Abstract - The birth rate of child with autism in each society had increased every year and ratio of boy had shown more than double (e.g. [2, 3]). The objective of the study was to find out necessity of interdisciplinary between home and school to take care of child with autism and the possibility to educate them to be in the career path in future. Qualitative was used for research methodology, the target population were psychologists, medicine doctors, parents, school teachers and the child with autism. Observation the student studying in class with inclusive education’s school was used for data collection.

The result of the study found that every country in ASEAN had faced such problems, Singapore, Thailand and Brunei had organizations and systems to take care of child with autism quite well. The other countries in ASEAN still needed supported. Each child had their own way to develop, and then home and school need to work well together for supporting, beside social and government. Time spent of parents to take care of the child took triple times of the normal child. The graduates from Bachelor’s degree at Kasetsart University was succeeded and got a job, because the school system and home had well corroborations of supporting. For our peace world of human diversity, to become success in nation, regional and global, such problems needed to be concern for long future.

Keywords - Education development, Career path concern, Child with autism, Home and school corroborations

I. INTRODUCTION
The birth rate of child with autism in each society had increased every year and ratio of boy had shown more than girl in about double rate (e.g. [2, 3]). In ASEAN countries, they had concerned to such problems. The governments and parents of child with autism had established such associations to concern; giving love to the child with autism was not enough, but we needed to provide education of each individual prominent point; to bring up their self-confidence and dignity, concern to their long term of each individual way of living with such socio-economic needs in consumer society, by providing education, social quotient, and social way of living with the others and seek the way of each individual to be able to gain ability to work and to have career path in order to be able to survive in their future life.

II. OBJECTIVE
The objective of the study was to find out necessity of interdisciplinary between home, hospital and school to take care of child with autism and the possibility to educate them to be in the career pathway in their future.
III. DEFINITION OF TERMS
“Child with autism” is a disorder of neural development characterized by impaired social interaction, by impaired verbal and non-verbal communication, and by restricted, repetitive or stereotyped behavior. The diagnostic criteria requires that symptoms become apparent before a child is three years old [9].

“Interdisciplinary” meant the corroborations of three groups of the stake holder; parent, pediatric psychiatrist and teachers to educate child with autism together with training them to learn such vocational education in order to provide chance to get a job in their future

“Home” meant the family’s concern to provide education and social life to develop child of their own responsibility. “Home” also meant the body of knowledge for Home Economics, which divided into 6 areas of disciplinary, such as; Food and nutrition, Textile and clothing, Applied art, Houses keeping, Child and family development and Household properties management [6] in order to educate and train the child with autism to learn, able to live and work with the others

“Hospital” meant the pediatric psychiatrist and doctor of medicine, who needed to take care of child with autism and advise the parent to concern of healthy child

“School” meant teachers and psychologist, although provided formal education, non-formal education and informal education, to educate the child with autism

IV. METHODOLOGY
Qualitative was used for research methodology, the target population were psychiatrist, psychologists, medicine doctors, parent of the child with autism, school teachers and the children with autism. Observation the students studying in class with inclusive education’s school, interviewing form, observation, tape recorder and focus group were used for data collection’s tolls. Descriptive method was used for data analysis and report.

V. REVIEW LITERATURE
Child with autism was a disorder of neural development characterized by impaired social interaction, by impaired verbal and non-verbal communication, and by restricted, repetitive or stereotyped behavior. The diagnostic criteria required that symptoms become apparent before a child was three years old. Observation the child’s behavior could indicate the child with autism was necessary, because until now, there was not any medication instrument to diagnose the symptom of the child with special needs assist (e.g. [4, 9]).

In the United States of America and England, the risk and rate of child with autism had increasing as one per 60, even in Thailand the risk and rate of child with autism also increased as one per 100. The child with learning disability had increased 13% and there were about 900,000 in Thailand. (e.g. [1,5,8]).

Kasetsart University, Bangkok, Thailand was the first university in Thailand, who has provided the inclusive education for students with autism from kindergarten to high school (K-12) since 1990, and also provided the higher education level for the child with autism since 1997. The students with autism had studied and received well care of from experienced special teachers from kindergarten to grade 12 at the Kasetsart University Laboratory School, Center for Educational Research and Development, Faculty of Education, Kasetsart University, Jatujak district, Bangkok 10900, Thailand. Kasetsart University had provided the special quotas for the students with autism whoever capable to continue their education at the under graduate level by accepted all the qualified high school applicants from all over the nation [7].

VI. THE RESULT
The result of the study revealed as the following; every country in ASEAN had to face with such problems, the population of child with autism had increasing every year.

As the situation of child with autism had increased, the cause and effect still had not
confirmed with scientific evidences. The government and parent’s association had done to conserve by supporting and grant the child with autism; such as provided education with inclusive education, created such activities for them to learn and developed mainly in social skill to be able to survive and live with the other, also to concern of their career pathway was necessary. Collaboration to Support the child with autism in ASEAN countries had categorized into 3 groups, as the following;

**Group A.** Singapore, Thailand and Brunei Darussalam, the countries, had well supported from the government; there was law and/or Act supported the child with autism. There were schools available for the child with autism. Inclusive education had provided, education development and career pathway concern, had trained and provided the child with autism to learn and gain opportunity to develop as much as they can, in order to be able to survive in their future. There was strong parent’s association supported such activities for the child.

**Group B.** Malaysia, Philippines and Indonesia, the countries, had some supported from the government. The social still does not concern of the child with autism well enough. Some kinds of campaign had done by the parents.

**Group C.** Myanmar, Laos, Vietnam and Cambodia, the countries, had less support from the government. Social and people still had less concern of the child with autism. The parent association supporting the child still needed to be supported.

The successful of education development for child with autism, found that, since 1990, the laboratory school, Faculty of Education, Kasetsart University was approved to run the cooperated project of “Academic and Research Collaborations for the Special Education” between The laboratory school, Faculty of Education, Kasetsart University and The Yuwaprasarte Waithayopathum Child Psychiatric Hospital, to prepare the possibility to provide education for the child with autism. The project had done by accepted 5 students each year to start their education in the first grade, continuingly to 12 grades. The process to enter the school had approved by pediatric psychiatrist, psychologist and experienced school teachers, including interviewed the parents. There were 87 students at the laboratory school (K-12), Faculty of Education, Kasetsart University.

After experienced and with well knowledge management of providing the education for the child with autism for more than ten years, the school found that autism students should have started to be in class as an inclusive education form the 3rd grade until 12th grade in all subjects. Nevertheless, while they were studied at the 1st and 2nd grade, they would have studied academic classes; such as Science, Mathematics, and Languages in the separated class with autism friends with special care and closely assisted by experienced school teachers. For relaxation, the students would have a chance to meet new friends with inclusive education only with the following class; such as art, sport, music, computer, and library class, except the defective severe cases would have studied with specialty care in all subject, but they would have joined in inclusive class in social activities. Training programs and conferences for the school teachers had done annually; to empower the school teachers, provide a chance for them to meet some friends and to share knowledge with experts and school teachers’ friends with other schools.

Kasetsart University had provided undergraduate education for the child with autism, who graduated from 12 grades, since 2002. The process to provide education for the child with autism in undergraduate level, which still need corroborations between, teachers, psychologists, psychiatrist and parent, included buddy, to assist in all case; being good friend, remind the class and activities (depended by case). The children with autism had spent more time to complete their bachelor degree; nevertheless there were some child with autism graduate every year. There were some faculties of social science excepted the child with autism to
study in bachelor degree level; such as Faculty of Education, Faculty of Humanity, Faculty of Social Science, and Faculty of Business Management. Experiences had educated that, the child with autism would not fit in teacher education program and not possible to complete as “Field Experience Teacher Training Courses”. The trainee of teacher education were not succeeded, because they were worried controlling the class, they could not answer unexpected questions from the students in the class, they could not solve unexpected problems in classroom. Therefore, the child with autism would be possible to study in Human Resource of Education System, instead of Teacher Profession. There were more than 30 of graduations of child with autism in bachelor degree. Some of them had a job, they can keep their job quite well, the staff, who worked with the child with autism were satisfied as their colleagues, because they were sincere and behaved without pretending in all kind of behaviors.

Suitable job for the child with autism, had divided into two categories; 1) assistant in office; such as printing data as assigned, computer programmer, and secretary assistant 2) service’s job; such as librarian, social worker, information service assistant and historic tour guide (one case had work at Ayutthaya museum and he was very success with good reputation). Most of them had enjoyed their job, but the colleagues must understand to leave them alone and must give them to show off their decision making in some occasions.

At the vocational training center had learned that for the child with autism who did not like to continue their education, they would have been good to be trained in all kind of vocational education training; such as repair computers and electronic machineries, gardening and agriculture transplants, cooking, fine art and applied art, flower arrangement and so on, but each individual of the child with autism needed to be diagnosed and judged well enough before put them into such training, in order to bring out their talent and they would have done very well. They were very proud of their products and benefits they had got.

VII. CONCLUSIONS

The child with autism was diversity of human being, which needed to be concerned to give them education and career pathway, in order to prepare them to be able to survive by themselves. As all human being needed to be pound of oneself, to be able to learn, to get a job, to work and to live with people. Education development and career pathway concern for the child with autism was necessary and needed to be done with interdisciplinary of home, hospital and school corroborations. Experienced of providing the child with autism to study in a bachelor degree in the Faculty of Education would not fit in teacher profession program, because they needed to be able to control oneself and control the class, but the Faculty of Education, would be good to provide four years program for the child with autism to study and provide their jobs as human resources in the school system. The supporting from the government to take care of the child with autism was necessary, as the risk of increasing of the ratio birth rate of the child with autism had been increasing in all nations, in ASEAN countries and around the world. Sharing knowledge and to empower the school teachers and parents of the child with autism was necessary, because parent had spent a lot of time (average 4.9 hours per a day for the child with autism) to give quality of life for their child by giving love and taking good care of their children. Vocational training programs needed to be provided to train them, if those who did not need to continue their education in undergraduate level.

SUGGESTIONS

1. The parents who have child with autism in their family, need to be accepted and concerned to take him or her to consult with the psychiatric and be prepared to give them education and career’s pathway in order to fulfill them as human being with good quality of life in future.
2. Each child with autism had his/her characteristic and behaviors individually, and then campaign to educated community and social need to be done, and accept them as part of the social was necessary.

3. The curriculum for the child with autism to study in the Faculty of Education may fit in 4 year curriculum, as human resource in education system.

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REFERENCES

(Arranged in the order of citation in the same fashion as the case of Footnotes.)