact us at secretariat@esdfocus.org

The schedule of presentations will be made available by Saturday, July 12th, 2014. Please check the schedule at that time to make sure all information pertaining to you is correctly included.

Once again, congratulations on your acceptance and we look forward to welcoming you to Hiroshima!

Yours Sincerely,

Takayuki Yamada
Chairman, Board of Governors
PRESDA Foundation

Exploratory and Confirmatory factor analysis of Quality of disabled students life in inclusive school : Northeast Thailand.

Orawan Nimtalung[a*]
*Corresponding Author: orawan@snru.ac.th

ABSTRACT

Purpose   To evaluate factor structure of quality of disabled students life and investigate the quality of disabled students life in inclusive school.

Methods   Collected data with 483 disable students. Exploratory factor analysis(EFA) to examine the factor structure(n=240). Confirmatory factor analysis(CFA) to confirm model. Data analysis with M plus v7.2 and basic statistic with SPSS v20.

Results   The EFA of quality of disabled students life in inclusive school were eight factors .CFA were fit for model. QOL of students with disability in inclusive school have middle level.

Conclusion   Item of quality of disabled students life in inclusive school have 31 items. Exploratory factor analysis, quality of disable student life are 8 factor : 1)physical well-being=2 item 2)emotional well-being=2 item 3)interpersonal relations=3 item 4)material well-being=2 item 5)personal development=3 item 6)self-determination=2 item 7)social inclusion=2 item 8) right=3 item. Confirmatory factor analysis(CFA) are fit for model when 3 modindices. Researchers and practitioners are contributes to QOL of disabled students and normal students in regular school or inclusive school.

Keyword: Quality of life (QOL), Quality of disable students life inclusive School, Exploratory Factor Analysis (EFA),Confirmatory Factor Analysis (CFA), Factor Analysis, Special Education.

Introduction

In Thailand: A population of approximately 63 million people (2014), and 1,090,71 disabled people's that 429,172 disabled people's live in the Northeast. Estimates of the number of disabled people's organizations,[1] United Nation estimates that all countries have people with disabilities are found in 15 percent of the world's population or 1 billion people, live with disabilities or all countries have people with disabilities around in 8 percent of the population in each country.[2] Currently, Thailand ought to have about 5 million disabled people, only 1 million disabled people shows in Thailand's population, and miss more than 4 million disabled people who have not bee care and support. The quality of life were important to the quality of human resources. Which humans have staph entire body and a spirit of goodness as something desirable in any society, but in reality, society is not only individuals staph completely alone, but also personality, persons with physical and mental disabilities are included in society. We should find a way to help and protect individuals with these disorders or disabilities can be better quality of life and can live well on their own potential. Education are tools that used in the development of human good and effective one is to study the framework of the Constitution, in Article 49 people or people with disabilities should be educated equally and effectively from birth by education. The Institute serves as a valuable primary. Human resource

development as a human quality to meet social needs with a cultured and refined. Inclusive Educational agencies should not discriminate against people with disabilities. Which disabled people and people should be educated equally and people with disabilities have the right to receive services and support from the government as to accommodate special needs. Facilitate the development of their quality is equally to normal and able to live on their own with quality.

Reporting of Quality of Life Index-dimensional study of the Ministry of Social Development and Human Security in the year 2548-2550 found that disabled children receive basic education follows: Year 2548, 1.88 percent, Year 2549,1.74 percent, Year 2550,0.33 percent. Data show that the quality of life of disabled students receive the education system declined steadily. Is likely to be a serious problem in the future as well. Of educational research in the lives of students at the basic education level. Have not found a study in Thailand. A quality of disable students of life with in inclusive schools is also no research. But a study in the nearly by Mana Khunwongsa Satisfaction (2550, page 115)[3] to study the factors that promote education that affect the quality of students in the Northeast: found that the quality of students included in the medium. The happy, good and bad. Students found that the elements are in harmony with the empirical data and analysis of multilevel factor affecting the quality of education students. Northeastern student level. Robert L. Schalock and act. (2005, p. Abstract)[4] study on indicators of quality of life of students of different cultures and Sandy Thurston and act. (2010, p. Abstract)[5] study on the quality of life for students Multiple disabilities, Hass I. and Reiter S. (2010, p. 1-10)[6] Learn about the lives of the students. Therefore, in this study, the researcher has studied the concept of quality of life. Michael. R.Mayton, Robert. L. Schalock, and Valerie.L.Kart (2010, p.1-10)[7]divided into eight areas.

1) emotional (emotional well-being) refers to the emotions and feelings following a patient safety, stress-free mind and without anxiety.

2) relationship between the parties (Interpersonal well-being) refers to a society that consists of people who are different, there is a good feeling when you are with other people.(working with others shared with others).

3) material (material well-being) means to have enough money to spend on what they want and what decoration.

4) development of their (personal development) means learning different things, pursuits, having the knowledge to do what you want or like to do.

5) body (physical well-being) means healthy No pain, no patients had a good feel for proportion and shape.

6) self-determination (self-determination) referring to the decision by yourself, having the opportunity to choose what they want, choosing what life would be like, choosing the choosing a residential Selection and choice of leisure time spent with others.

7) coexistence in society (social inclusion) refers to the various locations, others possible participation in various activities like others, he sense that a member of society and have a sense of being accepted.

8) rights (right) refers to the pivotal they are like everyone else, or not to get the same treatment as others, having someone to respect what you are, comment the desire and privacy.

That are reason of research to quality of disable student life in Northeast Thailand. It let to process to develop disable student in regular school bee have good quality of life in school. Principle, teachers should have be aware of disable student in there

class and school. In the future we make one's more research new theme about developing quality of disabled student life.

Methods

Sample

Participants were disabled students at elementary education (equivalent grade 1-6) inclusive school attending public school be under Office of Basic Education Commission, Ministry of Education, Northeast Thailand. Sample were using multi-stage sampling for EFA (n=240) and CFA (n=243) and final analysis (QOL) data of all with 483 disabled students, studying in 86 inclusive school were selected in semester 2/2013.

Questionnaire on quality of disabled students life in inclusive school

The subjective indicators questionnaire contains 31 items on quality of disabled students life in inclusive school. The questionnaire used a three –point scale, ratting scale from 1 or ☹ "well-being or happy or satisfy" are no good grade, 2 or ☺ are average grade and 3 or ☺ are good grade. QOL of disabled students in inclusive school was written by Thai. Process of validation were fallow :

Construct validity
1) Item of QOL of disabled students in inclusive school take from result of content analysis with focus group in 10 inclusive school semester 1/2013 and Research synthesis(Renwick, Schormans, Zekovic. (2003),[8]Turnbull, H., Turnbull, P.,[9] Wehmeyer, Park.(2003),[8]Michael, R. Mayto.(2005),[10] Robert, L. Schaloc.(2005) [11] and Valerie, L. Kart.(2009).)[12]to create a query are 31 items using 4 four-point scale. ratting scale from 1 "no agreeable with definition of the operating" to 4 "agreeable with definition of the operating"
2) Verifying by 5 experts are 2 educators area Measurement and Evaluation in Education, 2 educators area Special education and 1 educators area Educational Psychology.
3) Analysis data. The questionnaire have content validity index (CVI=0.84). Meaning were passed and Some Item (3,6,9,23,24) must to repairable because lower point for one expert.(1 and 2point) and then sett up new QOL questionnaire have 31 item, attended to try out.

Reliability
We try out that QOL questionnaire with 30 disabled students who are studying at elementary education (1-6) in inclusive school from Sakon Nakhon Educational Service Area1. Analysis Data with SPSS version20. It have reliability=0.73, item correlation from 0.30 - 0.70, that more than 50%. We're modify wording of some question. Afterward to collected file data in 2/2013 semester.

Data analysis
Normal distribution, descriptive statistic and quality of disable students life in inclusive school were analyzed with SPSS version20. Qualitative variables were compared using chi-square test. Exploratory and Confirmatory Factor analysis by M plus version 7.2 for model validity. The goodness of fit for model was assessed using a chi-square statistic, comparative fit index(CFI), root mean square error of

approximation (RMSEA), and standardized root mean square residual (SRMR). Acceptable fit was judged according to the criteria recommended by Philip Hyland(2014, p online) **[13]** :

1) A non-significant χ^2, χ^2 : df ratio of less than 3:1, 2:1
2) CFI and TLI value above .95, .90 adequate.
3) RMSEA and SRMR value lass than .05 and .08 indicate reasonable error of approximation in the population
4) AIC is used to compare alternative models, with smallest value indicating the best fitting model.

Results

Descriptive Statistics

Table 1 presents item analysis for 31 item. For most of item, respones were at the rather low to middle, as follows, sum 21.54 – 328.13, mean rang 0.33 – 1.36, S.D rang 0.10 – 0.27, Responded were assumed to be non-normal distribution with Skewness ranging from 0.47 to -2.75 and Kurtosis ranging from -1.19 to 7.29. The distribution is not normal distribution. It lend to take log, item were 1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 28, and Square root, item were 3, 8, 21, 22, 24, 25, 26, 27, 29, 30, 31.

Table1 Normal distribution of 31 item. (n=240)

Item	Sum	Mean	S.D	Skewness	Kurtosis
1. Student have satisfaction to health care	96.06	0.40	0.14	-1.90	2.91
2. Student be happy when exercise	102.90	0.42	0.12	-2.70	6.63
3. Student have satisfaction to have lunch	260.64	1.09	0.18	1.86	2.24
4. Student be happy when leisure	100.03	0.42	0.12	-2.28	4.83
5. Student be happy when study	104.44	0.44	0.10	-2.93	8.67
6. Student be stable emotion	79.72	0.33	0.16	-1.00	-0.00
7. Student have satisfaction when freedom	96.26	0.40	0.13	-1.88	3.15
8. Student have satisfaction when practice	21.54	1.17	0.24	0.92	-0.52
9. Student have satisfaction when talking	93.75	0.39	0.14	-1.73	2.13
10. Student have satisfaction sustenance from school	98.00	0.41	0.14	-2.10	3.55
11. Student have satisfaction when start talk new friend	101.81	0.42	0.11	-2.46	6.10
12. Student be happy with friendship	99.15	0.41	0.12	-2.17	4.38
13. Student have satisfaction to auxiliary	103.27	0.43	0.11	-2.75	7.29
14. Student be happy when received money/day	93.80	0.39	0.14	-1.74	2.07
15. Student have filling to be safe	93.85	0.39	0.15	-1.74	2.02
16. Student be happy when stay at home	92.02	0.38	0.15	-1.61	1.55
17. Student be happy when activity	97.34	0.41	0.14	-2.04	3.24
18. Student have satisfaction to competency	85.63	0.36	0.16	-1.25	0.50
19. Student have satisfaction to success practice	89.05	0.37	0.16	-1.43	0.91
20. Student can do every activity	82.46	0.34	0.16	-1.11	0.35
21. Student can decide choose grouping by yourself	286.45	1.19	0.26	0.84	-0.70
22. Student can choose activity/work	290.22	1.21	0.27	0.77	-0.88
23. Student have plan activity with my self	328.12	1.36	0.27	-0.16	-1.18
24. Student have personal goals	292.68	1.22	0.26	0.63	-1.00
25. Student have satisfaction to do every in school	271.15	1.13	0.22	1.37	0.54
26. Student have satisfaction to acceptance	289.37	1.21	0.26	0.75	-0.86
27. Student be happy when have duty in classroom	299.78	1.25	0.27	0.47	-1.19
28. Student be happy when volunteer activity	85.53	0.36	0.17	-1.24	0.22
29. Student have satisfaction to have a boon	288.41	1.20	0.25	0.74	-0.84
30. Student have satisfaction to vote	282.90	1.18	0.25	0.92	-0.54
31. Student have satisfaction to service in school	278.83	1.16	0.23	1.01	-0.35

Exploratory Factor analysis(EFA)

Analysis EFA with 240 disabled students and 31 item. Using M plus version7.2, showing in table2, it have 9 models. Testing the fit model to the data with 4 criteria. and not adequate all models because p-value have no-significant another passed datum. And then to see in model 8, it can acceptable threshold more than another models. Reason of decision model8 more than model 9, forasmuch item of

questionnaire related theory of QOL disabled students in inclusive school exceeding. Then, QOL of disabled students in inclusive school should have 8factors.

Geomin rotated loadings with 31 items for 8factor have following: 1)physical well-being=2 item 2)emotional well-being=2item 3)interpersonal relations=3 item 4)material well-being=2 item 5)personal development=3 item 6)self-determination=2 item 7)social inclusion=2 item 8)right=3 item. (Table3-4)

Showing table3-4 were selected item into 8factor, Items into factors were include significant and no-significant. we have reason are; 1) that item can explained group of questionnaire contains, when build item follow by operated definition. 2) It could relate to theory QOL, disabled students in inclusive school at Northeast Thailand. 3) when used testing fit model, it have goodness of fit every point.

Table2 EFA analysis.[n=240]

Model	Number of Parameters	Chi-Square	Degrees of Freedom(df)	Chi-Square/df	RMSEA	CFI/TLI	SRMR	P-Value
1 factor	93	885.28	434	2.04 : 1	0.07	0.78/.076	0.06	0.0000
2 factor	123	757.21	404	1.88 : 1	0.06	0.83/0.80	0.06	0.0000
3 factor	152	645.49	375	1.73 : 1	0.06	0.87/0.84	0.05	0.0000
4 faetor	180	546.04	347	1.58 : 1	0.05	0.90/0.87	0.04	0.0000
5 factor	207	477.85	320	1.50 : 1	0.05	0.92/0.89	0.04	0.0000
6 factor	233	415.06	294	1.42 : 1	0.04	0.94/0.91	0.04	0.0000
7 factor	258	363.36	269	1.35 : 1	0.04	0.95/0.92	0.03	0.0001
8 factor	282	320.23	245	1.31 : 1	0.04	0.96/0.93	0.03	0.0009
9 factor	305	278.10	222	1.26 : 1	0.32	0.97/0.94	0.03	0.0063
10 factor	N/A	-	-	-	-	-	-	-

Table3 GEOMIN –rotated loadings of exploratory factor analysis with 31 items[n= 240]

Item	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7	Factor8
1	0.02	0.06	0.21	-0.53*	0.02	-0.05	0.06	0.12
2	0.36*	0.15	0.03	-0.33*	-0.13	-0.01	-0.04	0.02
3	-0.28*	-0.27*	0.00	0.14	0.01	-0.15	0.06	-0.04
4	0.11	0.49*	0.29*	0.00	0.12	-0.01	0.07	-0.07
5	0.38*	0.24*	0.04	-0.06	0.01	-0.01	-0.01	-0.03
6	-0.13	-0.02	0.54*	-0.03	-0.03	0.21	0.05	-0.07
7	0.27*	0.01	0.25*	0.03	0.00	0.15	-0.07	-0.18
8	-0.18	0.04	0.00	0.23*	-0.04	-0.04	0.15	0.05
9	0.41*	0.18	-0.08	-0.04	-0.05	0.17	0.09	-0.16
10	0.18	0.34*	0.03	0.09	0.00	0.33*	-0.09	-0.09
11	0.72*	-0.12	0.03	0.02	0.22	-0.03	0.01	0.01
12	0.69*	-0.05	0.02	-0.05	0.18	-0.02	0.00	0.05
13	0.38*	0.36*	-0.06	0.01	0.01	0.09	-0.05	0.17
14	-0.07	0.45*	0.06	-0.06	0.19	0.07	0.04	-0.03
15	0.02	-0.00	0.42*	0.03	0.27*	-0.01	-0.12	0.16
16	0.10	0.13	0.31*	0.03	0.18	-0.10	-0.01	-0.24*
17	0.02	0.39*	0.44*	-0.10	0.05	0.02	-0.05	0.03
18	0.21	-0.08	-0.03	-0.02	0.17	0.25	0.05	-0.27*
19	0.08	0.09	0.06	0.16	0.62*	0.10	0.06	-0.03
20	-0.10	0.13	0.03	-0.06	0.57	0.13	-0.06	0.11
21	-0.12	0.03	-0.10	-0.01	-0.20	-0.01	0.51*	0.01
22	0.03	-0.03	0.06	-0.01	-0.02	-0.66*	0.46*	-0.07
23	-0.06	0.36*	-0.12	0.27*	-0.12	-0.45*	0.02	0.02
24	0.00	0.02	0.03	0.11	-0.59*	-0.02	0.02	0.18
25	-0.01	-0.37*	0.02	0.12	-0.28	0.09	0.26*	0.05
26	0.04	-0.15	-0.05	0.01	-0.03	0.00	0.20	0.73*
27	0.01	0.03	0.17	0.56	-0.22	-0.02	0.03	0.15
28	0.00	0.04	0.02	-0.43	-0.02	0.34*	0.20	0.01
29	-0.02	-0.09	-0.13	0.30	-0.00	-0.03	0.32*	-0.01
30	-0.25*	-0.05	0.00	0.28	0.05	-0.02	0.31*	0.13
31	-0.01	0.05	-0.35*	0.18	0.03	-0.05	0.32*	0.09

Table4 Adjudication Factor Structures

name	Item	Factor1	Factor2	Factor3	Factor4	Factor5	Factor6	Factor7	Factor8
Y1	1	0.12							
Y2	2	0.02							
Y3	7		0.25*						
Y4	8		0.00						
Y5	9			0.41*					
Y6	11			0.72*					
Y7	12			0.69*					
Y8	13				0.01				
Y9	14				0.56				
Y10	18					0.41*			
Y11	19					0.41*			
Y12	20						0.17		
Y13	23						0.62*		
Y14	24						0.57*		
Y15	27							0.17	
Y16	28							0.62*	
Y17	29								0.32*
Y18	30								0.31*
Y19	31								0.32*

Show : y1 y2 y4 y8 y12 y15 were no-significant. And other were significant. It have 19 item for 8factors.

Confirmatory Factor analysis(CFA)

Confirmatory Factor analysis(CFA) show that, Model fit using the comparative fit index (x^2/df <2.00, P-Value >0.05 , 90% C.I.< 0.05, RMSEA<.05, CGE TLI>0.90, SMRE<0.05)

Table6 Item analysis basic data of item.(n=243)

		Sum	Mean	S.D	Skewness	Kurtosis
Y1	Student have satisfaction to health care	100.32	0.41	0.09	-0.90	0.10
Y2	Student be happy when exercise	98.92	0.41	0.11	-1.77	3.59
Y3	Student be stable emotion	80.52	0.33	0.14	-1.01	0.66
Y4	Student have satisfaction when freedom	93.29	0.38	0.13	-1.52	2.16
Y5	Student have satisfaction when talking	95.67	0.39	0.12	-1.55	2.69
Y6	Student have satisfaction when start talk new friend	94.92	0.39	0.11	-143	2.46
Y7	Student be happy with friendship	98.51	0.41	0.11	-1.65	3.27
Y8	Student have satisfaction to auxiliary	103.57	0.43	0.10	-2.30	6.03
Y9	Student be happy when received money/day	91.98	0.38	0.12	-1.24	2.02
Y10	Student have satisfaction to competency	87.85	0.36	0.12	-1.08	1.73
Y11	Student have satisfaction to success practice	92.98	0.38	0.11	-1.26	2.11
Y12	Student can do every activity	86.50	0.36	0.14	-1.20	1.22
Y13	Student have plan activity with my self	307.54	1.27	0.24	0.11	-1.19
Y14	Student have personal goals	307.25	1.26	0.24	0.18	-1.19
Y15	Student have satisfaction to acceptance	300.18	1.24	0.24	0.34	-1.18
Y16	Student be happy when have duty in classroom	308.18	1.27	0.24	0.13	-1.18
Y17	Student have satisfaction to have a boon	305.85	1.26	0.23	0.07	-1.24
Y18	Student have satisfaction to vote	301.35	1.24	0.25	0.40	-1.15
Y19	Student have satisfaction to service in school	288.14	1.19	0.23	0.72	0.86

**Table7** Confirmatory factor analysis of 19 item, goodness of fit indices of four model

Model tests	x^2	df	P-Value	90% C.I.	RMSEA	CGE TLI	SMRE
1.Model(a)	161.84	124	0.013	0.02/0.05	0.04	0.96/0.94	0.04
2.Model(b)	148.96	123	0.06	0.00/0.05	0.03	0.97/0.96	0.04

(a) Lower values indicate model fit

(b)Higher values indicate model fit when modindices y6 with y3

Table8

Factor		β	Model(a) S.E.	Est./S.E	Factor Score	R²	β	Model(b) S.E.	Est./S.E	Factor Score	R²
F1											
	Y1	0.73	0.09	8.26		0.34	0.73	0.09	8.20		0.53
	Y2	0.45	0.07	6.20		0.31	0.45	0.07	6.18		0.20
F2											
	Y3	0.30	0.08	3.70		0.22	0.28	0.08	3.45		0.08
	Y4	0.70	0.13	5.22		0.16	0.81	0.17	4.73		0.65
F3											
	Y5	0.71	0.05	13.15		0.40	0.73	0.05	13.61		0.53
	Y6	0.56	0.06	9.16		0.43	0.57	0.06	9.51		0.32
	Y7	0.55	0.06	9.14		0.46	0.55	0.06	9.14		0.31
F4											
	Y8	0.69	0.10	6.59		0.41	0.69	0.10	6.59		0.47
	Y9	0.46	0.08	5.52		0.26	0.46	0.08	5.50		0.21
F5											
	Y10	0.55	0.06	9.20		0.25	0.55	0.06	9.13		0.30
	Y11	0.57	0.06	9.51		0.41	0.58	0.06	9.59		0.33
	Y12	0.61	0.06	10.32		0.36	0.61	0.06	10.38		0.37
F6											
	Y13	0.60	0.06	9.76		0.42	0.60	0.06	9.76		0.36
	Y14	0.58	0.06	9.48		0.43	0.58	0.06	9.47		0.34
F7											
	Y15	0.57	0.06	9.59		0.41	0.57	0.06	9.57		0.33
	Y16	0.59	0.06	9.86		0.30	0.59	0.06	9.84		0.35
F8											
	Y17	0.71	0.04	16.17		0.46	0.71	0.04	16.20		0.50
	Y18	0.76	0.04	18.76		0.47	0.76	0.04	18.77		0.58
	Y19	0.67	0.05	14.36		0.39	0.67	0.05	14.40		0.45
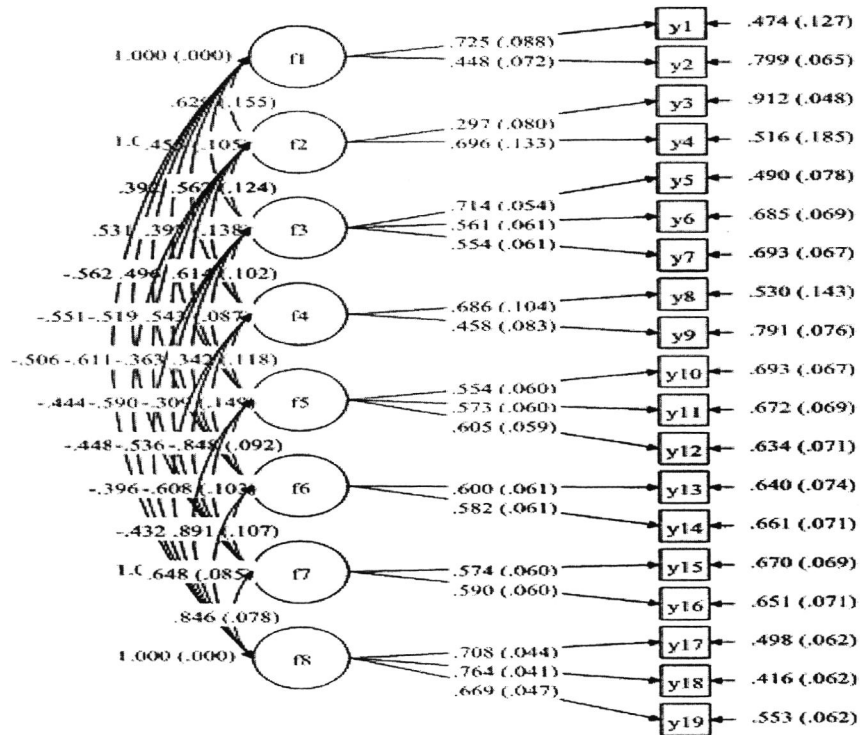
Model 1
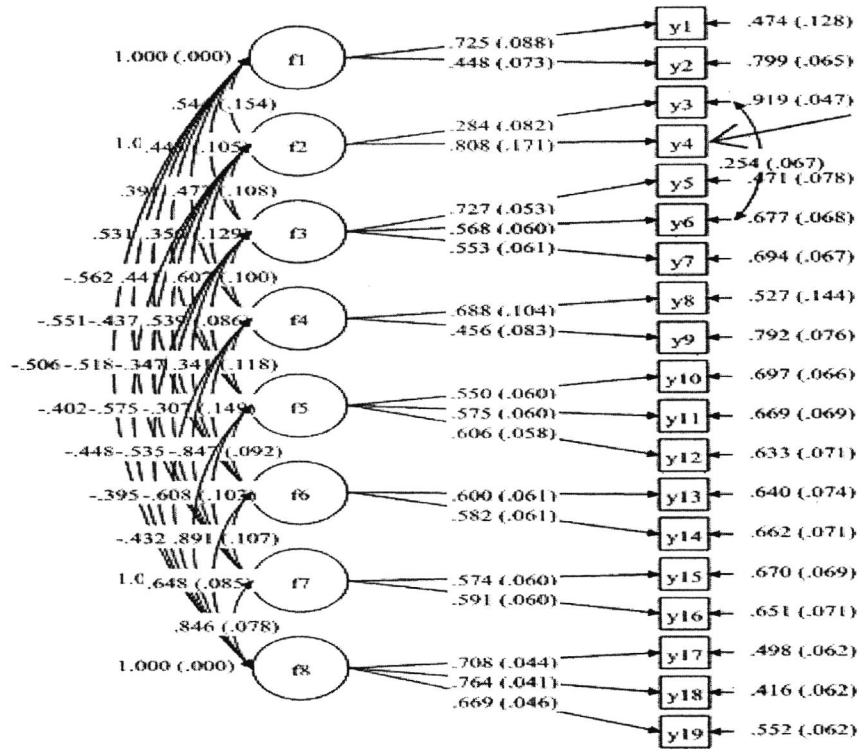
Model2

Table10 Demographic and quality of disable students life in inclusive school.(n=483)

		Frequency (n=483)	(no-good)	Quality of life (n / %) (Middle)	(Good)
Sex					
	Male	311	9(2.90%)	285(91.60%)	17(5.50%)
	Female	172	1(0.60%)	164(95.30%)	7(41.10%)
Type disable					
	No Intellectual disability	22	1(4.50%)	21(95.50%)	0(0.00%)
	Intellectual disability	443	9(20.00%)	411(92.80%)	23(5.20%)
	double	18	0(0.00%)	17(94.40%)	1(5.60%)
Status family					
	couple	303	6(2.00%)	285(94.10%)	12(4.00%)
	singer	115	2(1.70%)	105(91.30%)	8(7.00%)
	patron	65	2(3.10%)	59(90.80%)	4(6.20%)
Income family					
	<15,000	431	7(1.60%)	402(93.30%)	22(5.10%)
	>15,000	52	3(5.80%)	47(90.40%)	2(3.80%)

Participants are male and female mainly have middle quality of life in inclusive school. All no Intellectual disability, Intellectual disability and double disability have moderate. Whether family are couple singer patron or income family more than, less than are intermediate good and no-good item.

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