

# THE PROGRESS OF OUR CHILDREN IN A LOCAL KINDERGARTEN

CHEWSIOKCHENG/JUNE/2012

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- Out of the 59 children aged 4 - 6 years old in our EIP (Methodist Care Centre), 52 are attending nurseries or kindergartens (88%). June 2012



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- Early intervention service providers need to acknowledge the need to take up the challenge to reach out and expand our services and supports to children with Special Educational Needs (SEN), their parents and the mainstream teachers in inclusive settings, adopting a role as an Itinerant Special Educator in our context.

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## 2009, Pilot project with a local kindergarten



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## Population of the kindergarten:

- About 500 children (4 - 6 yrs) with 40 teachers and their assistants.
- 23 are children attending our EIP, plus a few children with SEN but not attending our EIP.
- Classes: 23 classes
- Ratio: Average 2 teachers to 25 children
- Few teachers hold a diploma in Early Childhood Education.

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## 2009,

- Build close rapport with head teacher & teachers (visit school once a week).
- Observed children with SEN in their classroom.
- Provided information to the teachers about the children's special needs.
- Planned and suggested adaptation and modification to increase children participation in daily routines and activities.
- Conducted training workshops for teachers.
- Identified a teacher as the Special Educational Needs Coordinator (SENCO).

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### 2010 onward:

- The SENCO starts her duty in Jan.
- ACSNs support her salary.
- Itinerant Special Educator continues visit school once a week.
- Address and implement children's IEPs goals within the school context.
- Continue to provide training to teachers as needed.
- Promoting inclusive values to the classmates of children with SEN in a positive and understandable way.
- Continue to monitor the development of the inclusive practices.

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### The SENCO and the Itinerant Special Educator work together to:

- Suggest the placement/grouping of the children with SEN
- Identify what IEP objectives can be worked on in the kindergarten
- Plan adaptations or accommodations and support the class teachers to implement them
- Identify resources and supports needs by the class teachers

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### Training of teachers



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### Training workshop for kindergarten teachers covered:

- Inclusive Education
- Children with Special Educational Needs
- Applied Behaviour Analysis
- Teaching strategies & Visual strategies
- Gross & fine motor development in children
- Curriculum modifications & adaptations

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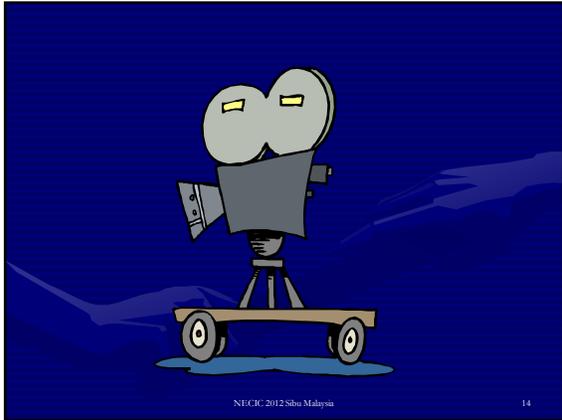
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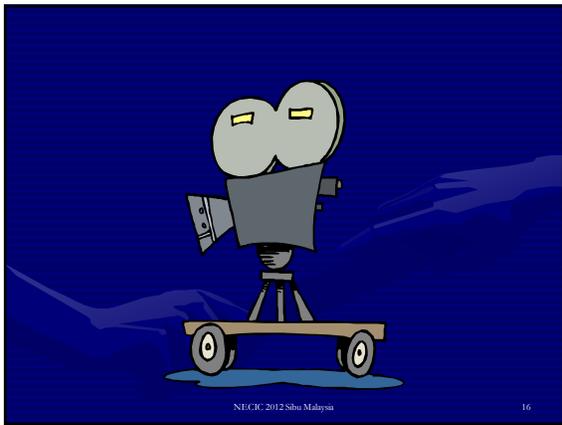


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- Support factors:**
- Parents are firm with their stand on the education rights of their children.
  - Positive and supportive attitudes of the Head Teacher and teachers.
  - Peer supports.
  - positive partnership/collaboration between parents, teachers and EI centre.



- Conclusion:**
- With proper support and understanding, children with special educational needs can participate meaningfully in inclusive settings.

