

5th National Early Childhood Intervention Conference

Kolej Sains Kesihatan Bersekutu (KSKB) Sultan Azlan Shah, Ulu Kinta, Perak
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Meeting My Child's Needs (My Personal Experience – The Power of Dreams)

Prepared by: Alvin Teoh

- Parent of Visually Impaired Child
- Founder, Family Support Network for Visually Impaired Children of Penang
- Executive Board Member, International Association for Parents with Visually Impaired Children (IAPVI)



**“
IF YOU CAN
DREAM IT
YOU CAN
DO IT**

-WALT DISNEY

”



Inclusive Program (IP) for the Blind and Visually Impaired Children at Sekolah Kebangsaan Jalan Hamilton (SKJH), Georgetown, Penang.

Background & Milestone

- ★ Aug 2006 - proposal brought to Penang State Dept of Education by Family Support Network for the Visually Impaired Children of Penang
- ★ Major objectives:
 - 1) to provide education options for people with special needs as stated in *Salamanca Statement and Framework for Action on Special Needs Education (1994)* whereby Malaysia already endorsed the global document,
 - 2) to exercise the right for equality of opportunity & promote inclusion concept in Malaysia,
 - 3) to stretch the potential of blind and visually impaired (BVI) children
- ★ Aug 2006 – Feb 2009 – brainstorming, discussion & preparation
- ★ Feb 2009 - proposal approved by Dept of Special Education, MOE
- ★ Jan 2010 - Program officially kicked off at SKJH Penang and started with 3 BVI children
- ★ Jan 2014 - 10 students with this program, another 3 students completed std 6

NOTE: Size of SKJH, 530 students & 50 staff

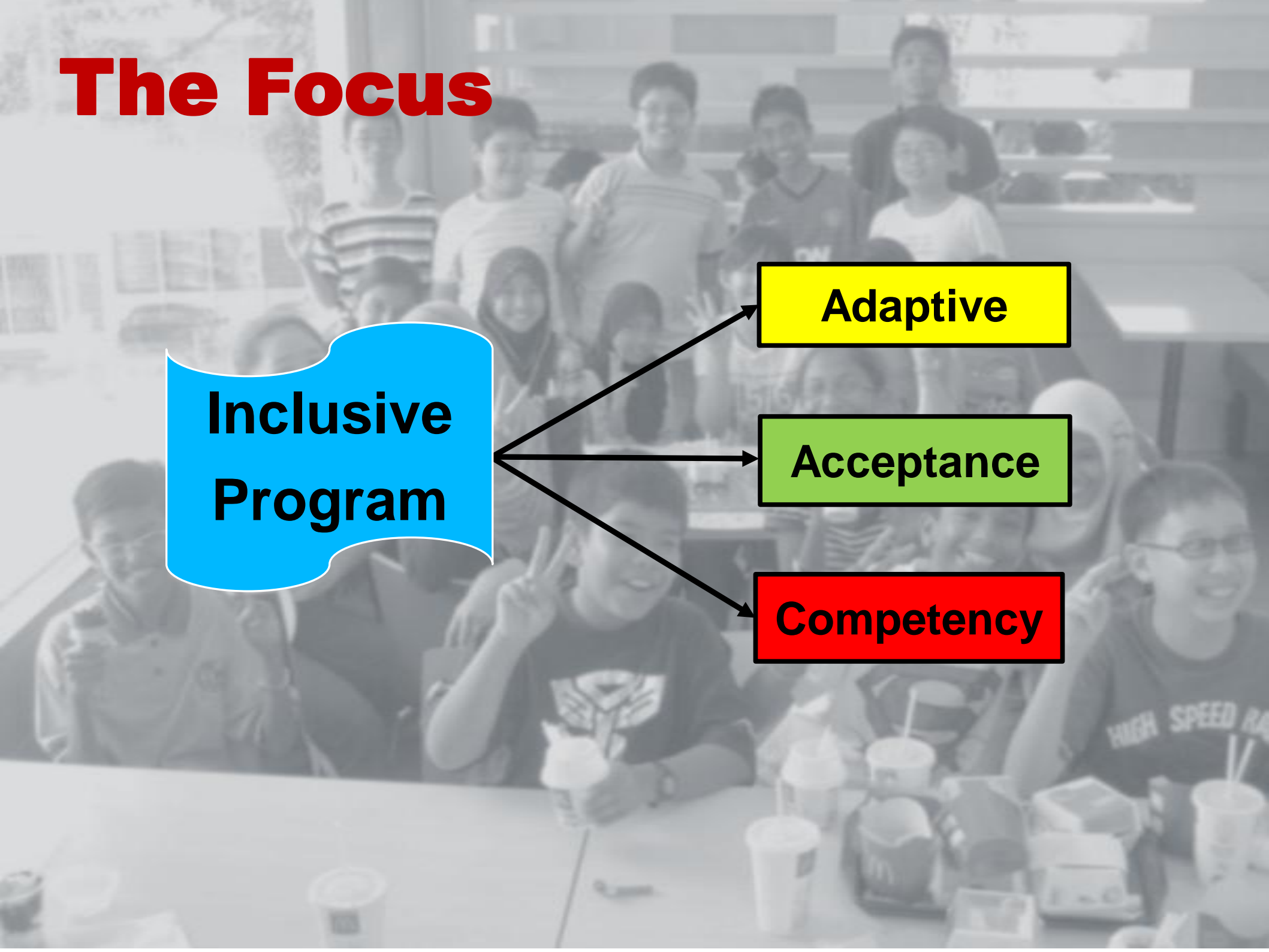
The Focus

**Inclusive
Program**

Adaptive

Acceptance

Competency



Adaptive



Adaptive & integrated to normal environment setting is extremely important to prepare children with special needs for the future

Equality of opportunity and everybody (with & without special needs) is treated with respect & dignity inside or outside SKJH



Acceptance

“Melentur buluh biar dari rebungunya”

Children learn fast when they are young. IP needs to take this advantage to **“implant”** caring society concept for the future generation & make **Paradigm Shift** for M'sian society toward people with special needs

Today, 8 visually impaired are exposed to 530 children at SKJH, imagine in 10 years time when these 530 children growing up....!!!



Competency

IP helps to increase competency among **people with AND without special needs.**

“Quoted by Mr. Tan Teik Fong (HM SKJH) to the press on 19 Nov 2012, IP is a strong motivating factor to bring SKJH to achieve 25 students scored all A in UPSR exam this year”

From left:

Mr. Tan with his 2 IP students (Ernest & Khai Shern), both std 6 in 2012

Ernest (VI) selected as “Tokoh Murid 2012”

Ernest (VI, yellow shirt) & his sighted peers who scored all A in UPSR exam 2012

Mr. Tan & Ernest (VI) received award from Ketua Pengarah JPN, Penang



Lesson Learn

- **Adaptive** – If you think people with special needs can, they can. Give them an equal opportunity to stretch their potential.
- **Acceptance** – IP is one of the most effective way in creating “Long Lasting” & “Real” caring society and make Paradigm Shift for the whole society. Proven records from many successful nations globally.
- **Competency** – IP is pushing up overall people competency for a society including both with & without special needs. Efficiency & productivity also increase.

Inclusive Education is a **long term investment**. When people with special needs “**know how to fish**” by themselves & well accepted in our society, it will help govt to cut down the cost of “**giving fish**” to them.

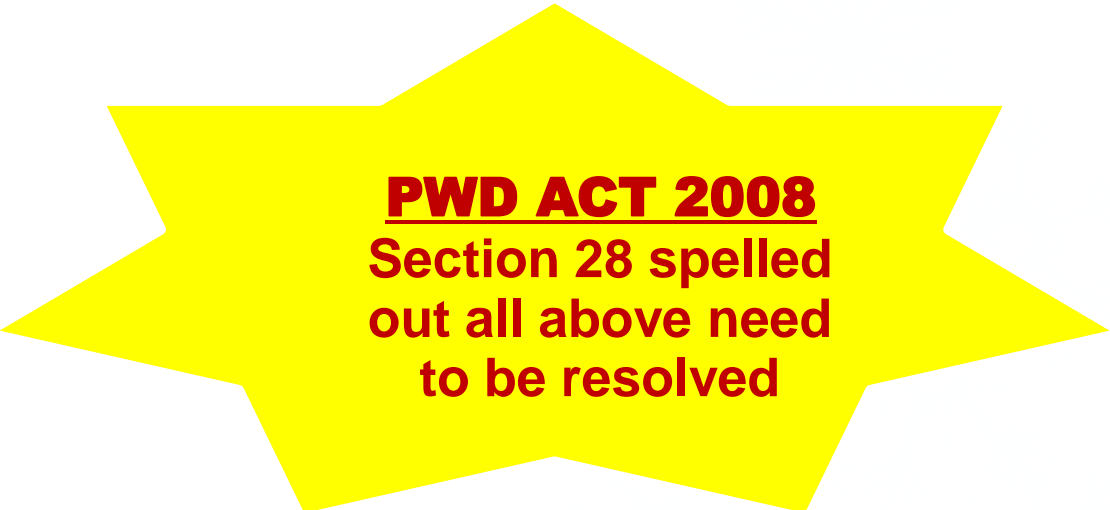
Proposal for Moving Forward

- Expansion of IP at SKJH to other **primary** schools in all the
- Map IP concept at SKJH to implement for **other disability groups**
- IP to start as young as possible in order to get maximum impact in creating caring society for **Future Malaysian**
- MOE, Welfare Dept, NGOs, Professionals, Teachers, Parent Support Groups etc.. **Work Together** to promote IP to family of children with special needs and also general public
- Malaysia Education Blueprint 2013 -2025 need to stress on both **Quantity & Quality** in raising the people with special needs



Expected Challenges

- Shortages of Resources – trained teachers, equipments, text books, service & support etc..
- Teacher's Quality & Commitment
- Evaluation System – exam paper quality, exam officer who understands the children needs, fair time given depending on the category of special needs, practicality and relevancy to current era & environment setting, etc..
- Too many categories of special needs (7 Categories) & different sub-categories (mild, average & severe)



PWD ACT 2008
**Section 28 spelled
out all above need
to be resolved**



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**THANK
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