

THE RIGHT TO EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES

FOCUSING ON PRIMARY EDUCATION

A Report by the Human Rights Commission of Malaysia
2015



THE RIGHT TO EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES – FOCUSING ON PRIMARY EDUCATION

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PART 1

THE COMMISSION'S REPORT ON THE RIGHT TO EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES – FOCUSING ON PRIMARY EDUCATION

CHAPTER 1 BACKGROUND

INTRODUCTION

1. Malaysia is progressing towards achieving universal primary education and as a State Party to the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD), Malaysia is obliged to ensure that children with disabilities are given equal right to education. In addition, in 1994, Malaysia had also adopted the UNESCO Salamanca Statement which calls on Governments to uphold inclusive education for children with disabilities.
2. The Government's commitment to ensure access to education for children with disabilities is evident through the introduction of the following special education programmes that are managed by the Ministry of Education:¹
 - Special Education Schools: dedicated schools for children with vision and hearing disabilities. They are now being extended to intellectually-challenged children at both primary and secondary school levels.
 - Special Education Integrated Programme: special education classes within mainstream schools.
 - Inclusive Education programme: fully cognitive students who participate in mainstream classes.
3. The Government's commitment in ensuring access to education for all children including those with disabilities is explicitly translated in the Malaysia Education Blueprint 2013-2025, which aims to achieve 75% enrolment of students with special needs in inclusive programmes by 2025.
4. Alongside these formal special education programmes, the Community-based Rehabilitation Centres (CBR) supported by the Department of Social Welfare under the Ministry of Women, Family and Community Development also provides rehabilitation and early learning programmes for children with learning disabilities (CWLD), particularly those with severe disabilities.
5. In 2013, the Commission decided to conduct a study on the issue of right to primary education for children with learning disabilities (CWLD). There were two main reasons for the focus on this issue. Firstly, it was observed that unlike access to primary education for the visually- and hearing- impaired children, it appears that not much information on education for children with learning disabilities was readily available, much less its accessibility. Secondly, during the Commission's awareness programmes on persons with

¹ Regulation 3, Education (Special Education) Regulations 2013.

disabilities², concerns were raised with regard to the issues of accessibility and quality of education for children with disabilities, in particular learning disabilities. It is a matter of public perception that a large number of children with learning disabilities appear to be excluded from primary education.

OBJECTIVES OF THE STUDY

6. Based on the hypothesis that the number of children with learning disabilities with access to primary education needs to be expanded, the Commission hopes that this study would provide adequate reference to the Government to increase the number of children with learning disabilities in Malaysia receiving inclusive and quality primary education. To achieve this goal, the specific objectives of the research are to:
 - Raise awareness among education professionals, decision-makers and the public of the challenges children with learning disabilities experience in accessing primary education.
 - Identify the gaps in information about education for children with learning disabilities in order to build support for the education of children with learning disabilities.
 - Build bridges between government agencies and civil societies, so as to promote more participatory, transparent and accountable policy-making in the education sector.

SCOPE OF THE STUDY

7. This study focuses on the right to primary education for children with learning difficulties. For this purpose, it was important to define the meaning and scope of the term “learning difficulties”. From the outset, the Commission believed that one significant shortfall of the current system is the ambiguity of the term “learning disabilities”. Often “learning disabilities” is used interchangeably with “learning difficulties” or “intellectually challenged”. The term “learning disabilities” is defined differently in different countries. According to the Individuals with Disabilities Education Act 2004 (IDEA 2004) of the United States, “learning disabilities” do not include persons with mental retardation. On the other hand, the government of the United Kingdom adopts a more general definition of persons with learning disabilities to include persons with mental retardation.
8. In Malaysia, its legal and policy framework does not have one definitive classification of disabilities. The Persons with Disabilities Act 2008 defines “persons with disabilities” broadly to *“include those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society.”* The Education (Special Education) Regulations 2013, however, define “pupils with special needs” as those having visual disability, hearing disability,

² Since 2002, the Commission has organised “A Conference Concerning the Rights of Persons with Disabilities” followed by meetings and dialogues with stakeholders, including government agencies and NGOs in 2003 and 2006; round table discussions (RTDs) on human rights issues facing PWDs throughout Malaysia in 2004, 2005, 2010 and 2011 - “Programmes with the People” in order to identify the problems and sensitivities of citizens towards PWDs and public seminars in 2012.

speech disability, physical disability, learning difficulties or combination of disabilities and/or difficulties.³

9. The Ministry of Education has categorised "learning difficulties" to include students with Down Syndrome, mild autism, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), mild mental retardation, global development delay and specific learning disabilities such as dyslexia.⁴
10. As it is hoped that this Report will assist the Ministry of Education in the advancement of the education of CWLD in Malaysia, the Commission has adopted, for the purpose of this Report, the Ministry of Education's categorisation of learning disabilities.

METHODOLOGY

11. In furtherance of the study, the Commission conducted several activities to gather information and identify issues relating to the enrolment of CWLD in primary schools. The activities include:-
 - A series of forums on the right to education for CWLD;
 - Workshops on human rights for special education teachers;
 - Review of existing and applicable laws and policies relating to education for CWLD
 - Field visits to schools with integration programmes and schools run by non-governmental organisations (NGOs); and
 - Analysis of data and statistics on CWLD gathered from a number of agencies including Ministry of Education, Department of Social Welfare and Statistics Department.

Field visits to schools with integration programmes and to schools run by non-governmental organisations (NGOs)

12. In 2013 and early 2014, the Commission visited 24 (as of October 2014) government schools with special education integration programmes (SEIP), schools run by NGOs as well as community rehabilitation centres (CBR). Due to its limitation in resources, the Commission was not able to visit schools and NGO centres all over Malaysia. The schools and NGO centres were selected based on their accessibility and in some instances, to coincide with the Commission's programmes in certain States or areas.

³ Regulation 3 of the Education (Special Education) Regulations 2013 defines "pupils with special education needs" to mean a pupil who is certified by a medical practitioner, an optometrist, an audiologist or a psychologist as the case may be, whether is service of the government or not, as pupil having –

- (a) Visual disability;
- (b) Hearing disability;
- (c) Speech disability;
- (d) Physical disability;
- (e) Learning disability; or
- (f) Any combination of the disabilities and difficulties; referred to in paragraphs (a) to (e)"

⁴ Source: Quick Facts 2014 - Malaysia Educational Statistics by the Ministry of Education'. See too, Yeo Swee Lan - Self-Advocacy Movement of Persons with Learning Disabilities: A Case Study in the Malaysian Context, 2007.

TABLE 1: VISITS TO SEIP PROGRAMMES AND NGO CENTRES

No	Location	Date
1.	SK Kolombong, Sabah	6 March 2013
2.	Seri Mengasih Centre, Kota Kinabalu, Sabah	7 March 2013
3.	PERKATA Special School, Kuching, Sarawak	10 April 2013
4.	SK Gita 2, Kuching, Sarawak	10 April 2013
5.	PIBAKAT-CBR, Kuching, Sarawak	11 April 2013
6.	SK Hutan Melintang, Hutan Melintang, Perak	17 July 2013
7.	Bethany Home, Hutan Melintang, Perak	17 July 2013
8.	SK Ayer Hitam, Pulau Pinang	18 July 2013
9.	Handicapped Children's Centre, Air Itam, Pulau Pinang	18 July 2013
10.	SK Serian, Serian, Kuching	23 July 2013
11.	SK Bukit Bandaraya, Kuala Lumpur	29 July 2013
12.	SK(P) Jalan Batu, Kuala Lumpur	26 August 2013
13.	SK(L) Jalan Batu, Kuala Lumpur	26 August 2013
14.	PDK (CBR) Selayang, Kuala Lumpur	12 September 2013
15.	SK Tabuan Ulu, Kuching, Sarawak	22 February 2014
16.	Agape Centre, Sibu, Sarawak	19 March 2014
17.	SK Buntal, Kuching, Sarawak	16 April 2014
18.	PDK Buntal, Kuching, Sarawak	17 April 2014
19.	PDK Sri Aman	7 May 2014
20.	SMK Sri Aman	8 May 2014
21.	SMK Lanang, Sibu, Sarawak	20 May 2014
22.	SJKC Tiong Hin, Sibu, Sarawak	21 May 2014
23.	SJKC Thai Kwang, Sibu, Sarawak	22 May 2014
24.	SK Bandong, Sibu	23 October 2014

13. The visits were conducted primarily, to observe the extent to which children with learning disabilities enjoy their right to inclusive and quality primary education and to identify the challenges, including structural and administrative challenges, facing the CWLD in accessing primary education. During the visits, the Commission recorded observations about the conditions of the classrooms, the learning and teaching processes, learning aids available and interviewed special education teachers and school's principal. The visits uncovered certain common issues mainly faced

by the government schools which are highlighted in the Chapter 3 of this Report.

Forums on Right to Education for CWLD

14. The Commission organised three forums - in Kuala Lumpur on 22 April 2013; in Kota Kinabalu, Sabah, on 23 September 2013; and in Kuching, Sarawak, on 25 September 2013; with the following specific objectives:
 - i. To ascertain issues and challenges faced by CWLD and their parents in accessing primary education;
 - ii. To provide stakeholders an opportunity to express their views on the right to education of CWLD;
 - iii. To examine laws, policies and government practices in the delivery of the target group's right to education; and
 - iv. To identify concerns and draw up strategies and recommendations to promote and protect the right to education of CWLD.
15. Each forum was divided into two sessions. The first looked at experiences and challenges of CWLD, as described respectively by a student and a Special School teacher. The second session examined laws, policies and best practices by the relevant agencies for CWLD.
16. Representatives of government agencies like the Ministry of Education, Ministry of Health, and the Department of Social Welfare were invited as speakers. Other speakers comprised teachers, parents of CWLD, members of NGOs and children with learning disabilities. The forums were well received in all three locations, with lively discussions that highlighted issues of concern.

Workshops on Human Rights for Special Education Teachers

17. In supporting its research, the Commission also conducted four workshops on human rights for special education teachers. These workshops, which were conducted only in the Peninsula, provided an overview on the applicable human rights principles and standards in Malaysia, in particular, those enshrined in the Convention on the Rights of the Child (CRC) and Convention on the Rights of Persons with Disabilities (CRPD). In addition, the workshops enabled the special education teachers to share their concerns and experiences with regard to the current special education programmes. That said, due to its resource constraints, the Commission was not able to conduct similar workshops for special education teachers in Sabah and Sarawak.

TABLE 2: WORKSHOPS ON HUMAN RIGHTS FOR SPECIAL EDUCATION TEACHERS

No.	Regional Zone	States	Date
1.	North	Perlis, Kedah, Pulau Pinang, Perak	26-28 June 2013
2.	East	Kelantan, Terengganu, Pahang	29-31 October 2013
3.	South	Melaka, Johor	22-24 April 2014
4.	Central	Selangor, Negeri Sembilan, Wilayah Persekutuan Kuala Lumpur & Putrajaya	28-30 October 2014

18. In conducting its research, the Commission was pleased to receive cooperation and assistance from the Special Education Department of the Ministry of Education and the Welfare Department of the Ministry of Women, Family and Community Development. In particular, they shared information and data relating to CWLD.
19. This project was conducted in 2013 during which the Commission gathered its data and statistics on access to education for CWLD for the period of 2010-2012 and as such unless otherwise stated, the data and statistics included in this Report are for the period of 2010-2012.

LIMITATIONS OF THIS STUDY

20. In undertaking this study, there were certain limitations on part of the Commission:-
- This Report is based on findings of the Commission's visits to selected primary schools, NGO centres and CBR in the Peninsula, Sabah and Sarawak. These schools are illustrative, and not necessarily representative of (in terms of being a statistically accurate sample), the situation across the country.
 - Although the Commission engaged key stakeholders from government agencies and NGOs who are involved in developing policies and/or providing services to CWLD⁵ and while it had also identified other stakeholders including parents of CWLD, PWLD self-advocacy group, secondary government agencies, the Commission was unable to closely engage with certain identified CWLD due to its limited resources. The Commission hopes that the report will facilitate greater consultation with CWLD in its future engagement with all stakeholders, in particular the persons with disabilities.

⁵ In particular the Department of Special Education of the Ministry of Education; Department of Social Welfare of the Ministry of Women, Family and Community Development; and the National Early Childhood Intervention Council (NECIC).

CHAPTER 2 LEGAL AND POLICY FRAMEWORKS ON THE RIGHT TO EDUCATION FOR CWLD

21. Education plays an important role in the lives of every human being. It is the agent of change that helps chart the course of a person's life, determine a person's progress, achievement and survival. Not surprisingly, the right to education is enshrined in many of the international instruments and, is constitutionally protected in many countries.

A. INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

22. Human rights has always recognised and championed the right to education for all persons regardless of gender, age, ethnicity and disabilities. The United Nations (UN) has translated this recognition in a number of instruments: -

Convention on the Rights of the Child (CRC)

23. Adopted in November 1989 by the UN General Assembly, the CRC recognises the human rights of all children, and identifies four general principles that are fundamental to all children, namely:

- non-discrimination
- the best interest of the child
- survival and development
- respect for the views of the child

24. CRC is one of the three human rights instruments to which Malaysia has acceded. Being a State Party, Malaysia is duty-bound to honour the obligations enshrined therein. Although Malaysia has placed several reservations to provisions⁶ in the CRC, it has not done so with respect to Article 23 which requires the State Parties to ensure appropriate assistance is provided to enable children with disability to access education in a manner to facilitate their social inclusion.

Article 23

- (1) *States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.*

⁶ Malaysia reserves Articles 2, 7, 14, 28(1)(a) and 37 of the CRC.

- (2) *States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.*
- (3) *Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be **designed to ensure that the disabled child has effective access to and receives education**, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.*
- (4) *States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.*

- 25. In 2006, the Committee on the Rights of the Child issued a General Comment⁷ on children with disabilities which stressed that inclusive education must be the goal of educating children with disabilities.
- 26. Article 2 of the CRC which is reserved by the Government, emphasises the principle of non-discrimination which requires the States to ensure that necessary steps are taken to eliminate discrimination and safeguard equality in areas including education. Arguably, children with disabilities, among others, are at a greater risk of being discriminated on basis of their disabilities. Barriers, be they infrastructures or other instrumentalities, that restrict their access to education violate the children with disabilities' right to education.
- 27. However, while there is room for improvements, in general the Government has taken the necessary progressive measures to ensure that children with disabilities have equal access to education and are not discriminated against.

⁷ Committee on the Rights of the Child, General Comment No 9 (2006): The Rights of Children with Disabilities. Available at http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fGC%2f9&Lang=en

Convention on the Rights of Persons with Disabilities (CRPD)

28. The CRPD was adopted by the UN General Assembly in December 2006 and is seen as the latest influential instrument to promote the rights of persons with disabilities. Malaysia ratified CRPD on 19 July 2010.⁸
29. The CRPD makes explicit reference to the rights of children with disabilities in which it calls on the State Parties to recognise the equal rights of children with disabilities; to respect the capacities and preserve the identity of children with disabilities; to consult children with disabilities in formulating, developing or/and implementing legislation or/and policies that relate to them; to ensure appropriate respect and on other rights including education, information, participating, family life and freedom from violence.
30. With regard to the right to education, Article 24 upholds the rights of persons with disabilities to inclusive education, at all levels, without discrimination and on basis of equality of opportunity. This Article requires the State Parties to ensure that children with disabilities are not excluded from free and compulsory primary education or secondary education on basis of their disability; have access to an inclusive, quality and free primary education and secondary education on an equal basis with others; are provided with reasonable accommodation of their needs; receive appropriate support to facilitate their effective education; and are provided with individualised support measures, consistent with full inclusion.

Article 24 - Education

- (1) *States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:*
 - a) *The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;*
 - b) *The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;*
 - c) *Enabling persons with disabilities to participate effectively in a free society.*
- (2) *In realizing this right, States Parties shall ensure that:*
 - a) *Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;*
 - b) *Persons with disabilities can access an inclusive, quality and free*

⁸ Malaysia reserves Articles 15 and 18 of CRPD.

primary education and secondary education on an equal basis with others in the communities in which they live;

- c) Reasonable accommodation of the individual's requirements is provided;*
- d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;*
- e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.*

Universal Declaration of Human Rights (UDHR)

31. In 1948, the United Nations unanimously adopted the UDHR. Despite its non-binding nature, UDHR has emerged to become an authoritative reference of human rights principles. Article 26 emphasises the right to free and compulsory primary education and higher education. It also stresses equal access of education to all.

Article 26

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.*

International Covenant on Economic, Social and Cultural Rights (ICESCR)

32. The ICESCR is a cornerstone for the international protection of human rights. The ICESCR is one of the most comprehensive texts on the right to education. In particular, Article 13 provides for the educational aims and lays out obligations by which the State Parties must abide with at all levels of education, primary, secondary and higher. It also makes reference to literacy, scholarships, and the conditions of teaching staff.

Article 13

- (1) *The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.*
- (2) *The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:*
 - a) *Primary education shall be compulsory and available free to all;*
 - b) *Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;*
 - c) *Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;*
 - d) *Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;*
 - e) *The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.*

International Covenant on Civil and Political Rights (ICCPR)

33. The ICCPR also evokes the right to education within the broader context of freedom of thought, conscience and religion. Article 18.4 states that, '*States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.*'

UNESCO Salamanca Statement and Framework for Action on Special Needs Education

34. In June 1994, representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education, held in Salamanca, Spain. Malaysia was one of the 92 governments that adopted this Statement.
35. The Conference reaffirmed the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewed the pledge made by the world community at the 1990 World Conference

on Education for All to ensure the right to education for all regardless of individual differences. The Salamanca Statement outlines the guiding principles which include among others, that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, and linguistic or other conditions. In particular the Statement states all educational policies should specify that disabled children attend the neighbourhood school “that would be attended if the child did not have a disability”.

The Universal Periodic Review (UPR) on Malaysia

36. At the recent UPR on Malaysia held in October 2013, Malaysia received five recommendations⁹ pertaining to the rights of persons with disabilities. Malaysia accepted all five recommendations, all of which touch on ensuring access to education with four of them specifically calling on the Government to provide equal and sufficient access to education for children with disabilities including to ensure an inclusive education system is in place.

B. REGIONAL HUMAN RIGHTS INSTRUMENTS

ASEAN Human Rights Declaration

37. In November 2012, the Association of South-east Asian Nations (ASEAN), of which Malaysia is a member, adopted the ASEAN Human Rights Declaration which also requires the States to respect, among others, the people's right to education. This is encapsulated in Article 31 which reads:

31. Education

- (1) Every person has the right to education.*
- (2) Primary education shall be compulsory and made available free to all. Secondary education in its different forms shall be available and accessible to all through every appropriate means. Technical and vocational education shall be made generally available. Higher education shall be equally accessible to all on the basis of merit.*
- (3) Education shall be directed to the full development of the human personality and the sense of his or her dignity. Education shall strengthen the respect for human rights and fundamental freedoms in ASEAN Member States. Furthermore, education shall enable all persons to participate effectively in their respective societies, promote understanding, tolerance and friendship among all nations, racial and religious groups, and enhance the activities of ASEAN for the maintenance of peace.*

⁹ Recommendations made by Tunisia, China, Jamaica, South Korea and Cyprus.

C. DOMESTIC LEGAL AND POLICY FRAMEWORKS

The Federal Constitution of Malaysia

38. Article 8 of the Federal Constitution states that all persons are equal before the law –

Equality

8. (1) *All persons are equal before the law and entitled to the equal protection of the law.*
- (2) *Except as expressly authorized by this Constitution, there shall be no discrimination against citizens on the ground only of religion, race, descent, place of birth or gender in any law or in the appointment to any office or employment under a public authority or in the administration of any law relating to the acquisition, holding or disposition of property or the establishing or carrying on of any trade, business, profession, vocation or employment.*

39. Article 12 of the Federal Constitution guarantees the citizen's equal right to education which reads –

Rights in respect of education

12. (1) *Without prejudice to the generality of Article 8, there shall be no discrimination against any citizen on the grounds only of religion, race, descent or place of birth—*
 - (a) *in the administration of any educational institution maintained by a public authority, and, in particular, the admission of pupils or students or the payment of fees; or*
 - (b) *in providing out of the funds of a public authority financial aid for the maintenance or education of pupils or students in any educational institution (whether or not maintained by a public authority and whether within or outside the Federation).*
- (2) *Every religious group has the right to establish and maintain institutions for the education of children in its own religion, and there shall be no discrimination on the ground only of religion in any law relating to such institutions or in the administration of any such law; but it shall be lawful for the Federation or a State to establish or maintain or assist in establishing or maintaining Islamic institutions or provide or assist in providing instruction in the religion of Islam and incur such expenditure as may be necessary for the purpose.*

Persons with Disabilities Act 2008

40. The Federal Constitution does not include disabilities as a ground of non-discrimination. Nonetheless, in 2008 the Government enacted the Persons with Disabilities Act, which is premised on the principle of equality and non-discrimination. In addition, the Act is to be read in the context of the Federal Constitution as stated in its preamble that persons with disabilities are entitled to equal opportunity and protection as provided by the Federal Constitution.¹⁰
41. The Persons with Disabilities Act 2008 provides an explicit recognition and protection of the right to education for children with disabilities. Section 28 of the Act requires the Government to ensure that children with disabilities are given equal access to primary education and higher education. In addition, the Government is also required to ensure appropriate facilities and supports to enable children with disabilities to access and receive education.

Section 28 - Access to education

- (1) *Persons with disabilities shall not be excluded from the general education system on the basis of disabilities, and children with disabilities shall not be excluded from pre-school, primary, secondary and higher education, on equal basis [sic] with persons or children without disabilities, including vocational training and lifelong learning.*
- (2) *The Government and private educational providers shall, in order to enable persons and children with disabilities to pursue education, provide reasonable accommodation suitable with the requirements of persons and children with disabilities in terms of, among others, infrastructure, equipment and teaching materials, teaching methods, curricula and other forms of support that meet the diverse needs of persons or children with disabilities.*
- (3) *The Government and private educational providers shall take appropriate steps and measures to enable persons and children with disabilities to learn life and social development skills in order to facilitate their full and equal participation in education including the following:*
- a) to facilitate the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;*
 - b) to facilitate the learning of Malaysia Sign Language and the promotion of the linguistics identity of the deaf community; and*
 - c) to ensure that the education of persons, and in particular children, who are blind, deaf or deaf-blind is delivered in the most appropriate languages and modes and means of communication*

¹⁰ Fourth paragraph of the preamble "...RECOGNIZING that persons with disabilities are entitled to equal opportunity and protection and assistance in all circumstances and subject only to such limitations, restrictions and the protection of rights as provided by the Federal Constitution..."

for the individual, and in environments which maximize academic and social development.

42. It is explicit that when the Government acceded to the CRC and ratified the CRPD, it is committed to take all necessary measures to ensure that the rights therein are realised. To ensure equal access to education for all children with disabilities, the Government must take the following actions to fulfil, respect and protect their right education:
 - a. **To fulfil the right to education**, by ensuring that quality education is available for all children, promoting inclusive education, and introducing positive measures to enable children to benefit from it, such as by making physical adaptations to buildings, providing accessible transport, adapting the curricula to the needs of all children, and providing necessary equipment and resources.
 - b. **To respect the right to education**, by avoiding any action that would prevent children from accessing education, such as legislation that categorises certain groups of children with disabilities as uneducable, or school entry testing systems that categorise children with disabilities as not being ready for school.
 - c. **To protect the right to education**, by taking the necessary measures to remove the barriers to education posed by individuals or communities, such as resistance by teachers to accepting children with disabilities.
43. The next Chapter explores in greater detail the challenges faced by CWLD and measures adopted by the Government to fulfil its obligations in fulfilling, respecting and protecting the right to education for children with disabilities, including CWLD.

CHAPTER 3: THE RIGHT TO EDUCATION FOR CWLD – OBSERVATIONS AND ANALYSIS

44. As stated in the first chapter of this Report, the Government of Malaysia has introduced three special education programmes in Malaysia namely, Special Education Schools, Special Education Integrated Programme (SEIP), and Inclusive Education programme.¹¹ These special education programmes are being managed by the Ministry of Education.
45. At present, CWLD are enrolled into the Special Education Integrated Programmes in mainstream schools. CWLD in particular, dyslexic students, may when deemed suitable by the teachers, be included in the inclusive education programme together with other mainstream students. In its recent official communication, the Ministry of Education informed the Commission that the Special Education Schools are now open to all special needs students irrespective of their disabilities, including learning disabilities.¹²
46. This Chapter identifies the applicable laws and policies adopted by the Government in attaining its obligations to fulfil, respect and protect the right to education for CWLD. This Chapter also assesses the rate of enrolment of CWLD in primary education. The later part of this Chapter discusses the barriers to education for CWLD, such as the availability of SEIP; criteria of enrolment into SEIP; and other challenges faced by CWLD including physical access to SEIP and the classroom conditions; SEIP lessons and activities; as well as other issues in relation to special education teachers, teacher's aides and special education specialists.
47. The Chapter further examines the issues surrounding the financial aspects of SEIP in particular the education for CWLD. In addition, the roles of CBR as an alternative to formal education, and public awareness on the issue of education for CWLD are assessed at the end of this Chapter.

¹¹ In addition, the Commission takes cognisance of other alternative education programmes and schools that are operated by private sectors and NGOs. The Commission also notes the important roles of the CBR in providing early learning and rehabilitation programmes for special needs children.

¹² The information was provided by the officials from the Special Education Division, Ministry of Education through an email dated 17 April 2015.

3.1 LAWS AND POLICIES GIVING EFFECT TO THE RIGHT TO EDUCATION

Education Act 1996

48. Since 2003, the Government has made primary education compulsory for every Malaysian child. This is provided for under Section 29A of the Education Act 1996. To support the realisation of compulsory primary education for all children including those with disabilities, Section 40 of the Act requires the Education Minister to provide special education in special schools or designated schools.

Section 40

The Minister shall provide special education in special schools established under paragraph 34(1)(b) or in such primary or secondary schools as the Minister deems expedient.

Education (Special Education) Regulations 2013

49. The Education (Special Education) Regulations 2013 ('the 2013 Regulations'), which was enacted on 18 July 2013, provides the fundamental basis for special needs education for children with disabilities in Malaysia. These Regulations revoke the earlier controversial 1997 Regulations which restricted the access to special education programmes to those children with disabilities who are "educable" and are able "to manage themselves without help".
50. Under the 2013 Regulations, children who intend to enrol in special needs education will be required to attend a probation period of no more than three months at a school to determine their suitability. After completion of the probationary period, the school at which the child attended will submit a Report to a panel, comprising the headmaster/principal, the state education officer and social welfare department officer, for consideration.
51. Despite the encouraging change in the new Regulations, some have argued that the three-month probationary period under Regulation 4¹³ would have a same effect as the 1997 Regulations which required a child with disabilities to be "educable" for enrolment in school.¹⁴

¹³ "Regulation 4. Requirement to attend probation period -

- (1) For the purpose of determining the suitability of a pupil with special education needs to attend the Special Education under subregulation 5(1), the pupil shall attend a probation period of not more than three months at a government school or government-aided school.
- (2) Upon completion of the probation period referred to in subregulation (1), the school attended by the pupil during the probation period shall prepare and submit a probation period report to a panel.
- (3) The panel referred to in subregulation (2) shall consist of the following members:
 - (a) the Principal, Head Teacher or Senior Assistant for Special Education;
 - (b) the State Education Department Officer or District Education Officer; and
 - (c) the Social Welfare Department Officer or Persons with Disabilities Development Department Officer."

¹⁴ As conveyed by the National Early Childhood Intervention Council (NECIC) in their feedback to the Commission through an email dated 27 February 2015.

52. Further, the 2013 Regulations do not include parents and qualified medical officer as members of the Panel whose duty is to certify the suitability of a child with disabilities to attend school. Given their important roles, and to ensure transparency and integrity in the process of determining the suitability of a child with disabilities to continue attending school, the Commission recommends that parents and a qualified medical officer should form part of the members of the Panel established under the 2013 Regulations.

The Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary Education)

53. In 2013 the Government launched the Education Blueprint which was developed in consultation with various stakeholders from amongst non-governmental organisations (NGO) and academicians.
54. The Education Blueprint aims to transform the existing education system to be on par with international education standards. Towards that goal, the Education Blueprint offers a vision of the education system and aspirations that Malaysia needs and deserves, and suggests 11 strategic and operational shifts to be implemented. Specifically, it outlines five aspirations namely (i) Equal access for quality education for all children; (ii) Quality of high international education standard; (iii) Equity in education through reduction of urban-rural, socio-economic and gender achievement gaps; (iv) Fostering unity in diversity in schools; and (v) Efficient system delivery by ensuring allocation of adequate resources including financial resource.
55. The Education Blueprint further addresses the specific needs of students with special education needs which include students with learning disabilities. The Blueprint aims to have 75% students with special needs enrolled in inclusive education programme by 2025. In the interim, the Blueprint recognises the need to strengthen existing foundations of special education programmes through (i) the introduction of flexible and appropriate curriculum, (ii) equipping teachers and other specialists with the necessary knowledge, skills and techniques to teach students with special education needs; (iii) provisioning adequate resources, including financial and other essential schools infrastructures as well as facilities; and (iv) creating public awareness and involvement.

3.2 STUDENTS ENROLLED IN PRIMARY SPECIAL EDUCATION PROGRAMMES

56. Over the past three years, the enrolment of CWLD in primary SEIP and inclusive programmes has shown a steady increment as shown in Table 3. However, the number of CWLD compared with the total number of enrolled students in primary schools remained low at around one percent.

TABLE 3: ENROLMENT OF PRIMARY STUDENTS

Year	Enrolment In Government Schools ¹⁵	Enrolment In Special Education Programmes ¹⁶	Percentage %
2010	2,898,407	25,659	0.8%
2011	2,859,921	27,370	0.9%
2012	2,804,405	29,409	1.01%
2013	2,742,169	29,968	1.09%
2014 ¹⁷	2,698,883	28,658	1.06%

57. The enrolment of CWLD students in primary education is not reflective of the number of CWLD who are registered with the Department of Social Welfare (DSW). The record of the Ministry of Education shows that there are more CWLD in primary schools than those registered with the DSW.

TABLE 4: DATA OF REGISTERED CWLD (AGE GROUP 7-12)¹⁸ WITH DSW

Year	Registered CWLD
2010	3796
2011	5613
2012	8856

58. Nonetheless, it is pertinent to stress that the registration of persons / children with disabilities in Malaysia is voluntary. Some parents are reluctant to register their child as “OKU” with the Department of Social Welfare for fear of social stigmatization and seclusion. As such it is not possible to gauge the actual percentage of CWLD who are not registered and who are not currently enrolled in schools.

59. The Commission also understands that there is another set of data on children with disabilities kept by the Ministry of Health. At the time of writing this Report, it would appear there are three independent and separate databases kept by three different agencies in Malaysia. The Commission is of the opinion that immediate measures should be taken to reconcile these data into one common database which could be shared by all agencies and be subsequently be made available to other parties.

¹⁵ Source: Quick Facts 2013, 2012 and 2011 – Malaysia Educational Statistics by the Ministry of Education Malaysia.

¹⁶ Source: Buku Data Pendidikan Khas 2013, 2012, 2011 and 2010, Ministry of Education Malaysia. The figure includes students with learning disabilities and dyslexic students.

¹⁷ Source: Quick Facts 2014 - Malaysia Educational Statistics by the Ministry of Education Malaysia.

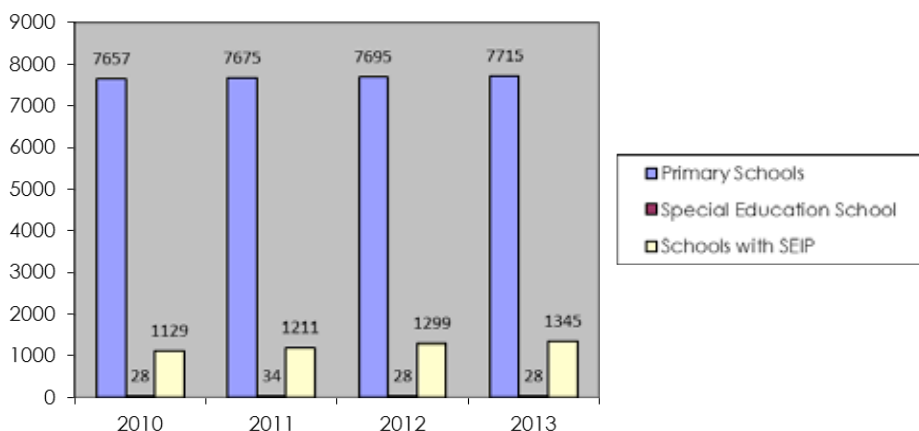
¹⁸ Information obtained from the Department of Social Welfare.

3.3 BARRIERS TO EDUCATION FOR CWLD

3.3.1 Availability of Special Education Programmes in Malaysia

60. While the Government has established Special Education Schools for specific types of disabilities such as audio hearing and visual impairment, and more recently - autism, its special integrated education programmes (SIEP) are only available in selected schools throughout Malaysia.¹⁹

CHART 1: NUMBER OF PRIMARY SCHOOLS, SPECIAL EDUCATION SCHOOLS AND SCHOOL WITH SEIP²⁰



61. It is observed that while the Government is expanding the number of schools with SEIP, it remains a concern that the majority of these schools are located in urban and suburban areas. There have been calls for the Government to introduce SEIP in more schools, especially in the rural areas. Arguably, parents in rural areas may have the option of sending their special needs children to Community-based Rehabilitation Centres (CBR), a programme coordinated through the Social Welfare Department of the Ministry of Women, Family and Community Development. However, as discussed further below, CBR does not have the same role and functions as the special education programme. Therefore, CWLD should be educated in schools as required by the CRC and CRPD.
62. It is safe and reasonable to conclude that with the low number of schools with SEIP in certain areas, some CWLD may encounter logistical difficulties in attending schools with SEIP. Complaints such as the long distance between the nearest schools with SEIP and their homes are frequently raised by parents of CWLD.²¹ That said, the Commission notes that the Ministry of Education

¹⁹ See note 12 above.

²⁰ Source: Buku Data Pendidikan Khas 2013, 2012, 2011 and 2010, Ministry of Education Malaysia. See too, Quick Facts 2014, 2013 and 2012, published by the Ministry of Education Malaysia.

²¹ A participant raised this issue in SUHAKAM's Forum on the Right to Education for CWLD in Sabah in 2013.

is committed to ensuring the availability of SEIP in more schools, where there is demand.²²

3.3.2 Accessibility: Eligibility for Special Education Programmes

(a) Screening and Assessment

63. At the outset of this study, the Commission noted the myriad of complaints regarding the subjectivity in the screening and assessment process necessary to identify CWLD for enrolment in primary schools. Previously, under the 1997 Regulations, only 'educable' children able to manage themselves without help were eligible to attend SEIP and they had to be confirmed by a panel as being suitable and capable. Children not eligible for special education programmes could attend CBR.²³ This created a 'dual' system that arbitrarily classified children as being either 'educable' or 'non-educable', which discriminated against CWLD contrary to Section 28 of the Persons with Disability Act 2008.
64. Apart from the creation of a dual system, there were also allegations that the panel to assess the eligibility of a child was sometimes not formally instituted.²⁴ Instead there were parents who were required to meet and present their case to each and every member of the panel separately and any observations and recommendations were made by the members in their individual capacity and not as a panel.²⁵
65. The 2013 Regulations, however, no longer require children with disabilities to be 'educable' in order to obtain access to primary education. Under the new Regulations, all children with disabilities, including CWLD, will be required to complete a three-month probation period at any government school to determine their suitability for SEIP. Upon completing the probationary period, the school is required to submit a report to a Panel for consideration.
66. As discussed earlier, the three-month probationary period has been criticised as amounting to reinserting the condition for a child with disabilities to be "educable" for her / his continued enrolment in schools. In addition, parents and medical officer should also be included as members of the panel established under the 2013 Regulations.
67. At one of the Commission's forums, the issue of screening was also highlighted. It was pointed out that the screening did not result in a diagnosis but rather it identified a child as having developmental problems compared with his/her peers. Some barriers and problems with regard to the screening test were also highlighted, namely:

²² Response from the Special Education Division to the Commission through an email dated 17 April 2015.

²³ Detailed discussion on CBR in the following section of this Chapter.

²⁴ In fact, based on the Forums organised by the Commission, most participants and speakers were unable to firmly state that the Panel was in existence in all localities.

²⁵ Dr. Hasnah Toran, Senior Lecturer of Universiti Kebangsaan Malaysia, "Learning Disabilities: An Introduction", paper presented at SUHAKAM Forum on the Right to Education for CWLD, April 2013, Kuala Lumpur.

- Assessment by Medical Officer –
 - It was highlighted that there were medical officers who were not able to identify correctly children with learning disabilities, possibly because of the limited, if not absence of, a suitable training curriculum for medical students to identify learning disabilities.
 - It was also alleged that many specialists, including paediatricians, lacked the skills to assess and identify adequately the milder types of learning disabilities, such as dyslexia, high functioning autism and dyspraxia.
 - There was a serious lack of Educational Psychologists, Developmental Paediatricians, Community Paediatricians, and other trained professional to aid in the assessment or diagnosis of these children both in the Ministry of Health and Ministry of Education.
 - Difficulties in obtaining cooperation of a child in a short time.
 - High cost of purchasing some of the tests.

68. In addition, IQ tests are not part of the screening process in Malaysia. In contrast, in the United States of America, its Office of Education has adopted a test known as "Model Discrepancy" where discrepancy between IQ and achievement are used as the main criteria in diagnosing learning disabilities. This Model is a combination of IQ tests, academic achievement test, class achievement, social interaction and aptitude. Other areas of assessment may include perception, cognition, memory, attention and language abilities. The results are used to determine whether a child's academic performance is at par with his or her cognitive ability.

69. To overcome the problems raised and to assist better identification of CWLD, Dr. Hasnah Toran²⁶ proposed the adoption of a test known as 'Response to Intervention' which is a student-centred assessment model that uses problem-solving and research-based methods to identify and address learning difficulties in children. It provides systematic interventions based on the scientific literature that can be evaluated to determine intervention efficacy. It can also be used to predict at-risk students and to intervene in cases of students who have academic and behavioural difficulties.

(b) Literacy and Numeracy Screening (LINUS)

70. LINUS is part of the Education Blueprint meant to assess the level of students' competency in reading, writing and arithmetic. Under LINUS all Year 1 to Year 3 students will be screened twice a year to determine their progress. This test is said to be another tool to detect learning disabilities in children and children who fail this test repeatedly will be referred to the Ministry of Health for medical assessment and screening.

²⁶ Dr. Hasnah Toran, Senior Lecturer of Universiti Kebangsaan Malaysia, "Learning Disabilities: An Introduction", paper presented at SUHAKAM Forum on the Right to Education for CWLD, April 2013, Kuala Lumpur.

71. In addition, the Ministry of Education supported by several other government agencies²⁷ has initiated its own LINUS outreach programmes, where an inter-agency multi-disciplinary team will go down to the ground, in particular in the interiors, to identify Year 1 and Year 2 students (aged 7 and 8) who have not attained the minimum threshold, and, where applicable, certify them as encountering learning disabilities. Officials involved in these outreach programmes include medical officers, an occupational therapist, audiologist, speech pathologist, clinical psychologist, ophthalmologist as well as nurses, councillors and special education teachers. In 2013 alone, the Ministry of Education conducted 36 LINUS outreach programmes during which a total of 884 students were identified as having learning disabilities.²⁸
72. It has been argued that while LINUS may identify children who exhibit learning difficulties, it is not designed to detect all types of learning disabilities as it is possible that some children with learning disabilities may pass the tests.²⁹ On the other hand, putting children in SEIP just because they fail the LINUS test may not be the best option for or in the best interest of such children. It should also be reminded that some children may fail the LINUS test not because of any form of disabilities but because of other factors, such as not having attended pre-schools. As such, there should be a more suitable mechanism to assess and verify the condition of a child before he or she is certified as encountering learning disabilities.

3.3.3 Affordability: Monthly allowance for students with disabilities enrolled in schools

73. Children with disabilities, including CWLD who are registered with the Department of Social Welfare and enrolled in schools, are eligible to receive a monthly allowance of RM150 each. Introduced in 2009, this allowance is given to encourage children with disabilities, including CWLD, to attend schools and to assist their parents in making necessary logistical arrangements including transportation, to send their children to schools. This allowance is paid through the Ministry of Education to the schools for disbursement. Based on the Ministry of Education circular,³⁰ the payment is made twice a year and is made directly into the students' accounts held in trust by the school. Withdrawal can be made by the parents and is limited to RM300 for every two months.
74. The Commission also heard allegations that some schools held the fund very tightly and that some parents had difficulties accessing this fund. The schools on the other hand asserted that payment would be released as long as the child had achieved 80% attendance in school.³¹ This approach is adopted to ensure that no parents abuse the fund and that the children benefit from the fund.

²⁷ As reported at the Meeting of the National Council for Persons with Disabilities held on 5 December 2013. Other government agencies involved include Department of Welfare, Department of Health (State), and Department of Orang Asli Development.

²⁸ Ibid.

²⁹ SUHAKAM Forum on the Right to Education for Children with Learning Disabilities, 26 April 2013, Kuala Lumpur.

³⁰ Surat Pekeliling Kewangan Bil. 3 Tahun 2009, Elaun Murid Berkeperluan Khas (Kategori OKU).

³¹ Based on information gathered from the Commission's visit to SK (L) Jalan Batu, Kuala Lumpur and SK Bukit Bandaraya, Bangsar.

3.4 CHALLENGES FACING CWLD IN THE SCHOOL'S ENVIRONMENT

3.4.1 Building Facilities in School & Classroom Conditions

(a) Building Environment and Facilities in SEIP Programmes

75. The Education Blueprint recognises the lack of disabled-friendly infrastructures and facilities in many mainstream schools with SEIP programmes and the need for the issue to be addressed through appropriate financial allocations.³²
76. The Commission observed that in some schools it visited,³³ particularly the older schools, SEIP programmes are located in building/block separated, and sometimes isolated, from the mainstream classes. The most commonly cited reason was the limited available physical space in the schools. It was further noted that the conditions of the block where the classes were located were in a deplorable state and were not disabled-friendly with limited facilities such as ramp, railing and toilets, or none at all.
77. Nevertheless, the Commission noted that the buildings of the newer schools were based on the inclusive/universal building design which takes into account the special needs of children with disabilities and hence appropriate facilities are adequately installed.
78. The ability of children with disabilities, including CWLD to receive education is closely connected with their ability to gain access to those facilities. As such, all barriers should be removed and schools should be fully accessible to all children.

(b) Classroom conditions

79. CWLD in SEIP comprised students with multiple and different disabilities. When the Commission conducted its visits to government schools, it noted that the classrooms for special education were small and further partitioned to create more rooms. Some rooms were separated by thin walls made of plywood, or by using bookshelves. Except for some schools, this arrangement of classroom is common in all schools especially the older schools.
80. It is noted that such an arrangement could be unsuitable and may have an adverse effect on the learning process of the CWLD, in particular those with certain conditions such as ADHD. In contrast, the classrooms in NGO-operated centres were found to be more spacious and conducive for learning.

³² Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary Education), pp 4-16.

³³ SK Air Itam Pulau Pinang and SK Tabuan Sarawak.

(c) Other facilities – Multi-sensory Room

81. The Commission noted the importance of other facilities required by CWLD to assist their physical and emotional development, such as multi-sensory rooms (also known as 'snoozeland rooms') and facilities for speech and occupational therapy. These were absent in all government schools visited. In contrast, many NGO learning centres are equipped with such facilities, sponsored by the private sector under corporate social responsibility (CSR) initiatives.

3.4.2 Lessons and Activities in SEIP

(a) Special Education Curriculum or Alternative Curriculum

82. Flexible approaches in education are needed to cater for and respond to the diverse abilities and needs of all learners, in particular the special needs of CWLD. As such the Ministry of Education has developed a special education curriculum better known as the alternative curriculum. This is in line with Regulation 3 of the 2013 Special Education Regulations under which "Special Education Curriculum" is defined to include the National Curriculum; the National Curriculum as modified by the Registrar General; a special curriculum designed by the Registrar General or any skill training curriculum deemed suitable and beneficial for students with special needs.
83. In 2011, the Ministry of Education introduced an alternative curriculum for CWLD in primary schools. Under this alternative curriculum, lessons for CWLD include subject on self-management – including manipulative skills; basic reading and writing (English and Bahasa Malaysia); calculation skills; Arts and Music; Islamic Education and Moral; and Physical Exercise.³⁴
84. Despite the existence of different modules in the alternative curriculum, many parents claimed that lessons in SEIP classes focused mainly, if not solely, on life skills.³⁵ They further claimed that only singing and drawing lessons were taught to the students in SEIP classes. The allegations that lessons in SEIP classes were inadequate and repetitive were also raised by many concerned parents at the forums organised by the Commission. Although the Commission conducted several visits to schools with SEIP programmes, it was unable to assess the actual learning process in SEIP classes.
85. On the other hand, the Commission visits to NGO learning centres for CWLD uncovered a distinct learning and teaching process. While CWLD in NGO learning centres have multiple and different disabilities, who are placed in the same class, the learning and teaching process is structured to cater for the specific needs of individual students. It is further noted that the special education curriculum adopted by these centres have been developed and used by schools outside Malaysia.

³⁴ Surat Pekeliling Ikhtisas Bilangan 5 Tahun 2011 – Pelaksanaan Kurikulum Standard Sekolah Rendah (KSSR) – Pendidikan Khas Tahap Satu Mulai 2011.

³⁵ Special needs learners face obstacles, *The Star*, 24 August 2014. Available at <http://www.thestar.com.my/News/Education/2014/08/24/Special-needs-learners-face-obstacles/>. Similar observations were made at the Commission's forums in Kuala Lumpur, Sabah and Sarawak.

86. For example, one NGO learning centre adopted the curriculum of an education training programme for people with autism, including children, developed in Japan known as the KOLOLO methods. It is further noted that the learning and teaching processes in class would very much depend upon the skills and quality of the teachers, which will be further discussed at the later part of this Report. At this juncture, suffice to say that from our observations, in general there was a disparity in the level of knowledge, expertise and experience between teachers in SEIP classes and those in the NGO learning centres, with the latter having more enhanced knowledge and skills.³⁶

(b) Individualised Education Plan

87. The Individualised Education Plan (IEP) is a written document to be regularly updated on the status, progress and achievement of, as well as gaps and challenges faced by, special needs students in schools.

88. In the United States of America, under their Individuals with Disabilities Education Act (IDEA), every school is required to create an IEP for every child in special education programme. The IEP will provide a focus for the student's learning and specify a specific timeframe. It will also identify supports and services the student needs for success.³⁷

89. An IEP will only be effective when there is active involvement of school administrative staff, teachers and parents. It is only then that education and social development of special needs children can be charted and efficaciously monitored.

90. In Malaysia, the Ministry of Education has introduced a policy that requires teachers to implement the IEP for all special need students.³⁸ Although the policy is in place, its implementation has been slow. Studies have shown that factors such as teacher attitudes, lack of training and knowledge, lack of support by the parents and time constraint are impediments to the actual implementation of IEP in schools.³⁹

91. During the Commission's visits, the teachers indicated that while the IEP is important and useful, it is time consuming and involves a lot of paper work. Lack of support from school management and parents was also cited as

³⁶ NECIC pointed out that teachers in government schools are mainly trained and possessed appropriate academic qualifications in special education. On the other hand, many teachers in NGO learning centres do not have similar academic qualification. Some of them, with some degree of help from the centre, self-trained to learn and acquire the skills as special education teacher.

³⁷ A Comprehensive Guide to your Rights and Responsibilities under IDEA 2004 by the National Centre for Learning Disabilities, 2006. Available online at <http://www.ncld.org/images/stories/Publications/AdvocacyBriefs/IDEA2004ParentGuide/idea2004parentguide.pdf>

³⁸ Surat Pekeliling Iktisas Bil/7/2004: Pelaksanaan Kurikulum Pendidikan Khas Bermasalah Pembelajaran Sekolah Rendah dan Sekolah Menengah; Ministry of Education Malaysia. [Para 5-Bagi Memastikan Keberkesanan Kurikulum ini (Kurikulum Alternatif), Rancangan Pendidikan Individu (RPI) Setiap Murid Hendaklah Disediakan].

³⁹ Sitti Hasnah Bandu, Zalizan Mohd Jelas, The IEP: Are Malaysian Teachers Ready? 2012: Social and Behavioural Sciences Journal Vol 47: pp1341 – 1347. Available online at http://ac.els-cdn.com/S1877042812025591/1-s2.0-S1877042812025591-main.pdf?_tid=c1283b58-73b5-11e4-b073-00000aacb362&acdnat=1416818699_2e8b0ea838c893869c89547017a524e8

one of the reasons for the non-execution of IEP. In addition, although the Ministry of Education has published a manual on how to prepare IEP,⁴⁰ the teachers stated that they would need more guidance on how to develop a good IEP.

(c) Assessment and Evaluation

92. Assessment and evaluation systems are often focused on academic performance rather than individual progress and therefore can also be restrictive for children with special education needs. There appears to be some confusion among special education teachers on the mechanism to evaluate the performance of CWLD under the new *Penilaian Berasaskan Sekolah* (School-based Assessment) system. Some teachers claimed that modification is needed to reflect the real achievements of these students.

(d) Interaction with mainstream students

93. Although SEIP is a means to encourage interaction between special need students and mainstream students, some parents claimed that most of the time the special need students were kept in a separate class throughout the day.⁴¹
94. The Ministry of Education has introduced a new initiative to encourage better interaction between students. A pilot project 'the Buddy Club' was introduced in August 2013 to promote integration of special needs students with others through extra curriculum activities and as a start, the programme would involve fitness and sports activities. This is an initiative that should be welcomed and should be expended to other areas of education. In view of the Government's ultimate aim of having 75% children with disabilities in inclusive education by 2025, 'the Buddy Club' should be seen as creating a path towards full education inclusivity.

(e) The Roles of Parents

95. Parental involvement in the education of their special needs children cannot be over-emphasised. Constant communications and active involvement in schools' activities are essential to ensure continuity of lessons and skills learned in schools at home. Such interactions have proven to be beneficial toward the progress of the children with disabilities, including CWLD.

96. In the United States of America, the law (IDEA) makes it clear that parents

⁴⁰ Buku Panduan Rancangan Pendidikan Individu (RPI) Murid-murid Berkeperluan Khas, 2000, Special Education Department, Ministry of Education Malaysia.

⁴¹ Special needs learners face obstacles, The Star, 24 August 2014. Available at <http://www.thestar.com.my/News/Education/2014/08/24/Special-needs-learners-face-obstacles/>.

are required to participate in their child's education by providing input in the planning and development of the child's Individualised Education Plan (IEP). Under IDEA, parents are expected to ensure continuity of lessons at home; to chart their child's progress (or regress) and to share this with the teachers.

97. In Malaysia, parental involvement and participation in the child's learning process depends heavily on the parents themselves. Special education teachers interviewed by the Commission during its school visits highlighted that positive progress could be seen in children whose parents were involved and enthusiastic about their child's education. Conversely, children, whose parents do not communicate and are not involved with schools' activities, show little progress, and some even regress especially after long school breaks.

3.4.3 Special Education Teachers and Teachers' Aides

(a) Special Education Teachers

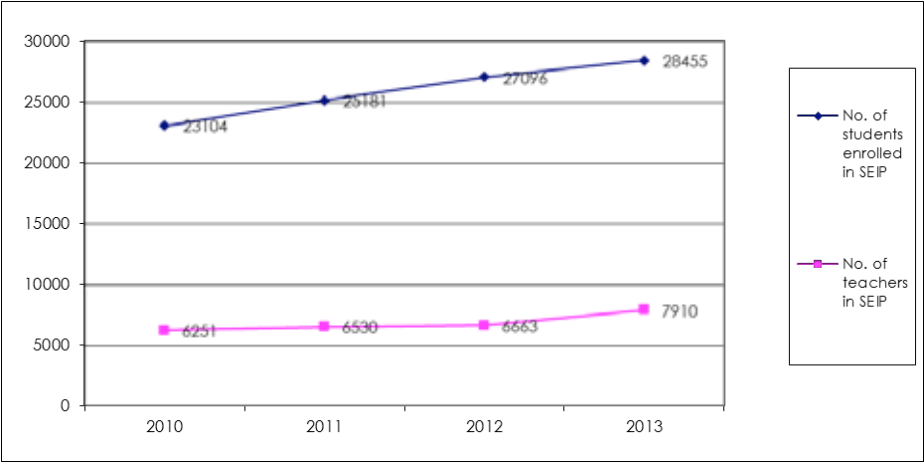
98. Teachers play an important role in ensuring the success of any education system. Special education teachers play an even more important role in ensuring that an effective teaching and learning process is in place and adjusted to the needs of each special needs student. Recognising this, the Government has allocated a special allowance of RM250 for all special education teachers.

TABLE 5: SEIP TEACHERS IN PRIMARY EDUCATION⁴²

Year	No. of teachers in SEIP
2010	6,251
2011	6,530
2012	6,663
2013	6,934

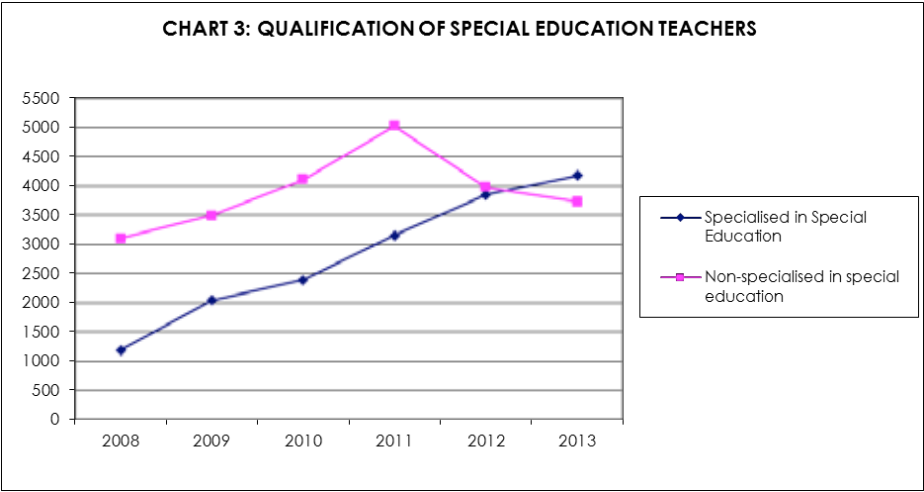
⁴² Source: Buku Data Pendidikan Khas 2013, 2012, 2011 and 2010, the Ministry of Education Malaysia.

CHART 2: ENROLMENT OF STUDENTS IN SEIP AND NO. OF TEACHERS IN SEIP



(Source: Buku Data Pendidikan Khas, 2010, 2011, 2012 and 2013, the Ministry of Education.)

99. Although a good number of teachers in special education classes are trained and have the appropriate qualifications in special education, there have been instances where teachers without special education training had been deployed in SEIP.



(Source: Special Education Department, the Ministry of Education.)

TABLE 6: QUALIFICATION OF SEIP TEACHERS IN PRIMARY SCHOOLS⁴³

Year	SEIP Teachers	
	Specialised in Special Education (by training and qualification)	Non- specialised in Special Education
2008	1189	3107
2009	2041	3493
2010	2389	4111
2011	3153	5028
2012	3847	3977
2013	4180	3730
Total	16799	23446

100. Apart from a one-off three-day special education course, the majority of the deployed mainstream teachers were not provided with any comprehensive, intensive and continuing training to develop teaching skills required to cater for the needs of special education students.⁴⁴ In some cases, the deployed teachers were not given any training at all. Conversely, teachers in NGO learning centres are mostly not trained in special education. Apart from the on-job training, the teachers there are also given the opportunity to attend trainings, including international programmes, to enhance their knowledge and skills in special education.

101. Of equally grave and growing concern, which was raised in all the four human rights workshops organised by the Commission for special education, is the mis-matching of the qualifications and expertise of special education teachers and their placement.

102. Allegedly in many instances, special education teachers were deployed to mainstream schools or SEIP not directly related to their qualification in special education and trained expertise. For example, a teacher whose qualification was in learning disabilities was deployed to teach in a special education school for hearing-impaired students. Clearly, this teacher was unable to deliver the lessons effectively due to the lack of sign language skills.

103. Such mis-matching contributes to the loss of appropriate talents which in turn is detrimental to the progress of the education system, in particular to the special education programmes.

⁴³ Information obtained from Data Unit, Special Education Department, Ministry of Education.

⁴⁴ This observation is made based on SUHAKAM's visits to SEIP in schools and the feedback gathered at the SUHAKAM's human rights workshops for special education teachers.

(b) Teacher's Aide (Pembantu Pengurusan Murid)

104. In 2004, the Ministry of Education introduced the post of teacher's aide (Grade 17 post) to support and assist special education teachers in class in managing the students and generally assisting them in their lessons.⁴⁵ The current ratio of teacher's aide to special needs students is one to ten.

TABLE 7: NUMBER OF TEACHER'S AIDE⁴⁶

Year	No. of Teacher's Aide
2011	2598
2012	2731
2013	2,919

105. The Commission is of the view that there is an urgent need for the Ministry of Education to put in place a structured training course for these teacher's aides to ensure that they understand their roles, appreciate the special needs of each group of students and are exposed to basic knowledge of special education.

(c) Special Needs Specialists

106. Malaysia faces an acute shortage of qualified special education needs specialists. Based on the National Education Blueprint, there are only 50 clinical psychologists, 157 speech therapists and 157 audiologists nationwide employed by the government and placed in public hospitals.⁴⁷

107. None of the government schools have any in-house special needs specialists, and while a small number of NGO learning centres have their specialists (mostly speech specialist and occupational therapist), the majority do not.

108. While recognising the financial constraints, it is important to keep in mind that ideally, these specialists should be stationed in each school with special education programmes, be it SEIP or/and inclusive education. Their presence would not only enhance the 'abilities' of the children but also assist in their education development.

⁴⁵ Teacher's aides are giving an additional allowance of RM200: Surat Pekeliling Perkhidmatan Kementerian Pelajaran Malaysia Bilangan 3 Tahun 2009 - Bayaran Insentif Pembantu Pengurusan Murid Yang Terlibat Dalam Program Pendidikan Khas Kementerian Pelajaran Malaysia.

⁴⁶ Source: Buku Data Pendidikan Khas 2013, 2012 and 2011, the Ministry of Education Malaysia.

⁴⁷ Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary Education), p. 4-15.

3.5 INVESTMENT IN SPECIAL EDUCATION

109. The CRC General Comment No. 9 on Rights of Children with Disabilities⁴⁸ clearly requires the Government to ensure that adequate financial allocation is provided to SEIP or/and other programmes aimed at including children with disabilities, including CWLD, into mainstream education. This includes financial resources, inter alia, to cover all their needs, including training programmes for teachers, physiotherapists and policymakers; education campaigns; financial support for families; educational assistive devices; and to renovate schools to render them physically accessible to children with disabilities.⁴⁹

3.5.1 Investment in Teaching and Learning Programme

110. In Malaysia, the annual financial allocation for schools is dependent upon the number of enrolled students. It is noted that the Government has recognised the special and different teaching and learning needs of children with disabilities, including CWLD, and this is reflected in the amount of per capita grant (PCG) allocated for each CWLD. The PCG amounts for subjects have been fixed by the Ministry of Education and the actual PCG allocation depends largely on the total number of students in each school.

TABLE 8: APPROXIMATE PCG ALLOCATION FOR STUDENTS IN PUBLIC PRIMARY SCHOOLS IN MALAYSIA⁵⁰

Type of Student	PCG per student (RM)
Mainstream student	86
CWLD	410

111. The PCG allocation is strictly to be utilised to strengthen the teaching and learning process. At almost all its visits, the Commission took cognisance that PCG allocations for CWLD were managed by an assigned coordinator, if not the headmaster/principal himself and would be spent on necessary teaching activities and materials. Nevertheless, the Commission noted the common grouses amongst special education teachers centred on the inadequacy of teaching materials due to insufficient financial resources. It was also highlighted that teaching materials for CWLD cost more and although the PCG allocation for each CWLD is higher compared to the mainstream student, the total allocation is however relatively small and therefore inadequate to meet the needed expenses. The Commission was encouraged by steps taken by some committed special education teachers

⁴⁸ Para 20 of the General Comment No. 9 by the Committee on the Rights of the Child on the Rights of Children with Disabilities. Available at http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fGC%2f9&Lang=en

⁴⁹ Ibid.

⁵⁰ Surat Pekeliling Kewangan Bil. 8 Tahun 2012, Garis Panduan Pengurusan Kewangan, Peruntukan Bantuan Persekolahan ke Sekolah Berdasarkan Per Kapita dan Enrolmen Murid.

who went beyond the call of their duties and responsibilities and used their own resources (financial) to purchase some of the teaching materials. That said, the Commission firmly believes that it is the duty of the Government to ensure adequate allocation of resources in this respect and the teachers should not be expected to meet the gap, if any.

112. On the distribution of the PCG allocation, the Commission took note that, unlike Special schools where the distribution is made through the Special Education Division of the Ministry of Education, the PCG allocation for SEIP in mainstream schools is channelled by the Accountant –General's Department of the Ministry of Education to the school through the State Education Department. The Commission was not provided with the information on the total PCG allocations for CWLD, despite our request to the Ministry of Education. Likewise, although the Commission discovered that all schools, including those with SEIP, are required to submit their annual financial statements to the relevant state education department for transmission to the Ministry of Education's Internal Audit Department, the Commission was not able to access the actual or total expenditure for the teaching and learning programmes for CWLD.

3.5.2 *Investment in infrastructure*

113. The nexus between disabled friendly schools and the success of programmes aimed at including children with disabilities, including CWLD, into mainstream education is an established fact. Recognising this, the CRC Committee in its General Comment 9 (2006)⁵¹ stresses on the responsibility of a State Party to oversee that adequate funds are allocated for the education of children with disabilities, including appropriate funds to renovate schools to render them accessible to these children.
114. In Malaysia, the Ministry of Education provides annual allocations for renovation to schools with SEIP programmes.

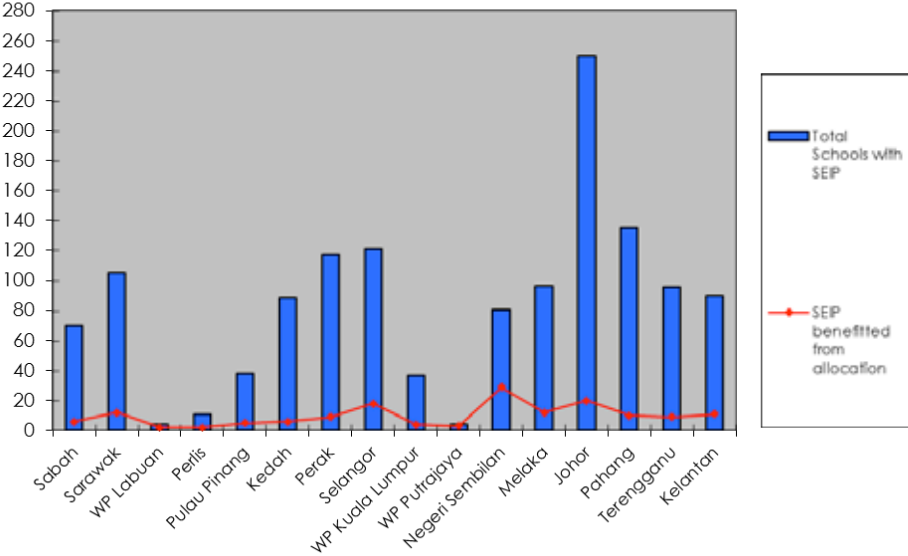
⁵¹ Para 20 of the General Comment No. 9 by the Committee on the Rights of the Child on the Rights of Children with Disabilities. Available at http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fGC%2f9&Lang=en

**TABLE 9: ALLOCATION FOR RENOVATION OF SCHOOLS WITH SEIP PROGRAMMES
IN 2013⁵²**

State	Distribution of Allocation (RM)	No of schools with SEIP programmes benefitted from the allocation	Total schools with SEIP programmes
Sabah	1,350,000	6	70
Sarawak	1,013,000	12	105
Wilayah Persekutuan Labuan	25,000	2	4
Perlis	25,000	2	11
Pulau Pinang	250,000	5	38
Kedah	600,000	6	89
Perak	1,100,00	9	117
Selangor	350,000	18	121
Wilayah Persekutuan Kuala Lumpur	200,000	4	37
Wilayah Persekutuan Putrajaya	95,000	3	4
Negeri Sembilan	950,000	29	81
Melaka	950,000	12	97
Johor	1,900,000	20	250
Pahang	242,000	10	135
Terengganu	450,000	9	96
Kelantan	500,000	11	90
Total	10,000,000	158	1,345

⁵² Information presented at the Meeting of the National Council for Persons with Disabilities on 5 December 2013.

CHART 5: SCHOOLS WITH SEIP vs RENOVATED SEIP IN 2013



(Source: National Council for Persons with Disabilities.)

115. In 2013 the renovation allocation benefitted, at most, ten percent (10%) of the schools with SEIP programmes throughout Malaysia. Additional financial allocation would be required to undertake necessary renovation works to create an enabling physical/building environment for children with disabilities including CWLD in more schools with SEIP.

3.6 INCLUSIVE EDUCATION

116. Inclusive education is now at the heart of the National Education Blueprint and is recognised as an important goal of the special education programme. As mentioned earlier, the National Education Blueprint is aiming to achieve 75% of students with special needs enrolled in inclusive programme by 2025. The Ministry of Education projected that by 2015, 30% of the total number of special need students would be in inclusive education.

TABLE 10: PROJECTED ENROLMENT OF SPECIAL NEEDS STUDENTS IN INCLUSIVE EDUCATION⁵³

Year	No. of special needs students	No. of special needs students in inclusive education	Percentage %
2012	53,983	4,048	7.5
2013	56,406	5,640	10
2014	59,406	11,406	20
2015	62,862	18,858	30

117.To achieve this projection, it is important that the Ministry of Education addresses the claims by many sectors that school administrations are reluctant to include CWLD in mainstream classes as they fear that the academic results of these CWLD may have an adverse effect on the overall performance of the school, which in turn would affect their school ranking.

118.Many parents and professionals see the school ranking system, which attracts monetary incentives to the school administration, as the obstacle that may jeopardise the right of CWLD to an inclusive education.

119.What is not widely known is the existence of a circular by the Ministry to allow schools to separate the results of the academic performance of CWLD from that of the mainstream students in the assessment of the schools' overall performance.⁵⁴ This circular was issued to encourage schools to include CWLD into inclusive/mainstream classes while at the same time safeguarding the school's ranking.

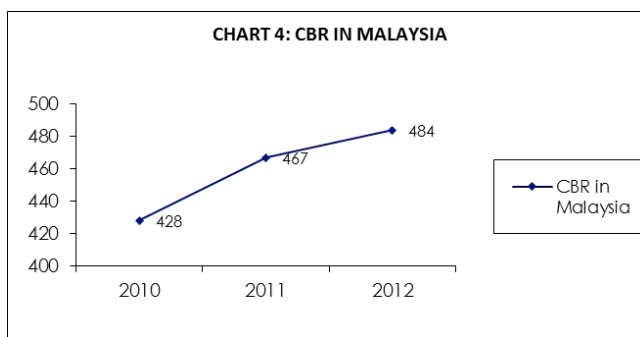
3.7 COMMUNITY REHABILITATION CENTRES (CBR)⁵⁵

120.At the beginning of this Report, reference was made to CBR as an alternative to schools for CWLD. CBR is a platform where the community contributes towards the development of its members including children with learning disabilities. CBR provides prevention, rehabilitation and development programmes such as basic training and rehabilitation activities in movement, speech, education and daily-living skills. These programmes are aimed at developing children with learning disabilities to become independent individuals who are fully integrated into the community.

⁵³ Source: Report by the Ministry of Education to the National Council for Persons with Disabilities dated 8 May 2014. The projection is for students' enrolment in primary and secondary schools.

⁵⁴ Surat Pekeliling Ikhtisas Bil. 23/1998: Kebenaran Bagi Murid-murid Menduduki Peperiksaan Awam.

⁵⁵ Information obtained from the Department of Social Welfare.



(Source: Department of Social Welfare.)

121. It cannot be denied that CBRs have many dedicated and passionate personnel. Yet, they should not be expected to teach CWLD as most of them may not be academically qualified and professionally trained to undertake such tasks.
122. In addition, during its visits to a few CBRs, the Commission observed the shortage of trained personnel and rehabilitation facilities.
123. While recognising that CBR provides early intervention and, is where rehabilitation programmes and services are being carried out, nonetheless it should not be in any way be regarded as a substitute or replacement for schools. Instead, programmes in CBR are necessary and pertinent to prepare the CWLD for formal schooling. The school should remain as the place to provide formal education for all children including the CWLD.
124. In addition, the Commission noted that the number of CBRs, as depicted in Table 11 above, is insufficient to cover the actual needs throughout Malaysia.

3.8 PUBLIC AWARENESS

125. By and large, public awareness on CWLD and their special education needs is very low. Stigma, ignorance and discriminatory practices drive the exclusion of CWLD.
126. Community acceptance of CWLD is hard to come by; the stigma on CWLD is still high and this leads to many discriminatory practices against CWLD. Likewise, a majority of mainstream teachers and students are either ignorant or not sufficiently informed of the special needs of CWLD and the importance of education to them.
127. The Commission took cognisance of instances where parents of students without learning disabilities who, due to lack empathy and understanding of the special needs of CWLD, demanded that the school administration exclude and separate CWLD from mainstream classes.⁵⁶

⁵⁶ Special needs learners face obstacles, The Star, 24 August 2014. Available at <http://www.thestar.com.my/News/Education/2014/08/24/Special-needs-learners-face-obstacles/>

128. The success of inclusive education, which in turn would pave the way toward an inclusive society, would not be a reality unless some serious campaigns on the rights of children with disabilities including CWLD are carried out. Such campaigns are important to educate the public on the rights of persons with disabilities, including children with learning disabilities and to ensure that this vulnerable group is not discriminated and treated on equal basis.

CHAPTER 4 RECOMMENDATIONS

The Malaysia Education Blueprint 2013-2025 has identified a number of challenges in special education and it has also outlined the strategic approaches to overcome these challenges in order to achieve 75% inclusive education by 2025. Mindful of these commitments, the Commission make the following recommendations:

(a) Implementation of the Malaysia Education Blueprint 2013-2025

129. The Commission welcomes the commitments and programmes outlined by the Education Blueprint, especially with regard to special education. To ensure that Government machineries translate these commitments into actions, the Commission strongly recommends an independent monitoring mechanism be established to assess and chart the progress and implementation of the Education Blueprint. The Government should also be open to review the Education Blueprint regularly and, if deemed necessary, have it adjusted to meet the evolving needs of the education based on global progress.

(b) Consolidation of data and statistics on children with disabilities including CWLD

130. While recognising that registration of persons with disabilities is voluntary, the Commission sees the need for consolidated data and statistics, especially on children with learning disabilities to ensure they too have equal access to education, both at the primary and secondary level. It should be emphasised that the collection of data on children with disabilities should be systemised, synchronised and shared among the government agencies, in particular the Department of Social Welfare, the Ministry of Education and the Ministry of Health.

(c) SEIP programmes and Inclusive Education in all schools

131. The Education Blueprint aims to have 75% of children with disabilities, including CWLD in Inclusive Education by 2025. Further, the Ministry of Education in the Education Blueprint also targets to have 30% of special education needs (SEN) students in the inclusive programme by 2015.

132. In achieving this, it is important that the SEIP programmes are extended to all schools in the second Wave (2016-2020) of the implementation of the Education Blueprint and thereafter to gradually transform this programme into inclusive education. As an immediate step, the Government should ensure the availability of SEIP in more schools, in particular the rural areas, which is necessary to ensure all children with disabilities including CWLD have equitable access to primary education.

(d) To Address the Issue of Human Resources

133. There should be more qualified and trained special education teachers. In this regard, the Commission notes that many universities as well as teachers' colleges are offering special education as a teaching option. In welcoming this, the Commission emphasises the importance of ensuring that the universities' modules are on par with, and are regularly updated based on, international developments in respect of special education.

134. The Government should take immediate measures to ensure the correct placements of special education teachers to match with their qualifications and training in order that the appropriate skills and specialties are channelled to meet the needs of SEIP and inclusive programmes.

135. In addition, it is also important to ensure that training on special education is provided to all mainstream teachers who are deployed to teach in SEIP. Opportunities for continuous training and life-long learning programmes should also be provided to these teachers allow for enrichment of their knowledge and skills in special education.

136. Likewise, teacher's aides should also be provided with regular training on special education and the special needs of children with disabilities, including CWLD. It is recommended that the Ministry require teacher's aides to attend a five-day training every year.

137. In moving towards inclusive education the Government should ensure resource teachers are appointed to support and work directly with classroom teachers to attend to the special needs of, and to provide additional one to one support for children with disabilities, in particular CWLD. Unlike the existing teacher's aides, resource teachers must have the appropriate academic qualifications. This would entail creation of posts.

138. In addition, the Government should be mindful of the need to have other specialists in schools whose presence is pertinent in fostering effective learning process. These specialists include speech therapists, occupational therapists, audiologists and child psychologists and psychiatrists. Again, creation of additional posts is essential to ensure adequate support.

(e) Allocation of Financial Resources

139. The seriousness of the Government toward inclusive education can be measured by its allocation of financial resources to advance inclusive education. It is important that adequate financial resources are allocated to make school environments, in particular the school infrastructures and facilities, accessible to all students. Noting that it may not be feasible to make immediate change in all schools, the Commission recommends that the Government make an assessment on schools' buildings and to allocate funds for schools which need immediate attention. From the assessment the Government would have a register of schools that need upgrading. It is recommended that at least 10% of schools in the list should be upgraded every year.
140. In addition, sufficient resources should also be provided to procure appropriate and necessary learning and teaching materials. As mentioned in Chapter 3, special education learning and teaching materials cost more compared to mainstream education.
141. The Commission firmly urges the Ministry of Education to clearly reflect these allocations and expenses in its annual budget reporting for public knowledge, if this is not currently being practised.

(f) Roles of Parents in CWLD's Education

142. Parents play an important role in raising their children and they play an even more important role in raising and caring for their special needs children, including CWLD. As such, the Government should involve them in formulating laws and policies affecting issues relating to children with disabilities.
143. The Commission strongly recommends that parents should be included in the process to determine the suitability of their special needs children to attend schools. Parents of the child under review should be included in the panel established under Regulation 4 of the Education (Special Education) Regulations 2013. In addition, parents' role should also be recognised in developing a child's Individualised Education Plan (IEP).

(g) Strategic Partnership

144. Mindful that there will be instances where financial resources may be scarce, the Commission would encourage the Government to establish a strategic/smart partnership with private corporations which, as part of their social responsibility initiatives, could contribute financially to the improvement of schools' infrastructures and facilities, as well as provide assistance to secure educational materials for lessons in the classroom. Such strategic partnership is not something new and has been capitalised on by many NGOs learning centres.

145. From the perspective of the sharing of best practices in special education, the Government could also consider expanding its strategic partnership to include NGOs and CSOs which provide alternative options for education for children with disabilities, in particular CWLD. The Commission observed a variety of expertise in NGO learning centres. They had indicated their readiness to form strategic alliances with the Government to share their knowledge and best practices. That said, the Commission opines that it is equally important that all non-state schools, including those for CWLDs, operated by NGOs are properly regulated and a monitoring mechanism should be in place to ensure there is a regular scrutiny on the accessibility, quality and standards of these schools.

(h) Strengthening the Early Detection and Intervention Services

146. With regard to early detection and screening of CWLD for placement in SEIP programmes, in particular inclusive education, the Commission stresses that concerted efforts and supports from relevant and related government agencies as well as other stakeholders are paramount, especially the key service providers namely the Ministry of Health, Department of Social Welfare and Ministry of Education.

147. To address the issue of lack of appropriate knowledge on learning disabilities amongst the medical officers, the Commission echoes the recommendation made by our two paediatrician speakers, Dato' Dr. Amar Singh and Dr. Toh Teck Hock, that all universities offering medical degree should review their medical curricula to include courses related to the identification and assessment of CWLD.

148. Noting that CBR plays an important role in providing early intervention services which are essential in preparing the CWLD for schooling, the Commission reiterates the need to expand such programme to more localities, especially the rural areas. That said, it is important that the CBR is provided with sufficient number of trained personnel and be equipped with adequate resources, including appropriate rehabilitation facilities and equipment to enable delivery of quality services.

(i) Raising Awareness

149. Achieving the right to inclusive education for children requires that all levels of government, public officials, those delivering services, and other duty bearers have the capacity, commitment and resources to implement the laws, policies and programmes in place to support that goal. The Government need to invest in awareness raising to promote understanding of the nature of disability, the social model of disability, and the strengths of inclusive education. They also need to provide training to inform all relevant duty bearers of their responsibilities under the law, and to provide an understanding of the rights of children.

150. As such campaigns on disabilities need to be intensified. Government agencies, NGOs and other stakeholders such as UNICEF could come together to form partnerships to work on advocacy programmes related to the rights of children with disabilities.
151. The public needs to be exposed to the challenges and rights of persons with disabilities. Parliamentarians need to be educated on the importance of access to education for children with disabilities, including CWLD.
152. To ensure that all teachers are equipped with basic skills and awareness of the needs of students in special education, the Commission strongly supports the proposal by the Ministry of Education as outlined in the Education Blueprint to make special education needs a core subject in the education curriculum in all universities and teachers' institutions.
153. Human Rights Education should also be included in the schools' curriculum and be taught as one of the subjects in schools.

PART 2

REPORT ON THE COMMISSION'S FORUM ON THE RIGHT TO EDUCATION FOR CWLD

This section of the Report contains the proceedings of the Forums organised by the Commission in Kuala Lumpur, Kota Kinabalu and Kuching. The views and recommendations expressed by the speakers and participants in this section are entirely those of the respective speakers and participants and do not necessarily represent the views and recommendations of the Commission. The publication of the proceedings is intended to inform and to contribute to the discussion of the issues.

FORUM ON THE RIGHT TO EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES

22 APRIL 2013, MONDAY

8.30 am – 4.30 pm

TINGKAT 10, DEWAN MULTAQAM, MAJU JUNCTION

INTRODUCTION

1. In 2013, the Human Rights Commission of Malaysia (SUHAKAM) decided to embark on a project on "The Right to Education for Children with Learning Disabilities". In undertaking this research, SUHAKAM had carried out certain activities including visits to public schools and NGO centres that run special education programmes. These visits, which were carried out in Sabah and Sarawak in March and April 2013 respectively, were aimed at gathering input and best practices pertaining to the education for children with learning disabilities. In continuation of the visits in Sabah and Sarawak, SUHAKAM will also conduct the same visit in Peninsular Malaysia.
2. As part of the project, on 22 April 2013, SUHAKAM conducted a 'Forum on the Right to Education for Children with Learning Disabilities'. Seven speakers from various institutions were invited to present papers and share their views on specific topics on issues related to children with learning disabilities. The speakers were Dr. Hasnah Toran (Learning Disabilities: An Introduction), Ms. Teoh Hooi Ting (Long Life Learning or Mainstream Education?), Ms. Lok Yim Pheng (Challenges & Issues among the Special Education Teachers), Mrs. Dharshini Ganeson (Education for Children with Learning Disabilities: What Matters), Mr. Mad Kassim Abdul Malek (Prioritizing Primary Education for Children with Learning Disabilities: Policies & their Implementations), Dato' Dr. Amar Singh (Screening & Diagnosing Learning Disabilities: Early Intervention Draws Positive Impacts) and Tuan Adnan Abu Bakar (Community Based Rehabilitation Centre: Empowering Children with Learning Disabilities).
3. The objectives of the forum were (i) to increase the number of children with learning disabilities in Malaysia receiving quality and inclusive primary education, (ii) to raise awareness among education professionals, decision makers and the public about the challenges children with learning disabilities experience in accessing primary education, (iii) to identify the gaps in information on education for children with learning disabilities in order to support education of children with learning disabilities and (iv) to build bridges between government agencies and civil societies, so as to promote more participatory, transparent and accountable policy-making in the education sector.

WELCOMING REMARKS

4. Tan Sri Hasmy Agam welcomed everyone to the forum and iterated the following:
 - Being a State Party to the Convention on Rights of the Child as well as the Convention on the Rights of Persons with Disabilities, Malaysia was obliged to ensure the right to education of children with disabilities including those with learning disabilities, was respected and recognized. Malaysia was duty-bound to extend all necessary assistance to children with disabilities to ensure that they have effective access to, and receive education in a manner conducive to achieve the fullest possible social integration and individual development. The Government was also duty bound to ensure that these children were not excluded from an inclusive, free and compulsory primary education on the basis of their disabilities.
 - While noting the Government's many initiatives and commitments in ensuring equal access to education for children with disabilities, he highlighted the concerns of many quarters regarding the accessibility for children with learning disabilities. The categorization of children with disabilities as "educable" and "non-educable" made it almost impossible for children who suffer from serious learning disabilities to have access to education. He added that SUHAKAM was concerned over this legal categorization⁵⁷ and argued that it raised a variety of problems as well as discriminated against children with learning disabilities.
 - The need for qualified and trained teachers in special education in particular the area of learning disabilities was also emphasized. He stressed that teachers are important players in order to ensure that effective education for children with learning disabilities thus enabling them to achieve their full potential.

PLENARY SESSION I

VOICE IT OUT: SHARING OF EXPERIENCES AND UNDERSTANDING THE CHALLENGES

Panel 1:

Long Life Learning or Mainstream Education? by Ms Teoh Hooi Ting, Secretary of United Voice

5. Ms Teoh Hooi Ting has cerebral palsy and shared the following:
 - She attended mainstream school as a child as her parents were unaware of her learning disabilities.
 - Apart from having balancing problem due to the differences in the size of her legs (left leg is smaller than the right), she also has problems with her eyesight.

⁵⁷ Education (Special Education) Regulations 1997.

- In school, she faced difficulties in understanding and following the lessons and was unable to communicate effectively with teachers and friends. In addition, the teachers were not trained to recognize her learning disabilities and thus were unable to accommodate and support her learning process.
- Initially, in her work life, she was unable to handle stress and pressure and hence was changing jobs frequently due to poor performance.
- She said that she knew all the time that something was not right with her and only as an adult, did she get herself medically examined and was diagnosed with mild Cerebral Palsy.
- After knowing that, she went to obtain vocational training and attended *Pusat Latihan Perindustrian dan Pemulihan (PLPP) Bangi* for an IT course. Currently, she is working at Spraying Systems Sdn Bhd.
- She is now an active member of United Voice, an NGO whose members are made up of persons with learning disabilities. She stressed that United Voice had provided her with the opportunity to grow and improve her leadership skills. Most importantly, this NGO has accorded the opportunity to people like her to voice out opinions and views for betterment of the society.

Panel 2:

Challenges & Issues among the Special Education Teachers by Ms Lok Yim Pheng, General Secretary of National Union of the Teaching Profession Malaysia (NUTP)

6. Ms Lok Yim Pheng highlighted the issues and challenges in Special Education. The challenges and issues regarding children with learning disabilities may be divided into four categories:

a. School facilities

- It was flagged that not every schools in all states have special education programmes; and in schools that do, the numbers of classes are limited. In addition, the size of special education classrooms is not spacious and conducive for the learning process.
- She also stressed that special education programme textbooks are limited and sometimes insufficient.

b. Students

- It was stressed that special need students faced difficulties in following and understanding the mainstream syllabus (KSSR).
- There is a high rate of absenteeism amongst children with learning disabilities. Some parents do not send their children to school because of certain circumstances or students have to undergo physiotherapy/

medical treatment.

c. Teachers

- Highlighted incidences where some special education teachers were posted to mainstream schools upon completion of their training, while those were not so trained were posted to special schools.
- She further highlighted the need for special education teachers to teach English and Islamic lesson.
- The importance of enrichment programmes for special education teachers was also emphasized. It was flagged that such programmes are important to develop teachers in order to ensure that quality education reaches the students.
- In addition, she highlighted the need for special education teachers to be given psychological training which is pertinent and useful in their daily activities in handling special need students.

d. Parents

She also flagged that parents place high expectation on the school to ensure their child's positive academic progress. She called on the parents to be more involved with the schools and cooperate with teachers to ensure continuity and consistency of teachings at home.

7. She made the following proposals:

- To offer periodic professional courses on special education to special education teachers. Such courses are important to ensure skills and knowledge of these teachers are constantly updated.
- To establish more special education programmes in mainstream schools to ensure equal access to education for children with disabilities.
- To encourage enrolment of more teachers/trainee in special education option in universities or teacher's institutions.
- To ensure special education teachers are posted to schools with special education programmes.
- In case where special education teacher is on long leave, it is important to, as far as possible, ensure that the replacement teacher is someone with special education background to provide continuity in learning session.

Panel 3:

Learning Disabilities: An Introduction by Dr. Hasnah Toran, Senior Lecturer of Universiti Kebangsaan Malaysia.

8. Dr. Hasnah Toran provided the different terms and definition of "learning disabilities" adopted by different jurisdictions.
9. Referring to the US's Individuals with Disabilities Education Act (IDEA), she explained the classification of disabilities which include:-
 - Autism.
 - Intellectual disability.
 - Specific learning disability.
 - Speech or language impairment.
 - Traumatic brain injury.
 - Other health impairment.
 - Multiple disabilities.
10. In classifying the individuals, the US Office of Education adopted a test known as "Model Discrepancy" where discrepancy between IQ and achievement is used as the main criteria to diagnose learning disabilities. This Model is a combination of IQ test, academic achievement test, class achievement, social interaction and aptitude. Other areas of assessment may include perception, cognition, memory, attention and language abilities. The result is used to determine whether a child's academic performance commensurate with his or her cognitive ability.
11. She flagged that whilst Malaysia recognized several types of disabilities as learning disabilities including autism, syndrome down, cerebral palsy, the screening / test in Malaysia does not include IQ tests.
12. She suggested the adoption of a test known as 'Response to Intervention' which is a student centred assessment model that uses problem-solving and research-based methods to identify and address learning difficulties in children. It provides systematic interventions based on the scientific literature that can be evaluated to determine intervention efficacy. It also can be used to predict at-risk students and to intervene in cases where students are facing academic and behavioural difficulties.
13. She expressed concern over the public's understanding and perception when dealing with children with learning disabilities. Often, public perceives mental retardation, mental/intellectual disabilities and mental disorder as the same whereas each disability presents different meanings. Awareness campaign is necessary in order to create a clear picture on learning disabilities.
14. She further stressed the need to educate teachers and parents in relation to the issue of learning disabilities.

Panel 4:**Education for CWLD: What Matters by Mrs Dharshini Ganeson, Parent Support Group.**

15. Ms. Dharshini shared her experiences in raising her 22 years old dyspraxia⁵⁸ daughter. Miss Preeya Nanthini is a special individual as she was diagnosed as dyspraxia, by her speech therapist, Ms. Ragbir Kaur in 2000, when she was ten years old. During her childhood, she attended private schools and developed high social skills but low academic skills due to her dyspraxia.
16. She later told the audiences that a private doctor diagnosed her child with delayed development. However, until the age of 5, Nandini's progress was still slow. The parents noticed Nandhini's weaknesses when researching her symptoms over the Internet.
17. She highlighted the difficulties that she faced in finding aid for her daughter:
 - No comprehensive information on learning disabilities in Malaysia.
 - The screening/test to detect learning disabilities was limited in Malaysia and hence she had to take her daughter to Singapore to do so.
 - In the early years, the assistance and services for children with learning disabilities were unknown and almost non-existence, except for several NGOs which were working on the matter.
 - Expensive fee for treatment (speech therapy, occupancy therapy, etc).
 - She flagged the main weakness of the Disability Act (PWD Act 2008) which is the lack of enforcement power.

PLENARY SESSION II**OVERCOMING THE STIGMA: ROLES OF LAWS, POLICIES AND BEST PRACTICES****Panel 5:****Prioritizing Primary Education for CWLD: Policies & their Implementations by Mr. Mad Kassim Abdul Malek, Head of Policy Unit, Special Education Department, Ministry of Education**

18. Mr. Mad Kassim highlighted the efforts taken in order to improve the accessibility of education to children with learning disabilities including the current initiatives to amend the Education (Special Education) Regulations 1997; and to improve and upgrade the special education module and facilities in schools.

⁵⁸ Individuals with dyspraxia often have language problems, and sometimes a degree of difficulty with thought and perception. Dyspraxia, however, does not affect the person's intelligence, although it can cause learning problems in children. Developmental dyspraxia is an immaturity of the organization of movement. The brain does not process information in a way that allows for a full transmission of neural messages. A person with dyspraxia finds it difficult to plan what to do, and how to do it. Source: <http://www.medicalnewstoday.com/articles/151951.php>.

19. He highlighted that the amendment to Education (Special Education) Regulations 1997 is proposed to address many lacuna and gaps in the laws as well as the policies. It is an on-going and the draft amendment was being reviewed by the Attorney-General's Chambers.
20. Regarding the education module for special education, he stressed that all new modules would be implemented for a year, after which they would be reviewed for improvement.

Panel 6:

Screening & Diagnosing Learning Disabilities: Early Intervention Draws Positive Impacts by Dato' Dr. Amar Singh, Chief Paediatrician of Ipoh General Hospital

21. Dr. Amar stressed that based on his experience, "labelling of children" based on the definition of learning disabilities can sometimes be detrimental. What is important in his view is to identify the abilities of those children and maximize them. He also stressed that he had observed instances where parents and teachers place high level of expectation on children with learning disabilities which do not help the children.
22. He shared information on a programme known as 'Child Health Surveillance' being carried out in other jurisdiction involving routine checks and surveillance of a child's progress by general practitioners (GP). Through this routine surveillance, the GPs are able to identify and diagnose a child's problems. The parents would also have the opportunity to share any concern they had regarding their child's development.
23. He flagged that Malaysia is beginning to imitate this programme and highlighted that a child's record book has incorporated all the milestones that should be achieved based on the age of the child. However, the surveillance programme would only be effective if parents adhere by the visit schedule to clinics or hospitals.
24. Touching on screening test, he flagged that screening test does not result in a diagnosis but rather identifies a child who has development problem compared with his/her peers. However, there are some barriers and problems with regard to screening test, namely:
 - Paediatricians/medical officer are unable to perform such test due to time constraint because of the length of the test.
 - Unfamiliarity with the tests.
 - Difficulties in obtaining cooperation of a child in a short time.
 - High cost of purchasing some tests.
25. He further emphasized on the importance of Early Intervention Programme (EIP) for children with learning disabilities as these programmes have been found to be effective in supporting a child's learning process in preparing them for school. He further flagged that at present, most EIP services are

being provided by NGOs. While recognising similar efforts are being introduced by the Community Based Rehabilitation Centres (CBR), he noted that the quality of services vary due to the lack of expertise.

26. He then highlighted several concerns regarding the current services including absence of specific Individualized Education Plan for each student with learning disabilities; negative perception of inexperienced teachers towards students with learning disabilities; and limited or non-existence of training curriculum on learning disabilities for medical student in some universities.

Panel 7:

Community Based Rehabilitation Centre: Empowering CWLD by Tuan Adnan Abu Bakar, Director of Department of Development of People with Disabilities, Welfare Department, Ministry of Women, Family and Community Development

27. Tuan Adnan Abu Bakar informed the participants the importance of Community-Based Rehabilitation (CBR). He stressed that CBRs is a platform where community contributes towards the development of its members including children with learning disabilities. CBRs provide prevention, rehabilitation and development programmes such as basic training and rehabilitation activities in movement, speech, education and daily-living skills. These programmes are aimed at developing children with learning disabilities to become independent individuals who are fully integrated into the community.
28. He also highlighted that active involvement of the family and community also would assist the children with learning disabilities to improve and develop themselves.
29. He also shared to the participants with regard to the percentage of the children with disabilities. As of April 2013, the number of registered children with disabilities who received their early education in 486 CBRs nationwide was 21,138. According to a profile research known as *Program Semai Bakti, Pusat Pemulihan dalam Komuniti* which was conducted in 2012, 59.9% of the enrolled children were children with learning disabilities. The other categories were speech disabilities (14.94 %), physical disabilities (10.81 %), cerebral palsy (8.24 %), hearing impairment (3.71 %) and visual impairment (3.03 %).
30. He highlighted that the Welfare Department had allocated an annual grant amounting to RM75 million to be given to all CBRs. The grant is meant to cover the cost of running the CBR including payment of allowances and EPF for caregivers and supervisors, rental of premises, utilities and programmes and activities.
31. The supervisors and personnel of CBRs are given the opportunity to participate in various training provided by the Welfare Department including basic course for CBRs' personnel, rehabilitation training, early intervention training course, basic management course for children with disabilities as well as care and education of children with learning disabilities course.

KEY ISSUES DISCUSSED

32. During the Forum, the following issues were raised and discussed by the participants:-

- a. The participants agreed that children with learning disabilities should be empowered with appropriate skills suitable with their abilities to make them independent and able to support themselves in future.
- b. Qualified and trained teachers –
 - Participants emphasized the importance of having qualified and trained teachers in special education programmes. The special education teachers would have the necessary skills to ensure effective communication and they are confident in handling the students. In addition, special education teachers should be given the opportunity to attend training to refresh and renew their skills and knowledge in the field of special education.
 - Besides proper training, the teachers should also have patience in dealing with children with learning disabilities. With that in mind, the participants called on the Education Department to minimize the administration workload of special education teachers.
- c. Early Diagnosis and Early Intervention –
 - Whilst the forum recognized the importance of early diagnosis of a child's disabilities, it was nonetheless stressed that it is also crucial to acknowledge the functional ability of a child which would bring about positive result in early intervention programmes. The role of parents and teachers to observe and assess the development of the children, which is essential in early detection of developmental delay, was also emphasised.
 - On early intervention, it was flagged that such programme is one of the best approach to enable the children with disabilities. Dr. Hasnah Toran said that, despite monetary constraints, *Universiti Kebangsaan Malaysia* has adopted methods from other countries and developed tools to run early intervention programme.
 - On early diagnosis, it was highlighted that not all the doctors have the required expertise to diagnose children with disabilities and such diagnosis would need to be done by a group of specialist comprising Paediatrician, Psychologist, child psychiatrist and therapist.
 - In addition, the participants also stressed the serious need to review the medical school's curriculum to include identifying and assessing signs of learning disabilities in children.

d. Access to special education programmes in primary education

- The Forum noted that special education programmes are not available in all primary schools. It is further noted that the majority of the special education programmes are being offered in urban schools, while in rural schools such programmes are limited. This has created accessibility issues for children with learning disabilities.
- The Forum agreed that the special education programme in Malaysia should move to all inclusive programme where children with disabilities are included in mainstream classes with their 'normal' peers with appropriate support from teachers and teachers' aides.

e. Conducive learning environment

- The participants also urged the Government to create better environment for children with learning disabilities in school. To start with, the Forum called on the authorities to ensure that the classrooms for these students are spacious comfortable and conducive for their learning process.

f. Vocational skills for children with disabilities

- The Forum noted that there are several vocational schools that offer place of special need students. It was informed that not all vocational school can afford to offer places for special need students as they lack trained and qualified teachers to supervise the students. Noting this constraint, the Ministry of Education was said to be in discussions with several colleges in order to facilitate students from special schools to further their study in colleges.

g. The participants also highlighted that some parents refused to recognize the special need of their children to avoid public stigma. Such denial would have a negative impact on the future of the children. The participants agreed that public should be sensitized on the need to respect children with disabilities. In addition, appropriate support and assistance should be made available and known to the public, in particular the parents.

FORUM ON RIGHT TO EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES

23 SEPTEMBER 2013, MONDAY

8.30 am – 4.30 pm

PROMENADE HOTEL, KOTA KINABALU, SABAH

INTRODUCTION

1. In continuation of the Forum on the issues concerning the right to education for children with disabilities which was held in Kuala Lumpur on 22 April, the Commission held two other Fora on the same topic in Sabah and Sarawak on 23 and 25 September respectively.
2. The objectives of the Forum were (i) to increase the number of children with learning disabilities in Malaysia receiving quality and inclusive primary education, (ii) to raise awareness among education professionals, decision makers and the public of the challenges children with learning disabilities experience in accessing primary education, (iii) to identify the gaps in information on education for children with learning disabilities in order to support for the education of children with learning disabilities and (iv) to build bridges between government agencies and civil societies, so as to promote more participatory, transparent and accountable policy-making in the education sector.
3. The Forum in Sabah was divided into two sessions; the first session was moderated by Commissioner Mr. Nordin Kasim Madating and the second session by the Vice Chair of the Commission, Datuk Dr. Khaw Lake Tee. Six presenters from various institutions were invited to present and share their views on certain assigned topics. The presenters for the first session were Puan Jenny Tham from Seri Mengasih Centre (Lifelong Learning or Mainstream Education?), Mr. Hambali Haji Shuib from *Sekolah Pendidikan Khas Kolombong* (Challenges & Issues among the Special Education Teachers) and Puan Nadia Hassan from *Persatuan Ibubapa Sekolah Pendidikan Khas Kolombong* (Education for Children with Learning Disabilities: What Matters); while for the second session were Tuan Haji Ahmad Sabari Kamari from *Jabatan Pendidikan Sabah* (Prioritizing Primary Education for Children with Learning Disabilities: Policies & Their Implementations), Dr. Fauziah Zainal Abidin from *Hospital Kanak-kanak Sabah* (Screening & Diagnosing Learning Disabilities: Early Intervention Draws Positive Impacts) and Puan Lily Chin from *Unit Pembangunan Komuniti & Khidmat Masyarakat, Jabatan Perkhidmatan Kebajikan Am Negeri Sabah* (Community Based Rehabilitation Centre: Empowering Children with Learning Disabilities). A total of 240 participants from various agencies including civil society organizations, teachers, parents and Government agencies attended the Forum.

WELCOMING REMARKS, BY DATUK DR. KHAW LAKE TEE, VICE CHAIR OF THE COMMISSION

4. Datuk Khaw welcomed and thanked everyone who attended this Forum.
5. The following points were stressed in her opening remarks:-
 - a. As a State Party to the Convention on the Rights of Children (CRC) and as mentioned in Article 23 of CRC, it is important to provide necessary assistance to all children including for those who suffered from learning disabilities in order for them to have access to and receive education as well as to achieve the fullest possible social integration and individual developments.
 - b. The importance of education for children with learning disabilities is also highlighted in the Convention on the Right to Person with Disabilities (CRPD); particularly in Article 24 of CRPD which upholds the principle of non-discrimination in access to education. Therefore, it is the duty of the State to ensure that the children with learning disabilities are not being discriminated and have equal access to an inclusive, free and an inclusive, free and compulsory education.
 - c. The Vice Chair praised the Government's efforts to comply with its international obligations in providing education for children with learning disabilities. This is manifested through the many programmes designed and set up for children with learning disabilities including the establishment of Special Education Schools, Integration Programme in Mainstream Schools and Inclusive Education Programme as well as the introduction of a new set of regulations namely the Education (Special Education) Regulations 2013 which revoked the old Education (Special Education) Regulations 1997.
 - d. Concerned with the public's lack of awareness, the Commission decided to focus on the theme in order to raise public awareness on the challenges and problems faced by these children as well as to make public the available programmes provided by, either the Government or the NGOs.
 - e. Necessary funding must be provided to guarantee all children have access to education, with the necessary support and systems in place.
 - f. Equal emphasis must also be placed on the need for qualified and trained teachers in particular in the area of learning disabilities to ensure that children with learning disabilities would achieve their optimum potential.

PLENARY SESSION I**VOICE IT OUT: SHARING OF EXPERIENCES AND UNDERSTANDING THE CHALLENGES****Panel 1:****Lifelong Learning or Mainstream Education? by Puan Jenny Tham, Director of Programme & Services, Seri Mengasih Centre**

In her presentation, Puan Jenny highlighted the following issues:-

6. It was stressed that children with learning disabilities should be consulted before any decisions that would have impact on them are made to ensure that their rights are respected. As such she informed that in coming up with proposals for this Forum she had consulted a couple of her former students who had proposed the followings:
 - a. The curriculum and teaching contents must be suitable to prepare these children for future employment;
 - b. Support teachers are needed for every class where there are children with learning disabilities;
 - c. All teachers, teachers' assistants and/or support staff must be trained on how to teach children with learning disabilities;
 - e. The school (teachers and administrators) must communicate with the home (parents/caregivers) about the learning environment;
 - f. Teachers must explain to other students about their classmates who have learning disabilities;
 - g. Accessible and barrier-free building should be built/multiplied.
7. For a better understanding of the issues, Puan Jenny used a formula consisting of 3 important areas namely needs, goals and provisions **[Needs + Goals = Provisions]**. 'Provisions' mean lifelong learning, mainstream education or anything else that are provided to the people by considering their 'Needs' as well as 'Goals'.
8. She stressed that in order to allocate proper 'Provisions', it is pertinent to identify the 'needs' of an individual through a proper assessment which should include:
 - a. Diagnostic test to determine abilities and challenges resulted from the person's disabilities which would in turn ensure appropriate placement of rehabilitation or education programmes;
 - b. Regular or periodic tests for further programme planning.
9. She further stressed that 'Goals' for children with learning disabilities must be lifelong and achievable. Thus, 'Goals' should emphasis on social inclusion, employment and adult living. Social inclusion can be defined as the need to be accepted and included by society. Meanwhile, by having and getting a

job, it would make the children with learning disabilities feel useful and give them a sense of independence as well as being contributing and productive members of community through their jobs. Adult living can be constituted as having appropriate physical access to public places and having own place to live in.

10. Based on the formula mentioned earlier and the explanation on the area of 'Needs' and 'Goals', the range of 'Provisions' is as follows:

Early Intervention → Mainstream Education (integrated and inclusive) or Special Training Centres → Adult Training and Job Placement

11. She also opined that there is no compelling reason in choosing between lifelong learning and mainstream education. She believed that children with learning disabilities need to be included in mainstream education and learning process should go beyond the primary and secondary schooling. She further highlighted that learning is lifelong and the education provided in mainstream schools must take into account future goals that constitute a meaningful life.

Panel 2:

Challenges & Issues among the Special Education Teachers by Mr. Hambali Haji Shuib, Headmaster in Sekolah Pendidikan Khas Kolombong

In his presentation, Mr. Hambali briefed the following issues:-

12. Most of the classroom for special education and rooms provided for teachers are not spacious and conducive for the learning process, thus resulting in difficulties in the learning and delivery processes.
13. He suggested upgrading the facilities at the mainstream schools and emphasised that the upgrading would also address the safety issues for children with learning disabilities. He stressed the pressing need for more spacious and conducive air-conditioned classrooms and friendly-user toilets.
14. With regard to the challenges faced by the teachers and teachers' assistants (PPMs), the following points were raised:-
 - a. PPMs among men are needed to assist teachers in monitoring the learning of male students as well as to their aggressive behaviours and to help the teachers in outdoor activities;
 - b. Security assistance should be provided to teachers and PPMs in handling and controlling behaviours of aggressive students to avoid any untoward incidents;
 - c. Ensure placement of students is properly implemented based on the eligibility criteria prescribed by the Ministry of Education (MOE). Proper placement would assist the students in reaching their full potential;
 - d. In regard to the training for teachers to expand their knowledge and

skills, he highlighted that most of the teachers in mainstream schools are graduates of Special Education from Institute of Teacher Education (IPGM) and Public Universities (IPTA). For those teachers who are trained in Special Education, they would be given a special course in Special Education/Integration programme (PPKI) for a week. He added that all the PPKI teachers are given the opportunity (though limited) to attend suitable courses from time to time.

15. The following are the types of courses and programmes attended by the teachers and the relevant organisers:-

Relevant Organisers	Courses Attended
Jabatan Pelajaran Negeri Sabah	- Kursus Standard Kandungan Kurikulum Sekolah Rendah (KSSR) Pendidikan Khas - Klinik Futsal Pendidikan Khas - Klinik Petanque Pendidikan Khas - Pengkhususan Unit Beruniform Pengakap
Universiti Malaysia Sabah & NGO	- Children Assessment - International Conference Special Education - Bimbingan dan Kaunseling Pendidikan Khas
Hospital Mesra Bukit Padang	Bengkel Pengurusan Anak-anak Berkeperluan Khas

Panel 3:
Education for CWLD: What Matters by Puan Nadia Hassan, Representative from Parents and Teachers Association, Sekolah Pendidikan Khas Kolombong

In her presentation, Puan Nadia shared her experience as follows:-

- 16. She has four (4) children and the eldest is suffering from multiple disorders; Marfan syndrome⁵⁹, Dyslexia and Hyper Active.
- 17. She sent her child to a mainstream school at the age of 3. Unfortunately, despite the early education, her son was unable to read and write. She was frustrated with his inability and kept scolding and forcing him to study.
- 18. On the advice of a friend, who is also a doctor, she brought her son to see a specialist who diagnosed him with multiple disorders. This test was done when her child was 8 years old. She emphasized that due to her limited awareness on child's development, she was unable to recognize the early signs of learning disabilities. She stressed that being able to recognize the signs early would provide a better chance for early intervention programme for the child as well as initial support for parents.
- 19. Puan Nadia further highlighted that support and awareness among the

⁵⁹ Marfan syndrome is a disorder of connective tissue that strengthens the body's structures. The disorder affects the skeletal system, cardiovascular system, eyes and skin.

parents was a significant factor in helping children who suffer from learning disabilities to develop themselves. In addition, the parents and teachers should collaborate and have a close-relationship in order to create conducive environment for the development of the students.

DISCUSSION ON KEY ISSUES

Placement of Children with Learning Disabilities in Schools or CBRs

20. In response to the issue of the procedure for the placement of children with learning disabilities, Mr. Hambali responded that MOE has guidelines and checklists which should be followed by parents before enrolling their children in schools. The guidelines, among others, require the parents to bring their children for screening test and; if the children were found to have symptoms of learning disabilities, the children should be referred to State Education Department for school placement. In practice, the State Education Department would propose the nearest school for the children in order for them to undergo screening test in school done by special education teachers. These screening tests in school include assessment on self-management, behaviour, manipulative, language and mathematic test. Those who pass the assessment would be enrolled in the special education programme in mainstream schools, while the rest would be referred to CBRs. A probation period of three (3) months would be given for those children with learning education in mainstream schools. He opined that it is important for proper placement in order to bring about substantial benefits to the children.
21. Puan Jenny further added that the delay of placement and ongoing process of upgrading the system should not result in lack of parental responsibilities and duties to provide early education for their disabled children. Therefore, trainings to the parents are also needed so that they could act as the first trainer.
22. In addition, Mr. Hambali added that the collaboration and communication between mainstream schools and CBRs is also important in assisting the parents to decide the appropriate placement in the best interest of their child.
23. Furthermore, a participant from State Education Department reiterated that the placement of children with learning disabilities is entirely based on the stated assessment and is followed by a 3-months probation period in school. These students would be recommended to enrol into CBR whenever they show low/negative response during the probationary period.

Lack of Facilities in School

24. A participant from the Cheshire Home praised the development of Special Education Schools for children with disabilities. However, there are children who have multiple disabilities including physical disabilities who face difficulties in enrolling in school because of physical barriers in schools.

25. In response to the issue, Mr. Hambali reiterated that proper placement for children with disabilities is an essential matter. All parties should play their roles accordingly.

Curriculum for Children with Learning Disabilities

26. Puan Jenny responded that the system of non-examination and functioning living skills which include learning readiness, daily living skills, community access, personal and social developments as well as work and leisure should be the primary focus in educating children with learning disabilities. The curriculum should be easy to learn and should touch on personal care and daily chores as what has been taught in Seri Mengasih to ensure they are able to sustain their future life.
27. A disabled participant shared that she had been denied the chance to learn in schools due to her inability to hold a pen to write. The school could not cater to her the problem due to insufficiency of proper teaching aids and devices. She hoped that the same situation would not recur in future.
28. In addition, there was a suggestion that children with learning disabilities in particular those with autism be sent to both mainstream school and CBR where they could learn to deal with their focus problem (in schools) and learn the necessary living skills for future days (CBR).
29. A representative from *Majlis Guru Pendidikan Khas Sabah* further added that Training Support Programme as one of the subjects in school should be intensified. Since 2010, *SK Kolombong* had managed to send 59 disabled students for internship programme to several companies to gain training and experience in working life.

Parents Support and Awareness

30. Puan Nadiyah highlighted that the parents should accept the conditions of their children and move on to assist the children to face the reality of the world. The parents should constantly motivate, support and be a good listener to their spouses in helping to achieve the best output for their children.

PLENARY SESSION II

OVERCOMING THE STIGMA: ROLES OF LAWS, POLICIES AND BEST PRACTICES

Panel 4:

Prioritizing Primary Education for CWLD: Policies & Their Implementation by Tuan Haji Ahmad Sabari Kamari, Head of Education & Private Sector, Sabah Education Department

In his presentation, Tuan Haji Ahmad Sabari highlighted the following issues:-

31. Special Education Programme was implemented through i) Special School for children with hearing and vision impairment and ii) Special Education

Integration Programme for children with learning disabilities, hearing and vision impairment. This Programme was introduced in mainstream schools (primary and secondary) as well as vocational/technical schools which its teaching approach is based on semi-inclusive and segregation class.

32. Special Education Schools were fully administrated by Special Education Department, Ministry of Education. Special Education Integration Programme was fully administrated by State Education Department. Special Education Programmes in Technical and Vocational Schools were administrated by Technical Education Department.
33. With regard to the duration of study, it can be extended to a maximum of 2 years at any stage either in primary or secondary schools according to the needs of the students.⁶⁰
34. In addition, Tuan Haji Ahmad Sabari also highlighted that the curriculum used in the Special Education Schools have been modified according to the disabilities of the students and their alternative needs. Children with learning disabilities are also given the opportunity to participate in co-curriculum activities with the following objectives:-
 - a. Provide opportunities to take part in sports activities, athletics, students clubs and association as other mainstream students;
 - b. To uncover the talents and potentials of children with learning disabilities;
 - c. Enlighten the community on the ability of children with learning disabilities;
 - d. Build confidence and develop high self-esteem among children with learning disabilities.
35. Tuan Haji Ahmad Sabari further welcomed the following Government's initiatives pertaining to the special education and children with learning disabilities as enshrined in the Malaysia Education Blueprint 2013-2025, 2013 Budget, the 13th General Election Manifesto and the introduction of Education (Special Education) Regulations 2013:

Government's Initiatives	Relevant information and explanation
Malaysia Education Blueprint 2013-2025	- Provides 25 initiatives to improve the education in Malaysia - Targeting the increasing of enrolment of students in Inclusive Programme with a benchmark of 75% students with disabilities would be enrolled in the inclusive programme by year 2025. - Ensuring appropriate infrastructures are installed in schools for children with disabilities.

⁶⁰ Pekeliling Ikhtisas Bil. 16/2002

Government's Initiatives	Relevant information and explanation
2013 Budget	• The Government would implement a pre-schools pilot project (<i>TASKA OKU</i>) for six categories of children with disabilities which including Down Syndrome, Autism, Vision Impairment, Mute and Hearing Impairment, Physical Disabilities and Learning Disabilities. These children are not required to pay any fee to attend these pre-schools. • A total of RM 1.2 billion is provided for the above purpose and this project is placed under the purview of the Welfare Department, Ministry Of Education, <i>PERMATA</i> and Department of National Unity and Integration. • An allocation of RM 380 million is also provided under the Ministry of Education to deploy teachers for this project. • In regard to achieve quality services in pre-school, the Government proposed i) to launch a grant of RM 10,000 to the operator of Private Early Childhood Education Center; ii) Income Tax Exemption for 5 years and Industrial Building Allowance at the rate of 10% per annum would be given to the operator of <i>TASKA</i> and Private Child Care Centres; iii) 2 times a tax deduction on allowances or subsidies granted to employees and the expenses for maintenance of <i>TASKA</i> and Child Care Centres would be given to the employer and; iv) Income Tax Exemption for 5 years and Industrial Building Allowance at the rate of 10% per annum would be given to the operator of Private Pre-school
The BN 13th General Election Manifesto	• A total of RM 100,000 would be given to the school with special education class as a special fund. To date, the award of this fund is pending.
Education (Special Education) Regulations 2013	• Revoked the Education (Special Education) Regulations 1997 • Gazette on 18 July 2013 • Include all relevant circulars

36. Furthermore, he further suggested the following to improve the education for children with learning disabilities:-

- a. To recognise the Clinical Psychology Field so that the school Counsellors are entitled to do the assessment and verification on the children who believed to suffer from learning disabilities. In Western countries, Counsellors were also given a licence to diagnose the children. Thus, it is hoped that this field would be introduced in all universities in Malaysia;

- b. To introduce specific *PPKI* class by building up additional classes taking into account the needs of these students and not merely upgrading the existing classes;
- c. To provide more facilities for children with learning disabilities;
- d. To have a different assessment tools for children with learning disabilities which would replace the newly introduced *Pentaksiran Berasaskan Sekolah (PBS)* that is deemed unsuitable to assess these students. He suggested that the current Individualized Education Plan (*Rancangan Pendidikan Individu (RPI)*) to be used instead;
- e. To have a centralized database of registered PWDs to ensure schools are ready to receive students when a child reaches schooling age.

Panel 5:

Screening & Diagnosing Learning Disabilities: Early Intervention Draws Positive Impacts by Dr. Fauziah Zainal Abidin, Paediatrician, Hospital Wanita & Kanak-kanak Sabah

Dr. Fauziah flagged the following points:-

- 37. Based on her experience, the number of children with learning disabilities enrolled in schools is increasing. However, she opined that there are still many children who are unable to have access to education due to multiple reasons including logistical and geographical problems.
- 38. Most parents place low expectations toward the abilities or potentials in their children who suffer from learning disabilities. Societal stigma and negative perceptions of children with disabilities often led parents to succumb to intense pressure and stress.
- 39. She stressed that paradigm shift is paramount in addressing the issue of stigma. It was flagged that changes in mindset would necessitate better opportunities for children to learn, interact and participate fully in a society. It is important for the society to see the abilities of a child in her disabilities.
- 40. With regard to the assessment of a child, she informed that when the hospital received such request, the child would be assessed firstly by a Paediatrician. If necessary other specialists such as psychologist, psychiatrist, ophthalmologist and therapist would also assess the child. Confirmation if a child is disabled can only be made by a specialist and not a general practitioner.
- 41. She opined that partnership and collaboration with *Klinik-klinik Kesihatan* was also needed in order to assist in timely referral to Paediatrician and/or other specialists. Currently, the hospital also liaised with Welfare Department in assisting children with learning disabilities to get into Community Based Rehabilitation Centres.

42. She further added that the process of diagnosis and assessment is time consuming which is necessary to ensure proper diagnosis is made as this would have implications on the future of a child. As such she stressed that it is important not to rush the process. During the assessment and screening process, the doctors would consider the development history, communication abilities, social skills, and used some well developed assessment tools and IQ test.

43. With regard to the area of needs, the followings were suggested:-

Level of Group	Area of Needs
Infant	Evaluation & Family Support Group
Pre-School	Early Intervention Programme & Respite Care
Schooling Age	Integrated/Inclusive/Special Education School
Employment	- Open/ "Sheltered" - Vocational/Recreational/ "Long Term Care"

44. Dr. Fauziah also suggested some recommendations which include:-

- Setting up Government-funded School and education centres equipped with appropriate facilities and trained teachers;
- Implementing Individualized Education Plan;
- Providing Reverse Integration where normal children are exposed to children with learning disabilities in respective aged groups to promote peers-learning and to instil respect and understanding of the needs of children with learning disabilities;
- Enhancing the Early Intervention Centres and to intensify efforts to create awareness on available centres for children with learning disabilities;
- Changing in parents roles - parents should actively participate and be involved in their children's education. Communication with teachers and school administrators are essential in creating a better environment for their children's education;
- Empowering the teachers and educators in Early Intervention Programme by providing appropriate trainings and skills in controlling and managing behavioural problems;
- Empowering parents and children with learning disabilities in order to ensure their needs will be fulfilled;
- Increasing the self-esteem and confidence of those with disabilities thereby encouraging them to be responsible of their own life;
- Supporting those with disabilities to participate in community living and be a contributing member of a society;

- j. Curbing the problems related to insufficiency of schools, special education teachers and poor vocational training as well as job opportunities.

Panel 6:

Community Based Rehabilitation Centre: Empowering CWLD by Puan Lily Chin, Assistant Manager, Unit Pembangunan Komuniti & Khidmat Masyarakat, Jabatan Perkhidmatan Kebajikan Am Negeri Sabah

Puan Lily briefed the participants on the following points:-

45. Community Based Rehabilitation (CBR) provides prevention, rehabilitation and development programme which can be implemented with active involvement from family and community members.
46. In Sabah, CBRs had operated since 1995 and cater to all types of disabilities, age and gender. As of June 2013, there were 28 CBR Centres, 140 workers and 1611 children with disabilities in CBRs.
47. CBR Centres facilitated in empowering the education of the children with learning disabilities and has been recognised as an alternative to special education in accordance with the requirements of compulsory primary education as enshrined in the Education Act 1996 and Education (Special Education) Regulations 1997 in particular for children with moderate and severe disabilities. It provided the education in the course of alternative and augmentative communication.
48. She welcomed the existence of job coaching for PWDs and highlighted that CBR Centres also supported in employment by providing training and courses for supervisors and personnel of CBR personnel so that they could find appropriate jobs placement for these children.
49. She further informed that CBR Centres also provide opportunities to their students to participate in sport and recreation activities including Special Olympic Young Athlete (specific for children with learning disabilities aged seven and below), Abilympic (cooking, bakery, photography and sewing activities) and Talen time (singing and dancing activities which organised by Semai Bakti; twice a year).
50. With regard to the exposure for children with learning disabilities to the Internet and technology, CBR Net was introduced in CBR Penampang and Putatan. Children with learning disabilities were given touch screen computer to learn about computer's Programmes and play games. To date, 10 computers have been donated by the Malaysian Communications and Multimedia Commission (MCMC).
51. The existence of CBRs was not only for the development children with learning disabilities and their personnel but more importantly is an institution established by the community for the community with support from the Government.

DISCUSSION ON KEY ISSUES

Lack of PPKI Schools

52. There was a suggestion to progressively improve the quality of the school. However, in response to the issue, Tuan Haji Ahmad Sabari explained that applications for the allocation of funding to upgrade school's facilities to make it more conducive for PPKI learning had been done on a yearly basis. He informed that an application for a sum of RM 300 thousand was made to the Government to improve facilities in each PPKI school but it is pending approval.
53. Furthermore, in establishing PPKI classes the school must ensure the suitability of proposed classrooms; address all security issues; and obtain approval from the Public Works Department on the stability of building where the classrooms are to be located.

Lack of CBR in All District of Sabah

54. A participant from State Education Department highlighted that the number of CBR in Sabah is still insufficient. This is due to the topography of Sabah. There was suggestions that communities come together to introduce one CBR in each district in Sabah.
55. Puan Lily further confirmed that there is a plan to build CBR in all districts of Sabah. However this is being done gradually based on budget provided by the Welfare Department in Putrajaya. In order to run a CBR, a total of RM 150 thousand is needed annually to accommodate the rental fees, utilities and staffs revenue. To date, those applications are still in consideration.

Allowances for CBR Teachers

56. All participants noted that the increment of allowances of CBR teachers has been always a priority to Welfare Department. Puan Lily later informed the participants that this issue has been highlighted in the National Convention of CBR and is currently under the purview of the Welfare Department.

Registration of PWD

57. It was noted that due to the topography of Sabah, the registration of person with disabilities could not be done systematically. In considering the situation, a task force had been set up and District Welfare Officers will go to the districts in Sabah to carry out the registration process. To date, the campaign on registration of PWD is actively being carried out in Sabah.

Clarification in Diagnose Test

58. There are difficulties in identifying children with learning disabilities especially in remote areas. Practically, the doctors in *Klinik-klinik Kesihatan* in remote areas are only to identify and assess accordingly children who fall with certain categories of learning disabilities such as Down Syndrome, Cerebral Palsy, blind and deaf. For other learning disabilities, they require specific

assessment from the specialist. Therefore, it requires skills and experience of the specialist to identify the disabilities in those areas.

59. Dr. Fauziah reiterated that the confirmation of children with learning disabilities can only be made by a specialist and not any general practitioner.

FORUM ON RIGHT TO EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES

25 SEPTEMBER 2013, WEDNESDAY

8.30 am – 4.30 pm

HILTON HOTEL, KUCHING, SARAWAK

INTRODUCTION

1. In continuation of the Forum on the issues concerning the right to education for children with learning disabilities which was held in Kuala Lumpur on 22 April and in Sabah on 23 September, the Commission held a similar Forum in Sarawak on 25 September.
2. The objectives of this Forum are the same as the other two Forums, that is, (i) to increase the number of children with learning disabilities in Malaysia receiving quality and inclusive primary education, (ii) to raise awareness among education professionals, decision makers and the public about the challenges children with learning disabilities experience in accessing primary education, (iii) to identify the gaps in information on education for children with learning disabilities in order to support for the education of children with learning disabilities and (iv) to build bridges between government agencies and civil societies, so as to promote more participatory, transparent and accountable policy-making in the education sector.
3. The Forum was divided into two sessions; the first session was moderated by Commissioner Mr. Francis John Anak Adam and the second session by Vice Chair of the Commission, Datuk Dr. Khaw Lake Tee. Five presenters from various institutions were invited as panellists. The presenters for the first session were Adik Mohd Fariz Abdul Rahman from *Sekolah Kebangsaan Rampangi* (Lifelong Learning or Mainstream Education), Ms. Chew Siok Cheng from Methodist Care Centre (Challenges & Issues among the Special Education Teachers) and Mdm. Ng Kui Choo from *Akademi Pengajian Bahasa, Universiti Teknologi Mara (UiTM) Sarawak* (Education for Children with Learning Disabilities: What Matters); while for the second session were Mr. Jamal Shukuri Bolhassan from *Sekolah Menengah Kebangsaan Demak Baru* (Prioritizing Primary Education for Children with Learning Disabilities: Policies & Their Implementations) and Dr. Toh Teck Hock from *Hospital Sibul* (Screening & Diagnosing Learning Disabilities: Early Intervention Draws Positive Impacts). A total of 50 participants from various agencies including civil society organizations, teachers, parents and Government agencies attended the Forum.

PLENARY SESSION I**VOICE IT OUT: SHARING OF EXPERIENCES AND UNDERSTANDING THE CHALLENGES****Panel 1:****Lifelong Learning or Mainstream Education? By Mohd Fariz Abdul Rahman, a student from SK Rampangi**

Adik Mohd Fariz who was assisted by his teacher Puan Latifah, shared his experiences and challenges faced in his daily life as a child with learning disabilities. The following points were mentioned in his presentation:-

4. He and his twin brother commenced their education at the age of 5 in *Tadika Kemas Bandar Baru Samariang* and later enrolled into the mainstream class in *Sekolah Kebangsaan Bandar Samariang*. The lack of clarity in their speech caused communication difficulties between them and the teachers which led to major obstacles in their learning process. As such, in Year 3, a teacher advised their mother to consult a specialist and undergo diagnostic test in specialist clinic due to their poor performance in study.
5. In 2009, he was diagnosed with Attention Deficit Hyperactive Disorder (ADHD) and was recommended to attend special education class (*PPKI classes*), as a result of which he was transferred to *SK Rampangi*.
6. He also highlighted that the cooperation, support, guidance and assistance from his dedicated teachers had enabled him to read, write a few short sentences and solve simple mathematical problems. In addition, his mother also sent him together with his brother to speech therapy sessions in 2009 and 2010. Nevertheless, he could not continue the therapy because of transportation issues.
7. He further highlighted his experience in peer-teaching which helped him to improve performance in class. Due to his good performance in reading skills, the school decided to allow him to sit for *Ujian Penilaian Sekolah Rendah (UPSR)* in 2013.
8. He thanked everyone who had helped him to improve his performance both in school and at home.

Panel 2:**Challenges & Issues among the Special Education Teachers by Ms. Chew Siok Cheng, Centre Supervisor in Methodist Care Centre**

In her presentation, Ms. Chew Siok Cheng spoke on the following issues:-

9. Some teachers were only trained briefly on special education through a short training programme before being posted to teach in special education classes. These teachers do not have (or have little) knowledge and experience regarding special education. She further opined that the teachers of special education classes should be appropriately trained in order to meet the highest standards of their profession thus enabling them to cope with different levels of disabilities as well as meet the various learning

needs of children with learning disabilities.

10. However, Ms. Chew admitted that some teachers chose special education for self-centred reasons such as less pressure, less work and incentive allowances. In response to the situation, she highlighted that one of the reasons which prompted this negative attitude and poor performance on the part of teachers was the lack of appropriate training and support.
11. In addition, she also highlighted the importance of substantial improvement from Ministry of Education (MOE) in the administration, implementation and monitoring the special education such as timely allocation of funds to schools with special education programme to ensure that teaching and learning materials are available at the commencement of the semester so that the teaching could proceed smoothly as planned.
12. She also opined that clear and committed policies and laws pertaining to children with learning disabilities would guarantee a free and appropriate public education as these children are often labelled as "uneducable".
13. She stressed the importance of families' contribution to the educational programme for children with learning disabilities and urged teachers to value those contributions which are essential in attaining a child's fullest potential.
14. In so far as inclusive education is concerned, Ms Chew was of the views that it was important for the Government to prepare teachers for inclusive education as Malaysia has accepted and ratified the Salamanca Statement and Convention on the Rights of Person with Disabilities (CRPD) both of which called for inclusive education. The same is also stipulated in Persons with Disabilities Act 2008. To date, the majority of children with learning disabilities are receiving integrated education programme (PPKI).
15. She further suggested the following as to improve the education system for children with learning disabilities:-
 - a. The training contents for special education teachers need to include the assessment, drawing up an Individual Education Plan (IEP), teaching strategies, classroom and behaviour management as well as collaboration with families;
 - b. The Principals are the key players in ensuring the success of special education programmes in their schools. Accordingly, these Principals must be sensitized on every aspect of special education;
 - c. The teachers should work as closely as possible with parents in ensuring the services planned would be relevant to the needs of the families and children;
 - d. The policy makers should promote the inclusive education policy to school stakeholders at all levels which include the administrative levels, heads of schools as well as teachers;
 - e. Encouraging the concept of peer-teaching among normal and children

with disabilities.

Panel 3:

Education for CWLD: What Matters by Mdm. Ng Kui Choo, Senior Lecturer in *Akademi Pengajian Bahasa, UiTM Sarawak*

In her presentation, Mdm Ng highlighted the following points:-

16. Communication was one of the problems faced by children with learning disabilities. Problems in communication could cause the children to suffer from lack of self-confidence and self-esteem.
17. Some teachers, due to the lack of understanding, knowledge and skills, are unable to handle high-functioning autistic children.
18. In addition, the lack of parental participation in a child's education create problems or challenges to the development and achievement of these children. Mostly, lack of parental participation in schools stem from the lack of knowledge and training in childcare skills as well as poor parent-teacher communication and collaboration. She further suggested that parents should be proactively involved in the educational needs of their children by getting to know their child's strengths and weaknesses, collaborating with teachers and professionals, and sharpening their skills and strategies to deal with their children who suffered from learning disabilities.
19. In response to the concept of inclusive education, she opined that children who came from designated special education school lacked self-esteem, motivation and confidence. According to her, based on a study it was found that special schools were ineffective in equipping these children with the right type of knowledge in order for them to pursue their tertiary education. She further highlighted that inclusive education would give these children a chance to participate in daily-life activities with their normal peers which would further enhance their socialization skills.
20. Mdm. Ng added that inclusive education also would teach and develop leadership abilities and the concept of caring and sharing among the normal children. This good practice would encourage the normal children to help their disabled peers who had difficulties in walking or writing or reading or/and eating.
21. She further suggested the following to be considered in improving the education for children with learning disabilities:-
 - a. To establish a multi-disciplinary team comprising among others teachers, speech therapist, psychologist and occupational therapist in schools to address the different needs of students in order to attain effective teaching and learning environment;
 - b. To provide the appropriate support and facilities such as Snoezelen Room and sensory integration room in, preferably, all special education schools;
 - c. To install CCTVs in special education schools as a protection and security mechanism to, both, teachers and children with learning disabilities;

- d. To enhance the function of the Parents and Teachers Association (PTA) so that the collaboration between parents and teachers could be strengthened. The parents and teachers could use PTA as a platform to exchange ideas and voice concerns which would benefit the children with learning disabilities;
- e. To encourage better engagement between the Ministry of Education and the NGOs, especially those with special schools, to exchange ideas and emulate best practices regarding the learning and teaching process of children with learning disabilities.

Short Presentation by Tyler, a student from SK Laksamana, Kuching

- 22. Adik Tyler who is dyslexic shared his experiences regarding the special education programme which he attended. He was assisted by a Special Education teacher, Mr. Albert. Based on his short intervention, the following were observed:
 - a. Adik Tyler is able to communicate in English. However he faced difficulties in conversing in and understanding Bahasa Malaysia. Currently, he is on a 3-month probation in SK Laksamana after 6 years of schooling.
 - a. Adik Tyler had difficulties reading text. However he was able to relate stories based on pictures projected on screen.
- 23. Mr. Albert stressed the importance of early intervention programme, in particular for dyslexic children as some are very gifted and talented.

DISCUSSION ON KEY ISSUES

Early Intervention Programme

- 24. All participants agreed that early intervention programme is an important component in ensuring bright future of children with learning disabilities. Ms. Ng and Dr. Toh both reiterated that the implementation of early intervention programme would facilitate the educational and development planning for these children.
- 25. Ms. Chew highlighted the importance of the involvement of parents in early intervention programme. She added that there are some practices in NGO Centres where the parents have been encouraged to attend the relevant session in twice a week.

Parents Support and Awareness

- 26. Parents should work together with the teachers to address any problems the children face.
- 27. A participant from Tabuan Jaya suggested that the parents should understand the weaknesses and strength of their children which are essential in formulating realistic and achievable goals for these children. She

stressed that with the right support from various stakeholders, these children will progress to achieve those realistic goals.

PLENARY SESSION II

OVERCOMING THE STIGMA: ROLES OF LAWS, POLICIES AND BEST PRACTICES

Panel 4:

Prioritizing Primary Education for CWLD: Policies & Their Implementation by Mr. Jamal Shukuri Bolhassan, *Penolong Kanan Pendidikan Khas* of SMK Demak Baru

In his presentation, Mr. Jamal Shukuri briefed as follows:

28. According to Education Act 1996, the definition of special education programme include establishing a special school program for students who have visual and hearing impairments; introducing an integration program in mainstream school for students who have visual impairment, hearing impairment or learning disabilities; and instituting an inclusive education program for children with learning disabilities in regular classes with normal children.
29. In addition, he added that special education program is defined as a specific plan to meet the diverse needs of children with learning disabilities which necessitates the use of special materials, special equipment, and unique techniques of teaching and learning according to the abilities of the students. This plan would enable the teachers to educate and develop these children through mental development, emotional stability as well as social integration.
30. In respect of the implementation of special education curriculum, he highlighted that the teachers may modify the teaching methods or techniques; the timing of each activity; and the usage of teaching aids to make the learning process more effective in achieving the aims and objectives of special education as mentioned in Education (Special Education) Regulation 1997. The special education curriculum includes academic curriculum; spiritual and moral values; social integration skills; and leisure and creative activities.
31. He further highlighted that in considering the setting up of a special education programme, there are several important aspects that should be taken into account, including:-
 - a. Availability of well-trained special education teachers;
 - b. Execution and implementation of Individual Education Plan;
 - c. Implementation of Special Curriculum (Special Education Curriculum) and alternative curriculum, if any;
 - e. Implications of implementing School-based Assessment (*Pentaksiran Berasaskan Sekolah - PBS*) on teachers and children with learning disabilities.

32. Inclusive Education could be conducted in two forms, namely semi-inclusive and full-time inclusive. However, the implementation of the inclusive education depends entirely on the eligibility of the children with learning disabilities and their readiness for inclusion.
33. He explained the characteristics of children who suffer from the various types of learning disabilities. The following are the categories of learning disabilities and the related information pertaining to the each categories:-

Categories of Learning Disabilities	Relevant information
Learning Disabilities (at the age of 5-9 years)	In general, these kind of children showed various symptoms which include:- • Hyperactive • Poor eye-coordination • Hard in remembering and using new skills • Confused with layout • Difficulty to differentiate orders • Perception problems • Difficulty in mastering Mathematic and spelling • Difficulty in handling pencil • Reading in slow tones
Gifted	• Strong memory, think logically and extensive vocabulary • Able to create and produce an idea or invention • Able to associate new lesson with the previous lesson
Slow Learner	• Difficulty to differentiate orders • Memory lapses • No interest in learning process • Leave letters, syllables or words while reading and writing
Autism	• Imitating words of others • Do not like the touch • Desire to hurt themselves • Laugh for no reason • Uncontrollable • Prefer to avoid eye contact
Down Syndrome	• Short and thick tongue and tend to stick out the tongue • Slanting eye, short and stout • Love to play and pampering with others

Categories of Learning Disabilities	Relevant information
'Cornelia De Lange' Syndrome	- Thick eyebrows and connecting in the middle - Convulsions - Late developmental stages - Delay in speech
Cerebral Palsy	- imbalance of body movements - unable to interact or produce babbling sound - Poorly understood speech
Hyperactive	- Active - Do not care with dangers - Do something harmful to others
Hypoactive	- Do not want to do the movements or moving too slowly - Like to isolate themselves - Tend to hide themselves in hidden places
'Microcephalus'	- Small head - Good motor development - Moderate to serious inhibitory mind
'Hydrocephalus'	- Big head and contain fluid - Imbalance in movement - Prone to suffer "mental retardation"

34. In addition, training for special education teachers is also provided by the Institute of Teacher Education (IPGM), universities, *Kursus Perguruan Lulusan Ijazah, Diploma Perguruan Lulusan Ijazah*. In addition, short courses are also organised by MOE and State Education Department.
35. With regard to the allowances, RM 150 will be given to the children with disabilities; RM 250 will be given to the teachers and RM 200 will be given to the teachers' assistants.

Panel 5:

Screening & Diagnosing Learning Disabilities: Early Intervention Draws Positive Impacts by Dr. Toh Teck Hock, Paediatrician & Head of Clinical Research of Hospital Sibu

Dr. Toh Tech Hock highlighted the following issues:-

36. He stressed that Learning Disabilities can comprise a group of disorders and not a single disorder. There are a group of children who have barriers to learning but do not have severe disabilities and on the other hand, there are children who face milder disabilities such as high function Autism, Dyslexia, Dyscalculia, ADHD and mild intellectual disability. Severe disabilities could be included as severe Cerebral Palsy, severe Autism, Down Syndrome, moderate-severe intellectual disability and deafness.

37. He further reiterated that these groups have a gap between their level of expected achievement and their performance. The doctors are advised to examine the abilities of these children apart from focusing on their weaknesses and problems. By identifying their abilities, this would benefit the children in the future.
38. The following survey which was carried out by his team depicts the various disabilities detected in pre-school children age groups:-

Type of Disabilities	Rate
<u>Intellectual/Learning Disability</u>	
Intellectual Handicap (mental retardation includes mild, moderate, severe and profound)	1-3 %
Attention Deficit Hyperactive Disorder (ADHD)	2-5 %
Pervasive Development Disorders (Autism, ASD and Asperger)	1 %
Specific Learning Disabilities such as Dyslexia	5-10 %

He added that the percentage shown which in total is 10-15 % is a normal percentage per year. However, he believed that the percentage would be greater year by year.

39. In determining the issues facing a children, a three-step procedures would be undertaken namely:-
- Surveillance - could be defined as a basic process which tries to recognise those children who may be at risk in suffering any disabilities.
 - Screening - this would involve formal and specific procedures as well as tests which will be carried out on children who have shown symptoms of some disabilities.
 - Evaluation - include thorough and details assessment by specialist, therapist, paediatricians and special educationist. The Literacy and Numeracy Screening (LINUS) programme for instance is an evaluation process carried out by special educationist.
40. Based on his experience, the doctors and nurses could identify children who suffered from severe disabilities through surveillance procedure in their young age or at infancy. As regards the milder disabilities, that would require further screening tests.
41. He also pointed out that doctors also take into account the observations of the parents on the children as some parents are very alert to the developmental milestones of and changes in their children's behavioural pattern.

42. In addition, Dr. Toh also highlighted that teaching process such as swimming class also could be considered as a kind of treatment.
43. He further added that Malaysia is currently experiencing a shortage of child specialists, psychologists and therapists who are capable of carrying out diagnostic tests and stressed that this should be a paramount concern of all stakeholders.

DISCUSSION ON KEY ISSUES

Problem/Dilemma Faced by Teachers in Mainstream Schools

44. Mr. Jamal reiterated the importance of ensuring that teachers who are posted to special education programmes are qualified and trained in the field which would bring positive impact on the education of children with learning disabilities.
45. A participant from State Education Department also highlighted that there are situations where teachers had to deal with the “opt-out” request by students who have been included in normal class through the inclusive program due to several factors such as being unable to cope with the learning environment, to deal with complex subjects and to bear the stress of examinations.
46. The Head of Special Education Sector of Sarawak suggested that exposure and training in handling children with learning disabilities should be done continuously to ensure that teachers are able to apply the best practice in managing these students.

Achievement in examination in PPKI Schools

47. A teacher from SMK Tabuan Jaya stated some teachers expected that children with learning disabilities who are to be included in mainstream classes to be at par with their peers, thus disregarding the need that these children have for special attention. In addition, some schools are not in favour of inclusive programme as it is seen as factor that may affect the overall grading performance of the schools.
48. Mr Kiew from the State Education Department pointed out a government circular – *Surat Pekeliling Ikhtisas Bil 23/199 8-* which stipulated that in analyzing the overall school's performance or achievement, the results of children with learning disabilities in special education programmes can be excluded and be analysed separately. By doing so, the school's overall performance in examination would not be affected.

Issue of Speech Therapy

49. A participant suggested that the number of speech therapy centres be increased and that training on speech skills be offered to interested

individuals especially parents who could assist in providing the therapy to their children in early years.

50. Dr. Toh also held a similar opinion in regard to the number of speech therapy centres and expressed his concern on the low number of speech therapist in Malaysia. He stressed that Malaysia is in need of more speech therapists and hope that this would be prioritized by the relevant authorities.

Training for Private Institutions Teachers

51. A participant suggested that training programmes on special education which are provided for teachers in government schools are extended to teachers in private institutions and vice versa.

Children in Rural Area

52. Accessibility to special education programmes in schools for rural children with learning disabilities is limited, if at all. A participant from the State Education Department suggested that, at the very least, a special education teacher should be stationed in rural schools to assist the children with learning disabilities.

ANNEXURE 1

**Paper presented by Ms. Teoh Hooi Ting,
Secretary, United Voice**

Lifelong Learning or Mainstream Education?



Teoh Hooi Ting
Secretary of United Voice

*Forum on Right of Education for Children with
Learning Disabilities
22 April 2013 – Kuala Lumpur*

- I have cerebral palsy since I was 2 years old.
- Sometimes I am afraid to cross the road alone. I am afraid that I might not see the cars clearly.
- I also have problem taking public buses because I can't see the number of the buses clearly unless I am very close to the bus.
- I have difficulties using the computer – I can only see clearly if the words are enlarged.
- My hands & legs have problems too. I have difficulties doing handicraft or carry things.
- It is difficult for me to buy shoes because my left leg is smaller than the right leg.

About myself...



My experience in school

- When I was in the primary & secondary school I studied in mainstream classes.
- My teacher never understood my learning needs
- I always been punished for making mistakes in my homework
- I could not catch up and I felt very sad. But, I tried my best to study hard to meet parent's expectation for good results. I felt the pressure and inferior.



My experience in school

- I had problem with communication so I didn't know how to mixed with my classmates. I had very few friends.
- I sat for SPM but I didn't do well. I only got a pass.



Right to Education???

Article 24

Convention on the Rights of
Persons with Disabilities



Issues and challenges in school

- Even though I was not excluded from the mainstream education, I did not received the support for effective learning
- There was no reasonable accommodation for me in school





We have the right to have
a better quality of life

We have the right to proper
education in school

Not living in crowded
institution like this!!



After school life

- I worked for three years after Form 5.
- I have worked as a QC staff, Production operator and admin assistant in 7 different companies during the three years.
- I found all the jobs myself.
- I only used very little knowledge and skills I learned in school.
- I changed so many jobs because the jobs were not suitable for me.



- Due to cerebral palsy, I have problems with my eye sight as well as my hands and legs movement.
- I am a bit slow in learning. These are some problems that caused my poor performance at work.
- I dare not tell my bosses and colleagues about my problems because I was worried I won't be employed.
- When the pressure was too much for me, I resigned.



Vocational Training

- I realised there is something wrong with me when I encountered all those problems at work.
- My parents denied that I have disabilities but I knew I have.
- I went to Rumah Kesayangan in my hometown, Bukit Mertajam
- Rumah Kesayangan is a NGO for persons with learning disabilities and they took me in to attend vocational training for 8 months.

- I went to PLPP (Pusat Latihan Perindustrian dan Pemulihan), Bangi after I received offer letter from JKM, the Welfare Department.
- I studied IT Course at PLPP from Dec 2002- Dec 2003. I learn computer basic software & hardware, example windows explorer, operating systems, Internet and others.



- I also learned to use the fax & postal facilities, customer services, for example how to book transportation ticket, hotel and others.
- I also learn how to make appointments with clients, how to handle clients complaint and others.
- Computer software & hardware is the most interesting lessons for me.



Current Job

- After training at PLPP, a staff of Beautiful Gate found a job for me at Spraying Systems (M) Sdn Bhd.
- I have been working at Spraying Systems for more than 4 years.



My Job at Spraying Systems include...

Punching label tags and labeling sample products



Preparing Bank-in slips



Preparing items to deliver to clients



Organising catalogues



Arranging courier services



Scanning and Photo-stating



Filing documents



Labeling files



Keying in data



- I feel comfortable and relax working here because my boss and colleagues understand me and treat me very well.
- They teach me patiently.
- They don't scold me if I made mistakes. They just tell me my mistakes.
- My boss is friendly to me.
- I feel very lucky to work here.
- I have learned a lot and now I can handle what I need to do.



- Besides my monthly salary, I get allowance, SOCSO, EPF and 2 months bonus.
- Every year I get increment in salary and have opportunity to join my company's family trip by flight. It was a great experience for me.
- But, I am not given insurance because of my health condition.



My lifelong learning at United Voice

Sense of Security...

- I joined United Voice since August 2004.
- I like the supporting friends of UV. They respect us and treat us as friends.
- I have sense of security at UV. I feel accepted by the staff and UV members and parents of UV members.

Advocacy through UV...

- I also have opportunity to know other organisation or societies through UV programmes and activities.
- We learn to voice our opinions on behalf of persons with learning disabilities.

UV is my second home...

- We have overnight stays at UV once a month. We have lots of fun together – we go outing to KLCC, MegaMall and One Utama.
- We also go mamak to have teh tarik with other members and supporting friends.
- UV has given me the opportunity to be more independent.

Learning to be a leader...

- Besides I also attend a lot of seminar, conferences & meetings.
- I give presentations at events. I learned to speak at public meetings.
- I learn to be leader.
- I learn to work as a team with UV committee. I learn to mix with other people. We learn to make decisions as a team.



UV helps me to improve myself...

- I also learn to improve my computer skills through computer classes offered at UV.
- At UV we learn to care for people. Sometimes we visit the old folks home & other homes for people with disabilities.

Opportunity for learning



Hooi Ting giving a speech at a school

Sharing with others
what we think
and how we feel



Recommendations from
United Voice in promotion and
protection of the right to
education for children with
learning disabilities

Lifelong learning or
Mainstream Education?

Inclusion

- We are very glad that the Special Education Division has started inclusive education programme for students with learning disabilities.
- We hope all schools will be able to offer inclusive education so that students with learning disabilities can have a choice to study in inclusive education if they wish to.
- Inclusive education should not stop at secondary education.
- We propose that tertiary education should provide inclusive courses for students with learning disabilities who are able to follow with simplified instructions, reasonable accommodation and support.

Article 24 CRPD to be realised

- PWLD to have full development of human potential and sense of dignity and self-worth
- PWLD can have full access to all primary and secondary schools, with appropriate and reasonable accommodation and support
- PWLD to be understood for effective individualized support on lifelong learning

We propose Self-Advocacy to be included in school curriculum. It is Important to teach Self-Advocacy in School because people with learning disabilities need to develop

1. Self-Awareness
 2. Self-Confident
 3. Self-Determination
 4. Self-Esteem
 5. Knowledge of rights
 6. Ability to integrate in the community
- Towards life-long learning and meaningful life

UV conducts Self-Advocacy Training in a Secondary School



United Voice conducts Awareness Program for students in the mainstream schools.



- School is where we learn the skills to prepare us for our responsibilities as adults
- Even though I did not have a good learning experience, but I hope we are brave to take the next step forward to make inclusion possible for our next generation
- Rights as a person is recognized + Equal opportunity = Inclusive school → Inclusive community

Lifelong learning ~~or~~ ⁱⁿ
Mainstream Education



Thank You !

ANNEXURE 2

**Paper presented by Ms. Lok Yim Pheng,
Secretary General, National Union of the
Teaching Profession Malaysia.**



ISU-ISU DAN CABARAN DALAM PENDIDIKAN KHAS

Oleh : Lok Yim Pheng
Setiausaha Agung
Kesatuan Perkhidmatan Perguruan Kebangsaan

Pengenalan

- Berdasarkan Akta Pendidikan 1996 di bawah Peraturan-peraturan Pendidikan Khas (1997), program pendidikan khas bererti suatu program yang disediakan di sekolah khas bagi murid-murid yang mempunyai kecacatan penglihatan ataupun kecacatan pendengaran.

/sambungan

- Semua pelajar berkeperluan khas yang boleh dididik dan mampu menguruskan diri sendiri tanpa bergantung kepada bantuan orang lain boleh diterima bersekolah

Pengenalan

- Selain itu, program pendidikan khas juga diertikan sebagai suatu program percantuman di sekolah biasa bagi murid-murid yang mempunyai kecacatan penglihatan ataupun kecacatan pendengaran atau mempunyai masalah pembelajaran dan program pendidikan inklusif bagi murid-murid dengan keperluan khas yang dapat menghadiri di dalam kelas biasa bersama-sama dengan murid-murid biasa.

TABURAN SEKOLAH PENDIDIKAN KHAS

Negeri	SKPK Masalah Pendengaran	SKPK Masalah Penglihatan	SMPE Masalah Pendengaran	SMPE Masalah Penglihatan	SMPE Vokasional
Johor	3	5	—	—	1
Kedah	—	—	—	—	—
Kelantan	3	5	—	—	—
Malaka	1	—	—	—	—
Negeri Sembilan	—	—	—	—	—
Pahang	1	—	—	—	—
Perak	3	—	—	—	—
Perlis	—	—	—	—	—
Pulau Pinang	1	—	1	1	—
Selangor	—	—	1	—	1
Terengganu	—	—	—	—	—
Wilayah Persekutuan	1	1	1	1	—
Sabah	—	1	—	—	—
Sarawak	1	—	—	—	—
Jumlah	20	14	3	2	2

Isu/cabaran

Prasarana sekolah

- Tidak semua negeri mempunyai Sekolah Pendidikan Khas
- Bilangan kelas tidak mencukupi menyebabkan 2 kelas terpaksa digabungkan
- Pengagihan Buku KSSR masih belum mencukupi. Terdapat kanak-kanak yang masih belum terima buku KSSR

Isu/cabaran

Pelajar

- Pelajar perlu berusaha mencapai keputusan cemerlang
- Proses penempatan pelajar di Sekolah Pendidikan Khas mengambil masa 3 bulan dan ini membuatkan ibu bapa pelajar pendidikan khas mudah putus asa

Isu/cabaran

Pelajar

- Kanak-kanak dengan masalah penglihatan (buta) masih belum menerima buku cetakan edisi tulisan Braille
- Pelajar Pendidikan Khas sukar memahami sukatan KSSR

Isu/cabaran

Pelajar

- Pelajar dari kelas yang sama adalah terdiri daripada umur yang berbeza kerana berdasarkan IQ

Isu/cabaran

Pelajar

- Menguruskan kelas dengan pelbagai ragam pelajar yang hiper- aktif amat mencabar kesabaran guru
- Pelajar Pendidikan Khas sukar memahami sukatan KSSR

Isu/cabaran

Pelajar

- Masalah ponteng adalah sukar dan di luar kawalan kerana ibubapa/penjaga tidak hantar pelajar ke sekolah atau pelajar perlu menjalani rawatan fisioterapi di hospital

Isu/cabaran

Guru

- Terpaksa menjalankan tugas Pendidikan Khas dan Aliran Perdana
- Kekurangan guru opsyen Bahasa Inggeris dan JQAF. Tidak semua Sekolah Pendidikan Khas mempunyai subjek JQAF

isu/cabaran

Guru

- Terdapat guru biasa ditempatkan di Sekolah Pendidikan Khas, guru opsyen : buta tetapi mengajar 'Learning Disability'

Isu.cabaran

Guru

- Terpaksa menguasai semua kemahiran (bahasa isyarat) dengan inisiatif diri sendiri (berdasarkan teori)
- Ketiadaan Program Pembangunan Profesionalisme (CPD) bagi guru Pendidikan Khas

Isu/cabaran

Guru

- Tidak diberi pendedahan di luar bidang Pendidikan Khas
- Perlu peka terhadap bahasa tubuh (*body language*) pelajar

Isu/cabaran

Guru

- Perlu guna pendekatan psikologi untuk memujuk pelajar dalam pendidikan harian
- Jika pendekatan guru secara agresif, pelajar akan menimbulkan masalah lain seperti lari dari sekolah atau menyorok dalam kawasan sekolah

Isu/cabaran

Guru

- Perlu mempunyai sifat sabar yang tinggi bagi menghadapi karenah murid-murid yang mempunyai pelbagai karenah dan perangai tersendiri seperti tidak sabar, memberontak, cepat menangis dan mengamuk.

Isu/cabaran

Guru

- Pelajar yang sukar dikawal ditempatkan di ruang berasingan bagi menenangkan diri pelajar
- Guru-guru baru diberi kelas-kelas yang boleh dikawal
- Guru-guru baru agak berkira jika dibandingkan guru senior

Isu/cabaran

Ibu bapa

- Harapan (*expectation*) ibu bapa yang tinggi terhadap pelajar/Sekolah Pendidikan Khas sukar dicapai
- Hak Ibu bapa untuk bersuara
- Program Sarana Ibu Bapa menunjukkan tanda-tanda positif penglibatan ibu bapa dalam perkembangan pendidikan pelajar

penambahbaikan

- Kursus Peningkatan Pembangunan Profesionalisme untuk Guru Pendidikan Khas perlu diwujudkan bagi guru Pendidikan Khas bagi memastikan kemahiran dan pengetahuan guru adalah terkini

Penambahbaikan

- Bilangan Sekolah Pendidikan Khas dan Guru Pendidikan Khas ditambah bagi memberi lebih akses kepada semua pelajar Pendidikan Khas untuk mendapatkan hak pendidikan

penambahbaikan

- Bilangan guru opsyen Bahasa Inggeris dan JQAF ditambah
- Lebih banyak Sekolah Pendidikan Khas dibina di setiap daerah dalam negeri di Malaysia

penambahbaikan

- Sediakan guru ganti bagi guru yang bercuti
- Guru diberi peluang melanjutkan pelajaran dengan biasiswa

HARAPAN

- Penghargaan kepada para guru Pendidikan Khas
- Pencapaian akademik pelajar pendidikan khas setaraf pelajar normal
- Pelajar Pendidikan Khas menguasai kemahiran asas dan mampu berdikari

HARAPAN

- Kurangkan beban tugas guru
- Tugas mengawas peperiksaan awam dibuat secara bergilir-gilir antara guru-guru Sekolah Pendidikan Khas

“No Child Left Behind”



Terima Kasih



ANNEXURE 3

**Paper presented by Dr. Hasnah Toran, Senior
Lecturer, Universiti Kebangsaan Malaysia**

Learning Disabilities: An Introduction

Dr Hasnah Toran
Fakulti Pendidikan, Universiti Kebangsaan Malaysia
Presented at Forum mengenai Hak Kanak-kanak Bermasalah
Pembelajaran kepada Pendidikan
22 April 2013
Suruhanjaya Hak Asasi Manusia Malaysia, Kuala Lumpur

Definition of LD according to IDEA

- a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.
- **Disorders included.** Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- **Disorders not included.** Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Definition of Learning Disability .

USA	United Kingdom	Malaysia
perceptual disabilities,	= mental retardation or intellectual disability	
brain injury,		
minimal brain dysfunction,		
dyslexia,		
developmental aphasia.		

Definition of Intellectual Disability

- ...means significantly subaverage general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.
- Also known as mental retardation

Intellectual Disability

- IQ below 70
- Onset before the age of 18
- Inability to carry out daily activities independently

IDEA's classification of disabilities

- autism;
- deaf-blindness;
- deafness;
- emotional disturbance;
- hearing impairment;
- intellectual disability;
- multiple disabilities;
- orthopedic impairment;
- other health impairment;
- specific learning disability;
- speech or language impairment;
- traumatic brain injury; or
- visual impairment (including blindness).

Classification of disabilities in Malaysia

- According to the Welfare Department:
- 7 categories:
 - hearing impairments
 - vision impairments
 - physical impairments
 - learning disabilities
 - speech impairments
 - mental disabilities
 - multiple disabilities

Masalah Pembelajaran

- Seseorang yang menghadapi masalah kecerdasan otal yang tidak selaras dengan usia biologikalnya. Mereka yang tergolong dalam kategori ini ialah lembam, *down syndrome*, kurang upaya intelektual, *autisme*, *Attention Deficit Hyperactive Disorder (ADHD)*, masalah pembelajaran spesifik (*dyslexia*, *dyscalculia*, *dygraphia*) dan lewat perkembangan global (*global development delay*).

http://www.spa.gov.my/Portal/Kategori_OKU

Kurang Upaya Mental

- Seseorang yang menghadapi penyakit mental yang teruk yang telah menjalani rawatan atau telah diberi diagnosis selama sekurang-kurangnya 2 tahun oleh Pakar Psikiatri. Akibat daripada penyakit yang dialami, mereka masih tidak berupaya untuk berfungsi sama ada sebahagian atau sepenuhnya dalam hal berkaitan dirinya atau perhubungan dalam masyarakat walaupun setelah menjalani rawatan psikiatri. Antara jenis-jenis penyakit mental tersebut adalah *Skizofrenia*, *Mood Disorder* dan *Organic Mental Disorder* yang serius dan kronik.

Definisi masalah pembelajaran

- Kecelaruhan dalam satu atau lebih proses psikologi asas yang melibatkan kafaahaman atau penggunaan bahasa, lisan atau bertulis, yang mungkin menimbulkan kekurang mampuan untuk mendengar, berfikir, bertutur, membaca, menulis atau mengira.

Latar belakang *Model Discrepancy*

- 1977, *Specific Learning Disability* dimasukkan buat kali pertama sebagai suatu kategori kekurang upayaan dalam Pendidikan Khas.
- Garis panduan dari *U.S. Office of Education* bahawa : *discrepancy* antara IQ dan pencapaian digunakan sebagai kriteria utama untuk menentukan diagnosis SLD

Discrepancy Model

- Masalah pembelajaran dikenal pasti melalui kombinasi
- Ujian kecerdasan (IQ test), ujian pencapaian akademik, pencapaian di dalam kelas dan interaksi sosial dan aptitude.
- Other areas of assessment may include perception, cognition, memory, attention, and language abilities. The resulting information is used to determine whether a child's academic performance is commensurate with his or her cognitive ability. If a child's cognitive ability is much higher than his or her academic performance, the student is often diagnosed with a learning disability. The DSM-IV and many school systems and government programs diagnose learning disabilities in this way (DSM-IV uses the term "disorder" rather than "disability".)

Disadvantages of the Discrepancy Model

- 1) Because each state is responsible for setting its own final regulations, large variability in defining this discrepancy resulted
- 2) a “wait to fail” attitude: students with SLD often go unidentified until the upper grades and are left struggling academically until the discrepancy becomes significant enough to warrant eligibility
- 3) Low academic achievers who do not have a discrepancy with IQ (i.e. their IQ scores are also low) appear to benefit from treatment just as much as low academic achievers who do have a discrepancy with IQ (i.e. their IQ scores are higher).

continued..

- 4) the use of the discrepancy model alone provides limited information (i.e., difference between two scores) that does not explicitly assist educators to develop plans for remediation
- 5) the number of students identified for SLD services has increased 200% since 1977, creating concern in the field about misdiagnoses, such as false positives (including overidentification of those with high IQs and average achievement), and false negatives (including underidentification of those with lower IQs and below-average achievement)

Response to Intervention (RtI)

RtI can be defined as student centered assessment models that use problem-solving and research-based methods to identify and address learning difficulties in children

Objective of Rtl

To provide systematic interventions based on the scientific literature that can be evaluated to determine intervention efficacy.

The use of Rtl

- not only can Rtl be used by a school as a means to identify students with SLD, but once a model is in place, Rtl can also be used to predict at-risk students and to intervene with all students who have academic and behavioral difficulties

Background of Rtl

- The 2004 reauthorization of the Individuals with Disabilities Education Improvement Act made, for the first time, the use of response to intervention (Rtl) acceptable as an alternative means of identifying students with specific learning disabilities (SLD).

Basic components of Rtl

- include high-quality classroom instruction, universal
- screening, continuous progress monitoring,
- Researchbased interventions
- fidelity of instructional interventions

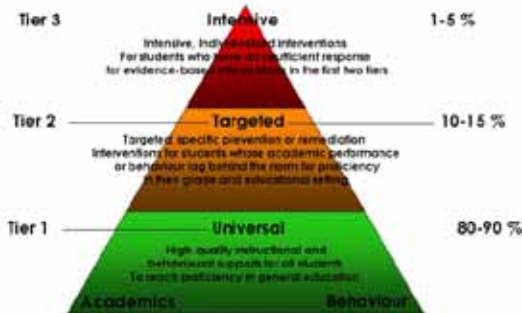
(Bradley et al., 2005; NRCLD, 2007b)

Elements of Rtl

- (a) application of scientifically based interventions of increasing intensity specifically targeted to the needs of individual students;
- (b) continuous monitoring to ensure that student progress is well documented
- (c) the presentation of good opportunities for students to respond to instruction
- (d) required monitoring of the integrity of the interventions, referred to as *instructional fidelity*

Response to Intervention

<http://www.summit3d.ca/via/images/stories/picture1.gif>



ANNEXURE 4

**Paper presented by Dato' Dr. Amar Singh,
Chief Paediatrician, Hospital Raja Permaisuri
Bainun, Ipoh Perak.**

**(A similar paper was presented by Dr. Toh
Teck Hock, Paediatrician, Department of
Paediatrics, Sibu Hospital.)**



Screening & Diagnosing Learning Disabilities

1

Screening & Diagnosing Learning Disabilities

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Introduction

Developmental, behaviour and psychosocial screening to identify early developmental impairment, cerebral palsy, mental disability, hearing impairment, vision impairment, Autism, ADHD, mental health problems, and other problems have become more important in recent years. It is important to detect these early as data strongly supports that early detection and intervention offers better long term outcomes. It also allows for better family well-being. Unlike screening for "organic" diseases, with a specific blood test, developmental screening is challenging. Data suggests that between 12-17% of all children have developmental problems and that the rate detected increases with age and time¹.

Some Definitions

Developmental surveillance
"A flexible, continuous process whereby knowledgeable professionals perform skilled observations of children during the provision of health care. The components of developmental surveillance include eliciting and attending to parental concerns, obtaining a relevant developmental history, making accurate and informative observations of children, and sharing opinions and concerns with other relevant professionals." (Dworkin 1999)¹.
Developmental "surveillance, the process of recognizing children who may be at risk of developmental delay"². Health care professionals often use age appropriate developmental checklists to record milestones during child care visits as part of developmental surveillance.

Developmental screening
Screening is a "brief assessment procedure designed to identify children who should receive more intensive diagnosis or assessment" (Marsels et al 1998)³. Developmental screening is aimed at identifying children who may need more comprehensive evaluation. It communicates the pediatrician's interest in the child's development, not just his or her physical health. (Kaminer et al 1982)⁴. Developmental "screening, the use of standardized tools to identify and refer at recognized risk, it targets the areas of concern whenever a problem is identified during developmental surveillance"⁵. The purpose for screening is to identify any developmental problems early and provide information to monitor closely. It must be recognized that a positive screening result does not imply that a child has a disability but that a detailed assessment (an evaluation) is required by a trained individual.

Developmental delay "the condition in which a child is not developing and/or achieving skills according to the expected time frame". "Delayed development," "disordered development," and "developmental abnormality" are used synonymously.⁶

Developmental disorder/disability "a childhood mental or physical impairment or combination of mental and physical impairments that result in substantial functional limitations in major life activities".⁷

Learning disabilities (LDs) LDs are actually a group of disorders, not a single disorder. There is much confusion as to how to classify them. For the purposes of this paper I have chosen to classify them as children that have barriers to learning but do not have severe disabilities (examples of severe disability: Cerebral palsy, severe Autism, Down Syndrome, Moderate-severe intellectual disability, deafness, etc). Hence these are children that have milder disabilities or problems (examples of milder disability: ADHD, High function Autism, specific learning disorders e.g. Dyslexia, Dyscalculia, mild intellectual disability, etc). They are often identified at pre-school or school entry. They have a gap between their level of expected achievement and their performance.

Developmental surveillance
process of recognizing children who may be at risk of developmental delays

Developmental screening
use of standardized tools to identify and refer at recognized risk

Evaluation
identifying specific developmental disorders that are affecting a child

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Screening & Diagnosing Learning Disabilities

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Size of Problem

The table shows the frequency of various childhood disabilities with a special focus on developmental disabilities presenting in the pre-school period. The rates varies according to the data source, definition used, community surveyed. Of these disabilities, the rate of Autism is growing.

Table: Frequency of various childhood disabilities detected in the pre-school age groups^{14,15,17,20,28}

Type of Disability	Rate
Intellectual learning disability	
Intellectual handicap (Mental retardation – includes Mild, Moderate, Severe, Profound)	10-30 per 1000
Attention Deficit Hyperactivity Disorder	School Using 50-100 per 1000 US estimates 20-50 per 1000 UK estimates
Reactive Developmental Disorders (Autism, ASD, Asperger)	10 per 1000
Learning Disability (sp. Dyslexia)	30-100 per 1000
Physical disability	
Cerebral palsy	3-4 per 1000
Sensory disability	
Hearing Impairment	1-2 per 1000
Vision Impairment	1-2 per 1000
Muscle disorders (spina, amyotrophy, reflexive spina)	20-50 per 1000
Overall Rates of Disability/behavioural Problems	12-17% of all children

Value of Routine Child Health Surveillance by Health Professionals

An important question to ask is whether developmental delay & disability in childhood is missed by health professional. Parents often have concerns and, at times, these are not adequately addressed by health professionals or may be falsely reassured. Of course there are also parents who may not recognise that their child has developmental problem, and some who may not attend routine health surveillance.

One recent survey by the American Academy of Pediatrics showed that "nearly all paediatricians (96%) who provide health supervision, to children birth through 35 months of age, assess for developmental risk. Paediatricians estimate an average of 9% of their patients have been identified with a possible developmental problem. Most paediatricians (79%) use more than one method to identify children birth through 35 months of age at risk for developmental delay or problems. 7 out of 10 paediatricians always identify potential problems via clinical assessment without the use of a screening instrument or checklist."²⁹ The American Academy of Pediatrics has recently extensively revised its 2001 policy³⁰ on the area and clearly stated "the recommendation that developmental surveillance... be incorporated at every well-child visit. Any concerns raised during surveillance should be promptly addressed. In addition, standardized developmental screening tests should be administered regularly at the 9, 18, and 30-month visits."³¹

A recent retrospective review in the UK showed that routine child health surveillance contribute to the early detection of children with pervasive developmental disorders. In 63.2% of cases concerns (mainly speech & language) had been documented by 2 years and 84% by 3 years.¹ Routine child health surveillance remains an integral part of the child health programme in the UK & Northern Ireland. "There should be an ongoing surveillance of the general health and development of the child. Health professionals should listen to parents and take on board any concerns they may have, responding as appropriate."³²

The National Health and Medical Research Council (NH&MRC) in Australia³³ recently published an extensive review on the issue and supported that "Given the complex and inter-related nature of child health and development, there is a good case for a system of prevention and early detection that encompasses and goes beyond screening and surveillance for improving child health outcomes. For many early childhood risk factors it may not be possible to have simple screening tests or well defined surveillance..." While recognising surveillance is important they suggest that "Ideally, there should be an integrated system that incorporates prevention, screening, surveillance and early detection with effective interventions to improve outcomes"

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Screening & Diagnosing Learning Disabilities

3

The Centers for Disease Control and Prevention (Child Development & Developmental Screening) suggest that less than 50% of children with developmental delay or problems are not being identified early (before starting school) in the US.¹⁰

In summary routine surveillance is important as it offers parents an opportunity to discuss concerns with a professional. It however will not pick up every child with a problem and there are some concerns with the ability of professionals to take the next step once a problem is identified.

Screening Tests Available & Do They Work

There has been no attempt in this paper to discuss the ideal criteria for a screening test or discuss the justification for screening in a particular condition (see Wilson & Jungner). Developmental screening does not result in a diagnosis but identifies a child who has development problem when compared with her/his peers. Standardised screening instruments recommended for use must have validity, reliability, and accuracy (good sensitivity & specificity). A summary of some screening tools currently used are in the table below. This is not an exhaustive list – last good review on this issue are AAP policy document see Pediatrics 2005 115: 405-420 and a write up by Rytz et al in J Child Neurol 2005;20:4-21.

Table: Selected Developmental Screening Tools for Comparison¹¹

Screening Test	Description	Age Range	Administer Test Time	Sensitivity %	Specificity %	Comments
Parents Complete Questionnaires						
Parents' Evaluation of Developmental Status (PEDS)	Parent interview form designed to screen for developmental & behavior problems	0-4 yrs	3-10 min	76-78	75-80	Useful as a surveillance test. Payment based. Available in Malay & Chinese.
Agon & Stages Questionnaire (ASQ)	Parent completed questionnaire screening communication, gross motor, fine motor, problem-solving, and personal adaptive skills	0-60 months	10-15 min	75-80	75-80	Payment based.
Child Development Inventory (CDI)	Parent completed questionnaire. Measures social, self-help, motor, language & general development skills	18 months to 4 yrs	30-50 min	85-100	94-98	Suitable for more in-depth evaluation.
Modified Checklist for Autism in Toddlers (M-CHAT)	Parent completed questionnaire designed to identify children at risk of autism	18-48 months	5-10 min	85-87	93-98	Validated locally. In current MOH Child Health Record. Available in Chinese & Malay.
Screening by health professionals						
Denver-II Developmental Screening Test	Designed to screen expression & receptive language, gross motor, fine motor, & personal social skills	0-4 yrs	10-20 min	98-93	45-80	Widely used locally. Built into MOH Child Health Record – modified version.
Brigance Screen-II	3 forms screening articulation, expressive & receptive language, gross & fine motor, general knowledge & personal social skills & gross motor skills	0-60 months	10-15 min	75-80	75-80	Payment based.
Bayley Infant Neurodevelopmental Screen (BINS)	Screens basic neurological, expressive functions (oral, fine & gross motor skills), & cognitive processes	3-24 months	10 min	75-80	75-80	

*Sensitivity is the accuracy of the test in identifying delayed development. Specificity is the accuracy of the test in identifying individuals who are not delayed. Sensitivity and specificity were categorized as follows: low 50 or below, moderate 70 to 80, high 90 or above.¹

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Screening & Diagnosing Learning Disabilities

4

Programmes in place in industrialised countries

Programmes to detect developmental concerns in children vary in industrialised countries. The current recommendation appears to be routine surveillance with routine standardised developmental and behavioural screenings at periodic intervals in a child's life. The table below summarises the issue and compares it with the revised Ministry of Health child health programme in Malaysia

Table: Summary Comparison of Pre-school Visits/Services in Selected Countries - Focus on Developmental Surveillance & Screening^{12,13}

Age of Child	United Kingdom Health Check Guidelines	Australian Health Check Guidelines	USA	Hong Kong ¹⁴	Revised Malaysia
Newborns	Universal newborn hearing screening (N) and 7 day old newborns' reflex test at 6-8 min			1 month Universal hearing screening (UAE)	Targeted (high-risk) hearing screening
4 weeks	Parental concerns	Parental concerns			
2 months	Parental concerns				
3 months	Parental concerns			Development assessment	Child development checklist (Parent concerns & not parents)
4.5 months	Parental concerns				Child development checklist (Parent concerns & not parents)
6.5 months	Distraction hearing test (to be phased out) Respond to parents concerns	6.5 months Development assessment Discuss behavior, vision/hearing concerns, social interaction	6 months Parental concerns General develop screening test – focus on motor skills, visual & hearing abilities, early communication	6 months Development assessment Distraction hearing test	
12-15 months	Rare opportunity to discuss injury prevention	12 months 1st MMR	18 months Parental concerns General develop screening test & Autism-specific test	18 months Autism screen (A-CHAT)	12 months Child development checklist (Parent concerns & not parents) 18 months: Autism screen (A-CHAT)
2 years	Discuss concerns about behaviour growth and development	18 months Develop assessment Discuss behavior, discipline, learning & behavior, vision, hearing concerns		1-3 years Language test and	
3.4 years	Discuss parents concerns	24 to 30 months Check eyes, gait, discuss development, behaviour, speech, hearing & vision	30 months Parental concerns Develop screening test to identify motor, language, & cognitive abilities	3 years STICAR Letters Speech discrimination test	36 months: Autism screen (A-CHAT)
4.0 years	Pre-school vision check (if refracted is likely to be phased in)	School entry (school nurse or health clinic) Development assessment Discuss behavior			Child development checklist (Parent concerns & not parents)
5 years	School entry (school nurse) "Targeted" hearing test Vision test (likely to be phased out as pre-school vision check by refracted is phased in)				
6.7 years					Vision early screening Optician screening (SD) LHAU screening

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A recent comment by the Joint Working Party on Child Health Surveillance UK & UK NHS on health check status '8 month, 2 year, and 3-4 year developmental and health reviews are no longer recommended as a routine part of the core programme for all children. It is thought that primary health-care teams will take a flexible approach and offer health reviews and health promotion advice for children and families most in need, or most 'at risk'. Also, to respond to parents who have concerns about their child's development.' remember, there are no screening tests for many speech, language, developmental, and congenital disorders. If a parent suspects a problem with their child, they are often right. Take their views and concerns seriously. If in doubt, refer. It is hence in the UK no formal universal screening is recommended at 8-month, 2-year, and 3-4 years.

This is very different from the American Academy of Pediatrics policy which recommends standardised developmental screening tests at the 9, 18, and 30 month visits.¹⁰

Of importance is evidence that suggest that more visits for health surveillance do not improve pick-up of problems and that there are no good screening test for many speech, language, developmental problems. Often a discussion on the concerns of parents is most useful. **Guidelines by parental concerns is the single most important and useful mechanism to identify a child with learning disability.**

The Australian NH&MRC evidence based review on screening tests, suggest that there are few test that are reliable for developmental problems.

Table: Summary of Child Health Screening and Surveillance: A Critical Review of the Evidence NH&MRC¹⁰

Screening Test	Recommendation
Universal newborn Hearing Screening	Fair evidence to recommend universal neonatal hearing screening Good evidence for high risk screening
Distraction hearing testing	Good evidence to recommend against distraction testing
Conductive hearing loss	Good evidence to recommend against screening
Vision	Fair evidence to recommend against screening for risk factors for amblyopia Insufficient evidence to make a recommendation for or against preschool visual acuity screening Fair evidence to recommend against colour vision screening
Developmental screening	Insufficient evidence to make a recommendation for or against developmental screening
Language delay	Insufficient evidence to make a recommendation for or against screening

What ever the screening test used it is important to continue with periodic surveillance. Children found to have problems by a screening test require formal evaluation and, if confirmed to have a problem, a referral for therapy.

Barriers to Using Screening Tests & Current Problems with Detection

*The barrier to screening for developmental delay or problems most frequently named by pediatricians is the lack of time in their current practice (82%). Nearly half of pediatricians say lack of medical office staff to perform screenings is a barrier (48%).¹¹

Beside the duration of the tests, other reasons for limited use of screening tests include unfamiliarity, difficulty with their administration, obtaining cooperation of children in a short time, lack of validation in a local setting or language/culture, problems with parental ability to do self-administered tests, problems with the child being assessed by a stranger in an unfamiliar setting, and the cost of purchasing some tests.



The table below summarises the Malaysian Child Health Programme (MCHP Child Health Record)¹²

Age	Child activities	Responsibility
Birth	Immunisation	BCG 1 st Hepatitis B (including 1st Varicella K)
	Health Surveillance	Weight/Height/Head circumference
	Newborn screening	Newborn physical examination G6PD deficiency screening Hypothyroidism screening Targeted hearing impairment screening
	Anticipatory guidance	Breast feeding, NNU Family Planning
	Health Surveillance	Home visits by Health
Day 2, 4, 6 and 10 of life	Anticipatory guidance	Breast feeding
	Immunisation	2 nd dose Hepatitis B
	Health Surveillance	Weight/Length/Head circumference Random physical examination
	Anticipatory guidance	1 st DPT/OPV/ Hib
	Health Surveillance	Weight/Head circumference
3 months	Immunisation	2 nd DPT/OPV/ Hib BCG scar check
	Health Surveillance	Weight/Head circumference
	Screening	Child development checklist
	Anticipatory guidance	Warning, Injury prevention
	Immunisation	3 rd DPT/OPV/ Hib 3 rd Hepatitis B
6 months	Health Surveillance	Weight/Length/Head circumference
	Screening	Child development checklist
	Anticipatory guidance	Warning, Injury prevention Positive parenting skills
	Health Surveillance	Weight/Length/Head circumference
	Screening	Child development checklist
12 months	Immunisation	1 st booster DPT/OPV/ Hib
	Health Surveillance	Weight/Head circumference
	Screening	Child development checklist
	Anticipatory guidance	Positive parenting skills Injury prevention
	Immunisation	2 nd booster DPT/OPV/ Hib
18 months	Health Surveillance	Weight/Head circumference
	Screening	Physical examination Child development checklist Autism screen (M-CHAT)
	Anticipatory guidance	2 nd MMR (proposed)
	Immunisation	Weight/Head circumference
	Health Surveillance	Child development checklist 36 months - Autism screen (M-CHAT)
4 years	Immunisation	3 rd booster DPT/OPV/ Hib
	Health Surveillance	Weight/Head circumference
	Screening	Child development checklist 36 months - Autism screen (M-CHAT)
	Anticipatory guidance	2 nd booster DPT/OPV/ BCG scar check (Current 2nd MMR has)
	Immunisation	Weight/Head circumference
Standard I (6-7 years)	Health Surveillance	Weight/Head circumference
	Screening	Visual acuity screening Ocular screening (HRT) I/M/U screening
	Anticipatory guidance	Nutrition, Healthy lifestyle Injury prevention



Need for Evaluation (Diagnosis)

It is important to remember that screening identifies children at risk of learning disability. They still require a formal assessment and evaluation to reach a firm diagnosis (i.e. confirm the learning disability) and identify the cause of the problem. It is not the scope of this paper to discuss the useful tests available but important to stress that it should be conducted by competent individuals. A number of professionals are capable of doing this including Developmental Paediatricians, Community Paediatricians, Paediatricians with an interest in disability (General Paediatrics & Child Health specialists), Child Psychiatrists and Educational Psychologists. We require many more of these trained individuals if we want to screen all children as it is pointless to screen if we cannot provide support in terms of diagnosis. A note of caution in this area is the growing number of individuals that use unconventional testing methods, examples include urine & hair samples for heavy metals, reading the finger-pulse rates, extensive medical tests (PS for an average child), etc. These require to be monitored and evaluated as to their value, as these are conducted by expensive, paid services.

Value of Early Intervention Programmes

Although it is not the scope of this paper to discuss intervention and therapy it is important to stress that any child identified to have a learning disability requires an Early Intervention Programme (EIP). These have been found effective in supporting children's learning and preparing them for school. Hence because EIP works, we need to screen for these children with learning disability early. At present the bulk of quality EIP services are provided by NGOs. CBPs from Welfare try to offer services but most lack expertise.

Some Words of Caution & Suggestions²⁰

It is important, as we move into an era where screening is used routinely, that we do not label children too quickly as "abnormal" or different as this may unnecessarily damage children and their parents. In addition any developmental screening for disability must involve parents in the assessment and be conducted in an environment familiar to the child. Recent work by the "Zero to 3 Work Group"²¹ suggest a new way forward.

Table: "New Vision" of Assessment as suggested by the Zero to 3 Work Group²¹

Concept	"Traditional" Screening Approach	"New Vision" of Assessment
Object of assessment	Child	Child in relationship with family
Context of testing	Formal "testing environment"	Familiar environment
Methods of assessment	Standardised procedures	Use emerging activities
Personnel	Trained alone	A team including parents
Use	Label or categorize child	Formulate hypothesis about intervention plan
Degree of linkage of testing with intervention	Separate	Fusion of assessment and intervention
Processes and skills assessed	Static assessment, may be limited to cognitive, motor, language	Dynamic portrait and changes over time, includes family goals, social and emotional
Role of cultural variation	May not vary by culture or may categorize children by cultural group	Awareness of cultural differences between assessor and child, differences within groups
View of child	Deficient	How to give the child what he/she needs?

See <http://www.zerothree.com> & <http://www.dipeds.org/>

While we often think in terms of detecting illness or an area of concern, it is important to also remember that health promotion for this age group is of equal importance. In recent years professionals have argued that more energy, resources and focus should be placed on promoting healthy social-emotional development in infants and toddlers, rather than detecting delay. See initiatives by Frank Cleveland Promotive Strategies through Community Child Health, Melbourne, Australia, and others www.reachoutandread.org & www.sunstart.gov.uk.

While we aim to support children with developmental problems let's also take initiatives that to push for prevention or a reduction in the severity of these problems.

SUPPLEMENT 2010

Annex Single HES (Date 01), National Early Childhood Intervention Council
<http://www.necicmatters.org/>



Role of Government Agencies in Learning Disabilities²²

The role of each ministry and agency is provide services to children with learning disabilities, especially education is outlined below:

Ministry of Health (MOH)

The primary role of the Ministry of Health is to screen all children at child health visits as well as at the request of parents and other professionals (referrals). MOH assists Ministry of Education in identifying the child as having special needs. The Ministry of Education would be advised on the appropriate service for the child according to the impairment and level of disability. Ministry of Health provides further advice through its role as a part of interdisciplinary team in special needs programmes. Placement of special needs child in a preschool or at any level of education depends on the certification by a medical personnel before any placement can be made.

Ministry Of Education (MOE)

MOE provides education for special needs from the age of 4 to post secondary education. Trained and qualified teachers as well as other educational resources in the form of audio-visual aids, educational television and books are being provided, along with financial assistance.

Ministry of Women, Family and Community

The Welfare Department plays a role in providing services for the special needs child through Community Based Centre (CBC) services. MWFC provides education for special needs preschoolers who are not being accepted in government preschools or have severe disabilities.

Types of Children with Disability Requiring Support

There are a large proportion of children which have special education needs:

Data and experience show that, if children who reach the primary school going age (6 years) are not school-ready, they enter school with problems and are difficult for schools and teachers to handle. The gap then continues to widen as they grow. Children can be roughly divided into three groups in terms of their education abilities/needs.

1. 70-80% of children usually do not have too much barrier to learning. These are however the children who received most of the educational resources in our country.
2. 3-5% of children have a major disability and are identified early by health professionals, usually at birth or before the age of 5 years (example: Cerebral palsy, severe Autism, Down Syndrome, Moderate-severe intellectual disability, deafness, etc). These include children with multiple or severe disabilities who would need specific special education. Generally there is some provision for them in our education system, although the quality and distribution (access) of the services is questionable.
3. 10-15% of children have more subtle problems. These children have milder disabilities or problems specific learning disorders (example: ADHD, high function Autism, specific learning disorders like Dyslexia, Dyscalculia, mild intellectual disability, etc). They are children with a normal or near normal intelligence with many barriers to education. They are often identified at school entry or a little later. They often present as behaviour problems, poor school performance, school failure, etc. Early and meaningful help and educational support for this group of children is limited.

SUPPLEMENT 2010

Annex Single HES (Date 01), National Early Childhood Intervention Council
<http://www.necicmatters.org/>



Screening & Diagnosing Learning Disabilities

9

Concerns for Children with Learning Disabilities
Limitations & Weakness of Current Services

1. The assessment of children with learning disabilities is poor.

- a. Medical student's training curriculum for learning disabilities is almost non-existent in some universities and extremely limited in most.
- b. Most qualified doctors, whether in MOH or private, are not able to identify correctly children with learning disabilities, often dismissing parental concerns.
- c. Many specialists, including Paediatricians, also lack skills to assess adequately the milder learning disabilities (example: dyslexia, high functioning autism, dyspraxia, etc).
- d. There is a serious lack of Educational Psychologists, Developmental Paediatricians, Community Paediatricians, and other trained professional to aid in the assessment (diagnosis) of these children both in MOH & MCE.
- e. There has been a significant unhealthy rise in commercial base (financially motivated) professionals who run private practices and organisations that charge exorbitant sums for assessment.
- f. There is a vital need to introduce learning disability screening at 4-5 years of age.

2. Registering children with learning disabilities as disabled

- a. The currently process appears to victimise rather than support children with learning disabilities.
- b. If registered as "OKL" they are often stigmatised by law as "uneducable" in main stream education.
- c. Recent literacy MCE KPIs linked to career advancements has resulted in teachers in the main stream education system "unloading" (spitting out of) children with learning disabilities to special education.

3. Education Services

- a. Our current education programme and is failing these children with learning disabilities. MCE services are better for children with severe disabilities in special education classes. MCE has no serious commitment to inclusive education for children with learning disabilities. As well as a reluctance to institute a teacher aid programme to support children in main stream education.
- b. Despite enormous growth in education services for the disabled the MCE has not been able to offer a uniform service with good access national wide (difficult to access in smaller towns in Sarawak, Sabah, and Interior Peninsular).
- c. Special education classes are not suitable for children with learning disabilities. These form the bulk of children with special needs whose needs are not currently met.
- d. The quality of special education teachers varies enormously, even within the same school. Frequent complaints from parents about the lack of a focused education plan, no baseline assessment, no target objectives and no review to see if objectives have been met. There is a need to implement an Individual Education Plan (IEP) for every child.
- e. Some teachers choose the special education field for monetary reasons.
- f. The training syllabus for special education teachers needs a review of its content & style of training (too much lecture based training).
- g. Teachers are unable to deal with these children in the large main stream classes. With the KPI of teachers (key performance index linked to promotion) being full literacy at Standard 3, there has been a large move by teachers all over the country to send these children for a medical assessment and push for them to be registered as OKL. This is inappropriate as we cannot be labelling 15% or more of our children as disabled.
- h. Extremely limited availability of Speech & Language Therapist and Educational Psychologist in MCE schools.
- i. Some of new graduate teachers are not experienced in class room management and have no exposure to disabilities and behavioural management. Need to review teachers' training colleges syllabus.

SARAWAK 2013

Amor Singh HOS (Chair D), National Early Childhood Intervention Council
<http://www.necicmykids.org/>



Screening & Diagnosing Learning Disabilities

10

- j. Due to the failure of MCE, NGOs or private professional services have mushroomed. Some of these private organisations ("home school services") are excellent and compassionate. Others are unhealthy and financially motivated individual/organisation feed into the fear of parents for their child's future and charge exorbitant sums for therapy.
- k. The current education syllabus has been revamped so much so that there are now too many subjects and too difficult for the average children (too packed), hence creating a group of "apparent" learning disability and behavioural problems. The time allocated for physical exercise, art & music, is used for catching up with academic work instead.

Key Strategies for Improvement

The experience from other countries has shown that have also struggled with similar problems. Their approach has been to include all children within main stream education and not segregate them to a disability syllabus. Can we please emulate the model/ideas from these countries which include (see also Recommendation on Inclusive Education):

1. A serious need to review medical school curriculum to include identification & assessment of children with learning disabilities.
2. Revamp the Education Blueprint to have a firm commitment to inclusive education for children with learning disabilities with genuine support in the form of a teacher aid programme.
3. Recruit the best school students to enter the teaching professionals to produce quality teachers.
4. Providing the best teachers for educationally challenged children.
5. Offering better school environments for children with education needs with smaller class in main stream.
6. Not registering children with learning problems as disabled but recognising that they have special needs.

The quality of an education system cannot exceed the quality of its teachers.
We need to advocate for our best teachers and the education system to support our weakest children so that a nation we all move forward without leaving any behind.

Acknowledgements

I want to acknowledge and appreciate the important support provided by Dr Tuh Tuck-Hock, Mr Khair Al-Haz and Dr Wong Woon-Ying in the preparation of this paper.

SARAWAK 2013

Amor Singh HOS (Chair D), National Early Childhood Intervention Council
<http://www.necicmykids.org/>

ANNEXURE 5

Paper Presented by Mr. Adnan bin Abu Bakar, Director, Department of Persons with Disabilities' Development, Department of Social Welfare



PROGRAM PEMULIHAN DALAM KOMUNITI: MEMPERKASA KANAK-KANAK BERMASALAH PEMBELAJARAN

22 APRIL 2013

FORUM MENGENAI HAK KANAK-KANAK MASALAH PEMBELAJARAN KEPADA
PENDIDIKAN

SURUHANJAYA HAK ASASI MANUSIA MALAYSIA

Adnan bin Abu Bakar
Pengerah
Jabatan Pembangunan Orang Kurang Upaya
Jabatan Kebajikan Masyarakat

CONCEPT OF CBR

“ CBR is a strategy within general community development for the rehabilitation, equalization of opportunities and social inclusion of all people with disabilities. CBR is implemented through the combined efforts of people with disabilities themselves, their families, organizations and communities, and the relevant governmental and non-governmental health, education, vocational, social and other services.”

ILO, UNESCO, WHO (1994)

PROGRAM PEMULIHAN DALAM KOMUNITI(PDK)

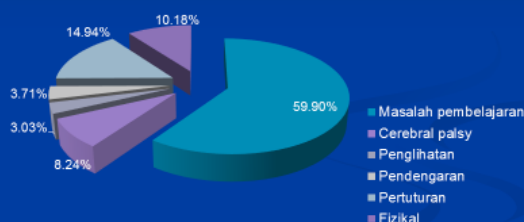
- ❑ Satu kaedah pembangunan komuniti untuk OKU di mana program pencengahan, pemulihan dan pembangunan boleh dilaksanakan dengan penglibatan aktif keluarga dan masyarakat sendiri supaya dapat mengecapi peluang samarata serta diintegrasikan dalam masyarakat.
- ❑ Ditumpukan kepada OKU yang memerlukan pemulihan dan latihan asas dari segi pergerakan, pertuturan, pendidikan khas atau kemahiran dalam aktiviti kehidupan seharian.
- ❑ Dibuka kepada OKU dari semua jenis kecacatan dalam semua peringkat umur. Pendekatan yang diamalkan adalah melalui kerjasama bersepadu pelbagai sektor dalam perancangan dan penyediaan perkhidmatan dan kemudahan yang diperlukan.

- ▣ Ditubuhkan di kawasan yang mempunyai taburan OKU yang ramai
- ▣ Dimulakan oleh komuniti setempat termasuk ibu bapa
- ▣ Pengendalian oleh komuniti setempat melalui Jawatankuasa PDK dan keanggotaan terdiri daripada OKU, ibu bapa/penjaga dan ahli komuniti
- ▣ Program secara kombinasi "center-home based"
- ▣ Masa operasi
 - ▣ 4 jam sehari, 4 hari seminggu di Pusat PDK
 - ▣ 1 hari lawatan ke rumah

TABURAN PDK MENGIKUT NEGERI DAN BILANGAN OKU DI PDK (APRIL 2013)

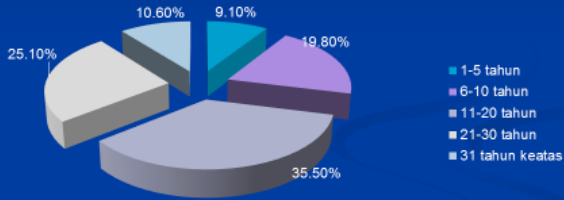
BIL	NEGERI	BIL PDK	Bil OKU (Home-based)	Bil OKU (Centre-based)	Jumlah OKU
1.	Perlis	6	192	115	307
2.	Kedah	35	1248	437	1685
3.	P Pinang	22	1090	287	1377
4.	Perak	38	850	352	1202
5.	Selangor	43	2103	357	2460
6.	WPKL	11	442	30	472
7.	N Sembilan	45	1141	353	1494
8.	Melaka	17	502	279	781
9.	Johor	66	1342	891	2233
10.	Pahang	51	1091	278	1369
11.	Terengganu	45	1213	347	1560
12.	Kelantan	39	1026	346	1372
13.	Sarawak	38	2577	390	2967
14.	Sabah	28	1406	367	1773
15.	Labuan	2	79	7	86
	Jumlah	486	16302	4836	21138

PERATUS OKU MENGIKUT KATEGORI KETUDAKUPAYAAN



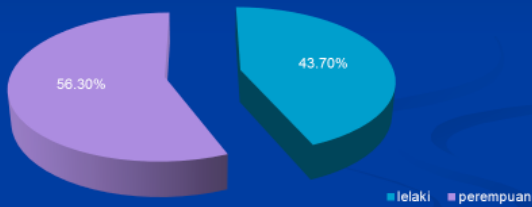
Sumber: Kajian Profil di Pusat Pemulihan dalam Komuniti Program Semai Bakti (2012)

PERATUS OKU MENGIKUT KLUSTER UMUR



Sumber: Kajian Profil di Pusat Pemulihan dalam Komuniti Program Semai Bakti (2012)

PERATUS OKU MENGIKUT JANTINA



Sumber: Kajian Profil di Pusat Pemulihan dalam Komuniti Program Semai Bakti (2012)

PROGRAM DAN AKTIVITI DI PDK

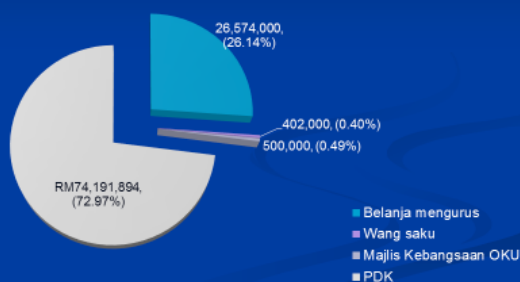
Pelaksanaan program dan aktiviti di PDK adalah berasaskan kepada konsep CBR matrix yang merangkumi elemen berikut:

- ☐ Kesihatan
- ☐ Pendidikan
- ☐ Sara hidup
- ☐ Pemerkasaan
- ☐ Sosial

PROGRAM-PROGRAM DI PDK

- ❑ Pengurusan diri
- ❑ Kemahiran Motor Kasar / Motor Halus
- ❑ Aktiviti pemulihan
- ❑ Perkembangan Bahasa / Komunikasi
- ❑ Perkembangan Sosial dan Beriadah
- ❑ 3M Menulis, Membaca, Mengira,
- ❑ Sukan dan Rekreasi
- ❑ ICT – PDKNet
- ❑ Pra-vokasional
- ❑ Program economic empowerment
- ❑ Advokasi diri

AGIHAN PERUNTUKAN AKTIVITI OKU (JABATAN KEBAJIKAN MASYARAKAT)



SOKONGAN KEWANGAN JKM KEPADA PDK

Bil	Perkara	RM
1.	Saguhati Penyelia PDK	RM1,200.00
2.	Saguhati Petugas PDK	RM800.00
3.	KWSP Penyelia	RM156.00
4.	KWSP Petugas	RM104.00
5.	Elaun Khas OKU (rumah)	RM50.00
6.	Elaun Khas OKU (pusat)	RM150.00
7.	Sewa Premis (maksimum)	RM3,000.00
8.	Utiliti (maksimum)	RM1,000.00
9.	Aktiviti dan program (maksimum)	RM30,000.00 setahun
10.	Peralatan dan kelengkapan	RM50,000.00 sekaligus

KELAYAKAN PENYELIA & PETUGAS PDK

Individu dilantik oleh JK PDK untuk bertugas secara sukarela di bawah Kontrak Untuk Perkhidmatan

Petugas :

- (a) Warganegara :Malaysia
- (b) Kesihatan :Sihat Tubuh Badan
- (c) Jantina :Perempuan / Lelaki
- (d) Umur :Berusia 18 hingga 60 tahun
- (e) Kelulusan :SPM atau setaraf dengannya
- (f) Kriteria tambahan : (i) Berminat dan komited untuk bekerja dengan OKU.
(ii) Penyayang dan mempunyai tahap kesabaran yang tinggi.

Penyelia:

Pengalaman 5 tahun bertugas sebagai Petugas PDK

BIL	NEGERI	BIL PDK	BIL PENYELIA	BIL PETUGAS
1	Perlis	6	6	21
2	Kedah	35	35	181
3	P.Pinang	22	22	217
4	Perak	38	38	123
5	Selangor	43	43	251
6	WPKL	11	11	62
7	N.Sembilan	45	45	236
8	Melaka	17	17	77
9	Johor	66	66	314
10	Pahang	51	51	228
11	Terengganu	45	45	150
12	Kelantan	39	39	130
13	Sarawak	38	38	347
14	Sabah	28	28	140
15	Labuan	2	2	9
KESELURUHAN		486	486	2486

LATIHAN BAGI PENYELIA DAN PETUGAS PDK

(Kolaborasi dengan NGO: MAKPEM, YSiS, MCR dan CBRNetwork, Semai Bakti)

☐Kursus Asas Petugas PDK

☐Latihan melalui Manual / Garis Panduan Latihan Pemulihan OKU dalam Komuniti

- ☐Latihan Intervensi Awal Bagi Kanak-Kanak 0-6 tahun
- ☐Latihan bagi Kanak-Kanak Berumur 7-12 tahun
- ☐Latihan bagi Remaja Berumur 13-17 tahun
- ☐Latihan bagi OKU Dewasa

- ☐ Kursus Penjagaan dan Bimbingan Kanak-Kanak Kurang Upaya
- ☐ Kursus Intervensi Awal Kanak-Kanak Kurang Upaya
- ☐ Kursus Asas Pengurusan kanak-kanak Kurang Upaya
- ☐ Kursus Penjagaan dan Pendidikan Kanak-Kanak Masalah Pembelajaran
- ☐ Kursus Pengenalan dan Penggunaan alat Teknologi Bantuan Pembelajaran Komunikasi Augmentatif dan Alternatif
- ☐ Kursus Dousa Hou
- ☐ Kursus Profesional Care Givers (Bersijil – Open Universiti)

ANNEXURE 6

**Paper presented by Ms. Jenny Tham,
Director of Programmes and Services, Seri
Mengasih Centre**

"Lifelong Learning or Mainstream Education ?"

Jenny Tham
Seri Mengasih Centre

SUHAKAM Forum
Right of Education For Children With Learning Disabilities
23.9.2013

NOTHING
ABOUT US
WITHOUT US

James I. Charlton (2000)

our working adults with disabilities
What do they have to say?



What's their hopes & dreams?

*"We want to be independent,
and have good friends.
We want to look for a job,
and one day have
our own house to stay in."*

ANDREW LEE
former Chairman of Kangaroo Club
a self-advocate &
graduate of Seri Mengasih

What they say should change in mainstream schools

- ▶ The curriculum & teaching contents : must be suitable to prepare OKUs for future employment as that is important
- ▶ Accessible to all of whatever disabilities
- ▶ Provide both integrated & inclusion classes depending on levels and needs
- ▶ Provide support teachers for every class that has OKUs

cont'd What they say should change in mainstream schools

- ▶ All teachers & assistants/support staff must be trained on how to teach OKUs
- ▶ The school must communicate with the home about what the child is learning & what is to come next
- ▶ Teachers must explain to other students about their OKU classmates
- ▶ Accessible & barrier-free buildings

**NEEDS**

who is the focus?

THE INDIVIDUAL

Assessments

Abilities

Challenges

GOALS

lifelong & achievable

A Meaningful Life

(1) SOCIAL INCLUSION

→ accepted

→ included

→ friendships

→ long term relationships

GOALS

lifelong & achievable

A Meaningful Life**(2) EMPLOYMENT**

- productive
- “useful”
- independence

GOALS

lifelong & achievable

A Meaningful Life**(3) ADULT LIVING**

- my own place
- public access

PROVISIONSto match with
individual needs & goals

Early Intervention

Mainstream Education : *Integrated & Inclusive***OR** Special Training Centres

Adult Training & Job Placement

"Lifelong Learning or Mainstream Education ?"

Our people with disabilities need to be
included in mainstream education
but also, learning goes beyond just 11 years of
primary & secondary schooling.

Learning is lifelong
and the education provided in mainstream schools
must take into account future goals
that constitute

A MEANINGFUL LIFE

ANNEXURE 7

**Paper presented by Mr. Hambali Haji Shuib,
Headmaster SK Kolombong, Kota Kinabalu
Sabah.**

ISU & CABARAN

DALAM KALANGAN GURU PENOLONG (PENDIDIKAN KHAS)
SEKOLAH PENDIDIKAN KHAS DAN SEKOLAH PPKI
KEMENTERIAN PELAJARAN MALAYSIA

-Fokus Perbincangan :

- Bilik darjah dan Persekitaran tempat bertugas
- Latihan yang disediakan dan peluang memperluaskan ilmu pengetahuan
- Program yang dirancang bagi memperkembangkan kemahiran berkaitan PKBP
- Kebolehan menangani isu-isu non-akademik
- Bantuan kepada murid, guru dan PPM

1 : PERSEKITARAN TEMPAT KERJA

- o Saiz bilik darjah yang kecil :
Tidak ikut 'standard' sebuah bilik darjah.
Bilik guru yang tidak 'standard'.
- o Kesan :
 - Sukar beri fokus dalam PdP.
 - Kurang selesa mengajar dan belajar.









SAMBUNGAN

- Isu keselamatan :
Kebanyakan bilik darjah hanya ada **satu pintu** untuk pergerakan keluar-masuk.
- Menaiktaraf kemudahan sekolah PPKi:-
 - penghawa dingin (keselesaan murid)
 - tandas (mesra pengguna dan dalam bangunan/kelas)

2 : CABARAN-CABARAN GURU DAN PPM

- PPM lelaki diperlukan berikutan :
 - pengurusan murid mengikut jantina PPM.
 - tenaga lelaki diperlukan bagi menangani dan mengawal tingkah laku luar kawalan murid.
 - membantu guru bagi aktiviti lasak dan aktiviti luar sekolah sebagai pengiring, fasilitator dan sebagainya.

SAMBUNGAN

- Keselamatan guru dan PPM
 - kecederaan serta kemalangan yang boleh menimpa guru dan PPM apabila murid hilang kawalan dan sebagainya.
- Status kelayakan murid masuk ke PKBP
 - Syarat kelayakan penempatan ke sekolah-sekolah PPKi kurang dipatuhi seperti ditetapkan oleh KPM.

3. LATIHAN MEMPERLUASKAN ILMU

- Hampir **kesemua guru** PPKi merupakan opsyen Pend.Khas keluaran IPG dan IPTA.
- Guru-guru bukan opsyen diberikan **kursus khas** mengenai program PPKi selama seminggu.
- Kesemua guru PPKi dimantapkan lagi dengan kursus-kursus dan pendedahan yang berkaitan dari masa ke masa.

SAMBUNGAN

- Jabatan Pelajaran Negeri Sabah
 - **Kurikulum** :
 - Kursus Standard Kandungan Kurikulum Sekolah Rendah (KSSR) Pend. Khas
 - **Kokurikulum** :
 - Klinik Futsal Pend. Khas
 - Klinik Petanque Pend. Khas
 - Pengkhususan Unit Beruniform Pengakap
- UMS dan NGO
 - contoh program :
 - Children Assessment
 - International Conference Special Education
 - Bimbingan dan Kaunseling Pendidikan Khas
- Hospital Mesra Bukit Padang
 - contoh program :
 - Bengkel Pengurusan Anak-anak Bekeperluan Khas

4. PROGRAM-PROGRAM YANG DIRANCANG

Peringkat sekolah

- Titian mesra
: guru melawat ke rumah murid setahun sekali.
- Kem Bestari Solat
: murid belajar cara mengambil wudhu dan melaksanakan solat.
- Minggu peningkatan akademik
: pelbagai aktiviti akademik mengikut matapelajaran.
- Lawatan sambil belajar
: program lawatan ke lokasi dan tempat yang menarik dan berilmiah sebagai PdP luar bilik darjah.
: pendedahan murid kepada persekitaran luar sekolah

SAMBUNGAN

- Sambutan harijadi
: menyambut harijadi murid
- Sukaneka
- Projek Taman terputik, Taman buah dan Taman Herba
- Hari keluarga
- Program Integrasi bersama arus perdana :
 - Penyertaan Jambori Pengakap 50 tahun
 - Perkhemahan Unit Beruniform peringkat sekolah
 - Sambutan Kemerdekaan peringkat sekolah
 - Dll

SAMBUNGAN

Peringkat negeri

- Festival Kesenian dan Kebudayaan
- Perkhemahan Pengakap Pend. Khas
- Festival Permainan
- Kejohanan Sukan
- Majlis Tilawah Al-Quran
- Kem Tahsin Solat
- Nilam

5. KEBOLEHAN MENANGANI ISU-ISU NON-AKADEMIK

- Pengurusan tingkah laku, pengurusan diri dan kemahiran manipulatif merupakan matapelajaran yang terdapat dalam domain pengurusan kehidupan.
- Namun, sebilangan murid tidak dapat mengikuti matapelajaran yang diajar mengikut tahap kemampuan mereka.

6. BANTUAN KEPADA MURID, GURU DAN PPM

- o Elaun khas : RM250 sebulan (guru) dan RM200 sebulan (PPM).
- o Elaun khas sebanyak RM 150 sebulan kepada murid melalui ibu bapa menerusi pihak sekolah.
- o Nilai PCG yang lebih besar daripada murid arus perdana telah diperuntukkan oleh KPM.

SAMBUNGAN

- o Terdapat juga kerjasama yang erat daripada komuniti setempat (contoh : Agensi Penguatkuasa Maritim dengan PPKi SK Kolombong, Bank Rakyat dengan PPKi SK Bukit Padang).
- o Bantuan RMT diberikan kepada semua murid PPKi.



KEM TAHSIN SOLAT J-QAF PERINGKAT NEGERI 2013



JAMBORI 100 TAHUN
PENGAKAP SABAH

PRAJAMBORI 100 TAHUN
PENGAKAP SABAH



PETANQUE PERINGKAT NEGERI
2013

PETANQUE PERINGKAT DAERAH
2013



TAMAN PPKI SK BUKIT PADANG

TAMAN PPKI SK BUKIT PADANG





FORUM HAK-HAK PENDIDIKAN UNTUK
MURID-MURID BERMASALAH
PEMBELAJARAN.

ANJURAN,
SUHAKAM.

SEKIAN.
Terima kasih.

HAMBALI HAJI SHUIB
Guru Besar SK Kolombong, Kota Kinabalu.
23 September 2013.



ANNEXURE 8

**Paper presented by Tuan Haji Ahmad Sabari
Kamari, Ketua Sektor Pendidikan dan Swasta,
State Department of Education, Sabah**



DASAR-DASAR PENDIDIKAN KHAS

- Program ini dijalankan berlandaskan kepada perkara-perkara berikut:
 - Akta Pendidikan 1996, Bab 8.
 - Akta Pendidikan (Pindaan) 2002.
 - Peraturan-peraturan Pendidikan (Pendidikan Khas) 1997.
 - Keputusan Jawatankuasa Dasar, KPM [Jawatankuasa Perancang Pendidikan (JPP), Mesyuarat Pengurusan KPM, Jawatankuasa Kurikulum Pusat (JKP) dan Mesyuarat Pengurusan Jabatan Pendidikan Khas].

DASAR-DASAR PENDIDIKAN KHAS

- Deklarasi Antarabangsa:
 - Union Nation's World Programme of Action Concerning Disabled Person (1983)
 - The World's Declaration on Education for All (1990)
 - The United Nation's Standard Rules On the Equalisation of Opportunities for Person With Disabilities (1993)
 - The Framework for Action on Special Needs Education (**Salamanca Statement, 1984**)
 - Biwako Millennium Framework for Action Towards an Inclusive Barrier - Free and Rights - Based Society for Persons with Disabilities in Asia and The Pacific (2002)

PROGRAM PENDIDIKAN KHAS KPM

- Dilaksanakan melalui:
- Sekolah Khas bagi murid bermasalah pendengaran dan penglihatan.
- Program Pendidikan Khas Integriti (PPKI) untuk murid-murid berkeperluan khas bermasalah pembelajaran, bermasalah pendengaran dan bermasalah penglihatan. Program ini diwujudkan di sekolah harian biasa rendah dan menengah serta sekolah menengah teknik/vokasional yang menggunakan pendekatan pengajaran pembelajaran secara pengasingan dan separa inklusif.

PELAKSANA PROGRAM

- Program Sekolah Pendidikan Khas ditadbir sepenuhnya oleh Bahagian Pendidikan Khas KPM.
- Program Pendidikan Khas Integrasi dan Program Pemulihan Khas ditadbir sepenuhnya oleh Jabatan Pendidikan Negeri.
- Program Pendidikan Khas Teknik dan Vokasional ditadbir oleh Bahagian Pendidikan Teknikal.

TEMPOH BELAJAR

(Pekeliling Ikhtisas Bil. 16/2002)

- Tempoh belajar minimum bagi murid-murid berkeperluan khas di sekolah rendah adalah enam (6) tahun.
- Tempoh belajar minimum bagi murid-murid berkeperluan khas di sekolah menengah adalah lima (5) tahun.
- Tempoh ini juga boleh dilanjutkan hingga dua (2) tahun maksimum di mana-mana peringkat iaitu sama ada sekolah rendah atau sekolah menengah mengikut keperluan murid berkenaan.

KURIKULUM PROGRAM PENDIDIKAN KHAS

- Kurikulum yang diguna pakai di sekolah-sekolah pendidikan khas dan Program Pendidikan Khas Integrasi ialah Kurikulum Kebangsaan yang diubahsuai mengikut kecacatan murid dan keperluan alternatif.
- Kurikulum alternatif yang digunakan bagi murid-murid pendidikan khas adalah:-
- Kurikulum latihan industry yang disediakan oleh Majlis Latihan Vokasional Kebangsaan (MLVK).
- Kurikulum yang dibina khusus oleh Bahagian Pendidikan Khas.

KO-KURIKULUM PROGRAM PENDIDIKAN KHAS

Aktiviti ko-kurikulum memberi peluang kepada murid pendidikan khas mengambil bahagian dalam acara sukan permainan dan olahraga, kebudayaan, pertandingan lukisan dan bakat di peringkat kebangsaan dan antarabangsa

- Aktiviti ini adalah bertujuan untuk:-
 1. Memberi peluang dan ruang mengambil bahagian dalam aktiviti sukan, olahraga, persatuan dan kelab seperti murid biasa.
 2. Mencari dan menonjolkan bakat serta potensi
 3. Memberi pendedahan kepada masyarakat tentang kemampuan murid khas melalui aktiviti ko-kurikulum.
 4. Membina keyakinan diri dan self-esteem melalui program motivasi.

PENCAPAIAN MURID- MURID PENDIDIKAN KHAS

Kokurikulum		
Tahun	Kategori Pertandingan	Kategori
1995	Special Olympics World Summer Games di New Haven Connecticut, Amerika Syarikat (Ang Vui Ket)	BP
2003	Emas (Lompat Jauh), Perak (100M), Perak (4x100M) Kejohanan Special Olympics World Summer Games di Dublin, Ireland (Zeno Stephen)	BP
2007	Gangsa (Bowling) Kejohanan Special Olympics World Summer Games di Shang hai, China (John Abidin)	BP
2007	Wakil Malaysia Pada Konvensyen 4 th Special Olympics Global Youth Summit di Shanghai, China (Ian Wong)	BP
2008	1. Tempat Kedua Pertandingan Nasyid Kebangsaan 2. Penyanyi Solo Terbaik	BL
2009	Perak (Floor Hockey) di Kejohanan Special Olympics World Winter Games di Boise, Idaho, Amerika Syarikat (Md Ikhwani Mislan, Brandon Lazaro, Kennedy Lejinis, Al Shafri Abdul, John Abidin, Phipi Yong, Ezri Jukim)	BP
2009	Tempat Ketiga Acara 400m Kejohanan Paralimpik di Jepun (Abner Mollie)	BL
2010	Anugerah Milo MSSM Kategori Pendidikan Khas (Salina Main)	BP

PENCAPAIAN MURID- MURID PENDIDIKAN KHAS

Kakurikulum		
Tahun	Kategori Pertandingan	Kategori
2012	Johan Nyanyian Solo Aprisasi Seni Pendidikan Khas Peringkat Negeri Sabah (Nur Adalina Junaili)	BL
2012	Naib Johan Nyanyian Solo Festival Seni Peringkat Kebangsaan (Nur Adalina Junaili)	BL
2012	Tempat Ketiga Kategori Azan pada Majlis Tilawah Al-Quran Peringkat Kebangsaan di Melaka (Mohd Shirazie Sahat)	BL
2012	Naib Johan Karnival Nasyid Pendidikan Khas Peringkat Kebangsaan di Melaka	BL
2012	Johan Karnival Nasyid Pendidikan Khas Peringkat Kebangsaan	BP
2013	Tempat Ke-6 (SnowShoeing 100M), Tempat Ke-5 SnowShoeing 200M) di kejohanan Special Olympics World Winter Games di Pyeongchang, Korea (Joanna Cheryl Julius)	BP

PENCAPAIAN MURID- MURID PENDIDIKAN KHAS

TAHUN	AKTIVITI	PERINGKAT	PESERTA	PENCAPAIAN
2012	Aprisasi Seni Pendidikan Khas	Negeri	Nur Adalina Junaili (BL)	Johan Nyanyian solo
2012	Festival Seni Pendidikan Khas	Kebangsaan	Nur Adalina Junaili (BL)	Naib Johan Nyanyian solo
2012	Majlis Tilawah Al-Quran	Kebangsaan	Mohd Shirazie Sahat (BL)	Ketiga Kategori Azan
2012	Karnival Nasyid Pendidikan Khas	Kebangsaan	Nasyid negeri	Naib Johan Karnival Nasyid
2012	Karnival Nasyid Pendidikan Khas	Kebangsaan	Nasyid negeri	Johan Karnival Nasyid
2013	kejohanan Special Olympics World Winter Games di Pyeongchang, Korea	Antarabangsa	Joanna Cheryl Julius	Ke-6 (SnowShoeing 100M), Ke-5 SnowShoeing 200M)

PENCAPAIAN MURID- MURID PENDIDIKAN KHAS

AKADEMIK				
Tahun	Peringkat	Nama Murid	Keputusan	Kategori
2008	STPM	Asyiah Radiah Ali Dariah (SMK Badin)	PGNK 3.42	BL
2008	SPM	Haffvan Lati (SMK Badin)	5A	BL
2008	PMR	Muht Aminul Asyraf Bin Md Asri (SMK Madaj)	4A, 3B, 1C	BP
2009	STPM	Rollen Marakim (SMK Badin)	PGNK 2.75	BL
2009	SPM	Abner Mollie (SMK Badin)	6B	BL
2010	STPM	Mohd Aziz Abidin (SMK Badin)	PGNK 3.58	BL
2010	SPM	Harziah Khalid Yunus (SMK Badin)	6A	BL
2010	SPM	Muht Aminul Asyraf Bin Md Asri (SMK Madaj)	3A, 2B, 4C	BP
2011	STPM	Abner Mollie (SMK Badin)	PGNK 2.50	BL
2011	SPM	Mollin Moplinpin (SMK Badin)	6A	BL
2012	PMR	Nordiah Marikan (SMK Badin)	6A	BL

DATA PPKI 2009- JANUARI 2013

DATA										
Pekara	2009		2010		2011		2012		2013	
	SK	SMK	SK	SMK	SK	SMK	SK	SMK	SK	SMK
Jumlah PPKI	36	18	47	33	69	45	70	49	70	49
Jumlah Guru PPKI	207	114	319	202	339	213	355	240	351	234
Jumlah Murid	925	530	1238	832	1627	1112	1702	1264	1514	1370
Jumlah Pemohon EMK (RM150.00/ ORANG MURID)	583	377	1372	921	1503	976	1682	1292	1514	1409

PERUNTUKAN PEMBANGUNAN DITERIMA PPKI

OS	2007 (RM)	2008 (RM)	2009 (RM)	2010 (RM)	2011 (RM)	2012 (RM)
28000	-	35,000	-	-	-	-
32000	-	209,795	1,330,000	320,000	120,000	960,000
35000	21,760	-	39,155	6,000	135,000	-
PPKI			54	70	114	119
MURID			1455	2070	2739	2966

PERUNTUKAN PEMBANGUNAN DITERIMA PPKI

OS	2013 (RM)	2014 (RM)	2015 (RM)	2016 (RM)	2017 (RM)	2018 (RM)
28000	30,000					
32000	1,350,000 (16 Sek)					
35000	14,670					
PPKI	119					
MURID	2884					

HARAPAN BAIK TAHUN 2013

- PELAN PEMBANGUNAN PENDIDIKAN MALYSIA 2013-2025
- BELANJAWAN / BAJET 2013
- MANIFESTO PRU13
- PERATURAN PERATURAN (PENDIDIKAN KHAS) 2013 – 18 Julai 2013, P.U.A 230

MANIFESTO PRU13 – CIRI UTAMA

- CIRI-CIRI UTAMA:
- BN janji 150 komitmen baru jika diberi mandat tadbir negara selepas PRU13.
- 112 daripada komitmen ini telah pun dilaksanakan, selebihnya menambah kekuatan janji-janji demi memenuhi keperluan rakyat.
- Manifesto ini perlu dilihat sebagai moving target dan janji-janji dinamik yang akan dilaksanakan sepanjang 2013-2018.
- Bantuan khas RM100,000 kepada sekolah yang mempunyai kelas pendidikan khas.

BELANJAWAN / BAJET 2013

MEMPERKUKUH PENDIDIKAN AWAL KANAK-KANAK

- 64. Pada masa ini, kita dapati ramai kanak-kanak kurang upaya dari keluarga berpendapatan rendah yang tidak mendapat pendidikan awal kerana kekurangan TASKA OKU. **Untuk ini Kerajaan akan melaksanakan projek perintis TASKA OKU bagi 6 kategori kanak-kanak OKU yang merangkumi downsyndrome, autisme, penglihatan, pekak dan bisu, fizikal dan OKU masalah pembelajaran.**

BELANJAWAN / BAJET 2013**MEMPERKUKUH PENDIDIKAN AWAL KANAK-KANAK**

- 62. Melangkah ke ruang pendidikan awal kanak-kanak, kualiti pendidikan prasekolah amat penting sebagai platform melengkapkan kanak-kanak dengan pendidikan asas. Untuk ini, sebanyak 1.2 bilion ringgit disediakan bagi tujuan pendidikan prasekolah termasuk kepada Jabatan Kemajuan Masyarakat, Kementerian Pelajaran, PERMATA dan Jabatan Perpaduan dan Integrasi Nasional. Sebagai tambahan, sebanyak 380 juta ringgit disediakan di bawah Kementerian Pelajaran untuk penempatan guru prasekolah.

BELANJAWAN / BAJET 2013**MEMPERKUKUH PENDIDIKAN AWAL KANAK-KANAK**

- 63. Berhubung perkhidmatan taska dan pusat jagaan kanak-kanak yang berkualiti pula, demi memastikan kanak-kanak mendapat penjagaan sempurna di samping membangunkan perkembangan minda yang positif, Kerajaan mencadangkan insentif-insentif berikut:
- Pertama: Geran pelancaran 10 ribu ringgit kepada penyedia Pusat Pendidikan Awal Kanak-kanak swasta untuk membantu mereka membuka taska baru yang berkualiti. Dianggarkan 1,000 ECCE swasta baru akan mendapat manfaat;

BELANJAWAN / BAJET 2013**MEMPERKUKUH PENDIDIKAN AWAL KANAK-KANAK**

- Kedua: Potongan cukai 2 kali ke atas elaun atau subsidi yang diberi kepada pekerja dan perbelanjaan penyelenggaraan kemudahan taska dan pusat jagaan kanak-kanak akan diberi kepada majikan;
- Ketiga: Pengecualian cukai pendapatan bagi tempoh 5 tahun dan elaun bangunan industri pada kadar 10 peratus setahun diberi kepada pengusaha taska dan pusat jagaan kanak-kanak swasta; dan

BELANJAWAN / BAJET 2013

MEMPERKUKUH PENDIDIKAN AWAL KANAK-KANAK

- Keempat : Pengecualian cukai pendapatan untuk tempoh 5 tahun dan elaun bangunan industri pada kadar 10 peratus setahun kepada pengusaha pra-sekolah swasta.

PPPM 2013-2025 MENYEDIAKAN 25 (17+8) inisiatif

- 11/17.Peningkatan enrolmen dalam program pendidikan inklusif, termasuk infrastruktur supaya lebih mesra untuk murid berkeperluan khas
- **75% murid berkeperluan khas mendaftar dalam program inklusif menjelang 2025.**

PELAN PEMBANGUNAN PENDIDIKAN MALAYSIA 2013-2025

- ▪ Sekolah pendidikan khas: Sekolah khas dengan semua murid diklasifikasikan sebagai kurang upaya (seperti sekolah untuk masalah penglihatan atau murid kurang upaya yang lain);
- ▪ Program Integrasi Pendidikan Khas (SEIP): Sekolah arus perdana yang mempunyai kelas khusus untuk murid berkeperluan khas; dan
- ▪ Program pendidikan inklusif: Sekolah arus perdana yang mengintegrasikan satu hingga lima murid berkeperluan khas dalam kelas arus perdana.

PELAN PEMBANGUNAN PENDIDIKAN MALAYSIA 2013-2025

- **Gelombang 1 (2013-2015):** mengukuhkan asas sedia ada Kementerian akan melaksanakan dasar pilihan sekolah untuk murid berkeperluan khas yang disandarkan pada tahap kompetensi. Murid berkeperluan khas yang berupaya untuk berfungsi dalam kurikulum dan pentaksiran arus perdana, digalakkan mendaftar dalam program pendidikan inklusif. Murid berkeperluan khas yang berkefungsian sederhana digalakkan menyertai SEIP. Murid berkeperluan khas yang berkefungsian rendah pula digalakkan menyertai sekolah pendidikan khas yang membolehkan mereka mempelajari kurikulum yang lebih bertumpu kepada kemahiran asas dan kemahiran sosial.

PELAN PEMBANGUNAN PENDIDIKAN MALAYSIA 2013-2025

- **Gelombang 2 (2016-2020):** memperluas inisiatif Gelombang kedua akan meningkatkan lagi inisiatif yang pada Gelombang 1, dan mengarah kepada pendidikan inklusif. Program latihan perguruan akan terus diperkukuh. Matlamatnya supaya semua guru dalam sistem ini menjalani latihan dalam pendidikan khas bagi membolehkan mereka mengenal pasti murid berkeperluankhas dengan berkesan dan menyesuaikan pengajaran yang efektif untuk golongan ini, yang mendaftar dalam aliran perdana untuk membolehkan penyertaan mereka dengan lebih inklusif.

PELAN PEMBANGUNAN PENDIDIKAN MALAYSIA 2013-2025

- **Gelombang 3 (2021-2025):** menilai dan menyatukan inisiatif Dalam Gelombang Ketiga, KPM akan menilai kejayaan semua inisiatif yang telah dilaksanakan dalam dua Gelombang sebelum ini, dan membangunkan pelan tindakan pada masa depan. Matlamatnya adalah setiap murid berkeperluan khas mendapat akses kepada pendidikan berkualiti tinggi yang sesuai dengan keperluan khusus mereka, guru-guru dilengkapi pengetahuan mengenai pendidikan khas, dan 75% murid berkeperluan khas mendaftar dalam program inklusif menjelang 2025.

Gelombang 1 (2013-2015):

- membangunkan satu set instrumen penilaian dan proses saringan bagi mengenal pasti dengan tepat tahap kompetensi murid dan menempatkan mereka dalam opsyen persekolahan yang sesuai.
- meneruskan usaha meningkatkan kualiti pendidikan dengan melibatkan lebih banyak kemahiran vokasional seperti refleksologi dan komputer grafik dalam kurikulum pendidikan khas,
- meningkatkan infrastruktur dan kelengkapan di sekolah arus perdana dan sekolah pendidikan khas, meningkatkan pusat khidmat kemudahan pendidikan khas,

Gelombang 1 (2013-2015):

- menyediakan modul asas latihan pendidikan khas di IPGM dan IPTA, menyediakan modul latihan dalam perkhidmatan dengan tahap kepakaran yang berbeza (daripada asas kepada pakar), dan menyediakan kurikulum dan pentaksiran khusus mengikut tahap kebolehan murid.
- Berdasarkan usaha ini, Kementerian menyasarkan **pertambahan enrolmen 15% daripada hampir 50,000 murid pada tahun 2011, kepada 88,000 menjelang 2015. Daripada 88,000 murid, 30% murid disasarkan untuk mengikuti program pendidikan inklusif.**

Gelombang 2 (2016-2020)

- meneroka kerjasama dengan organisasi lain seperti **NGO**, organisasi antarabangsa, sektor swasta, dan agensi kerajaan bagi meningkatkan lagi sokongan dan peluang kepada murid berkeperluan khas. Perkongsian ini boleh dijalankan dalam bentuk peruntukan daripada agensi, membangunkan bengkel dan program bersama untuk murid, dan mendapatkan sokongan profesional seperti dalam bidang audiologi dan terapi.

Gelombang 3 (2016-2020)

- Setiap murid berkeperluan khas mendapat akses kepada pendidikan berkualiti tinggi yang sesuai dengan keperluan khusus mereka, guru-guru dilengkapi pengetahuan mengenai pendidikan khas, dan
- 75% murid berkeperluan khas mendaftar dalam program inklusif menjelang 2025.

PENGLIBATAN NGO..... MALAYSIAN CARE

- **KPM TELAH MELANTIK MALAYSIAN CARE (NGO) BAGI COACHING PROGRAM SOKONGAN TRANSISI MURID KHAS KE KERJAYA.**

PEND KHAS JPN SABAH.....

- PENERUSI MAJLIS GURU PENDIDIKAN KHAS NEGERI SABAH MENJADI AHLI MAJLIS BERSAMA JABATAN (MBJ), PUAN ALIZAH BT MALIK
- PELAKSANAAN RPI ONLINE , PN PILUH @ MALTHIDA OSONG SMK DPM PENAMPANG DAN SK BANDAR 2 TAWAU.
- PENGIKTIRAFAN KPM PELAKSANAAN PROGRAM TRANSISI KERJAYA DENGAN BTC
- (BTC TELAH MENDAPAT ANUGERAH MAJIKAN PRIHATIN PERINGKAT NEGERI)

- PENGIKTIRAFAN TOKOH GURU CEMERLANG PENDIDIKAN KHAS DALAM SAMBUTAN HARI GURU PERINGKAT NEGERI
- PELAKSANAAN PROGRAM SEKOLAH DALAAM HOSPITAL (SDH) BERKERJASAMA **PEWANIS** JPNS SECARA SUKARELA SETIAP HARI AHAD
- KOLABRASI DENGAN SEKOLAH PSIKOLOGI DAN KERJA SOSIAL UMS DAN HOSPITAL MESRA - PENINGKATAN PROFESIONALISME PERGURUAN PENDIDIKAN KHAS

- (eg. Bengkel Psychological Assessment for Children at School Setting)
- JPNS MENJADI AHLI DALAM MAJLIS KEBANGSAAN ORANG KURANG UPAYA PERINGKAT NEGERI
- PELAKSANAAN PROGRAM MTQ DAN SUKAN BERSAMA ALIRAN PERDANA
- MEMBUKA PROGRAM PRASEKOLAH PENDIDIKAN KHAS INKLUSIF DI SK KG SELAMAT KUNAK

ISU ISU

- PENGIKTIRAFAN BIDANG KLINIKAL PSIKOLOGI
- PEMBANGUNAN PEMBINAAN KELAS PPKI YANG KHUSUS SEPERTI PEMBINAAN KELAS PRASEKOLAH... BUKAN SEKADAR NAIK TARAF
- PEMBINAAN KEMUDAHAN OKU DI PERLUASKAN.. (12 BUAH SEKOLAH BAGI TAHUN 2012)
- RPI ONLINE DISEGERAKAN DAN DICADANGKAN MENGGANTIKAN PBS

ISU ISU

- PENYEDIAAN PENGKALAN DATA OKU DARI PERINGKAT KKM

□ SEKIAN, TERIMA KASIH



JABATAN PENDIDIKAN NEGERI SABAH
SEKTOR PENDIDIKAN SWASTA DAN PENDIDIKAN KHAS
TINGKAT 7, BLOK E, BANGUNAN KWSP,
MAIL BOX 48,
88000 KOTA KINABALU
Pejabat AM 088-259643, Faks: 088-247350

ANNEXURE 9

**Paper Presented by Dr. Fauziah Zainal Abidin,
Consultant Paediatrician, Hospital Wanita dan
Kanak-kanak Sabah.**

Educating a child with Learning Disabilities: Screening and Diagnosis

Dr Fauziah Zainal Abidin
Consultant Paediatrician
Hospital Wanita dan Kanak-Kanak Sabah

“Persons with Disability”

- Actual number-unknown
- Data from Jabatan Kebajikan Malaysia- (66,890 registered in 1997)
- MOH data- 0.4/1000
- WHO estimates-3% from population (eg Sabah-2 M, PWD-60,000)

Various groups of “Learning Disabilities”

- Intellectual Impairment- 15-20/1000
- Autism - 0.3-3/1000
- ADD/ADHD - 2.4% of children (UK)
- Down Syndrome - 1/1000
- Specific Learning Disabilities (Dyslexia) - 5-15%
- Cerebral Palsy - 1.5-3/1000

Expectations

- **Children with special needs were almost automatically associated with failure and frustration**
- **Excluded and invisible**
- **Kids with labels-were viewed as kids who couldn't, he'll only go so far**

Expectations

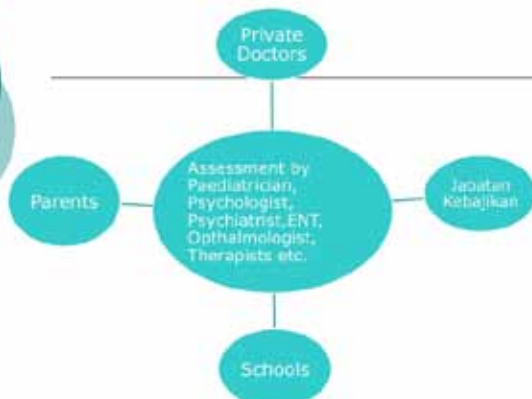
- **Parents were labelled too-they were simply parents, people who took care of their children**
- **Deemed unable to make educational decisions**
- **Not professionals**

Changes in mindset

- **Changes in legislation will lead to dramatic adjustment in expectation**
- **Children with labels today are seen as children who can**
 1. **They can learn**
 2. **They can interact productively with non-labeled peers**
 3. **They can be expected to participate more fully in society**

Changes in mindset

- **Parents now are seen as partners to determine options will be available to them**
 1. **Educational**
 2. **Recreational**
 3. **Vocational**
- **Parents and Professionals determine together with positive expectations**



Area of needs

- **Infant – evaluation & family support group**
- **Preschool – “Early Intervention Programme” & “respite care”**
- **Schooling age – Integrated/ inclusive/ special school**
- **“Employment” – Open/ “Sheltered”**
- **Vocational /recreational/ “Long term care”**

Screening and Assessment

Developmental History
Communication abilities
Social Skills
School works
Assessment tool
IQ test

Screening

Key Development warning signs

1. Discrepant head size or crossing lines
2. Persistence of primitive reflexes >6months of age
3. No response to environment or parent by 12months
4. Not walking by 18months
5. No clear word spoken by 18months
6. No two word sentences by 2 years
7. Poor social interaction at 3 years
8. Congenital anomalies
9. Any delay or failure to reach milestone

Dyslexia

- Specific learning disorder characterized by **unexpected difficulty in reading** in children & adults who otherwise possess **normal intelligence, motivation and schooling** considered necessary for accurate & fluent reading

Shaywitz, NEJM 1998

Dyslexia

- Persistent chronic condition, not a developmental lag
- Hence the reading disability continues into adulthood
- Male to female ratio 2:1

Diagnosis of Dyslexia

- No single diagnostic test
- Converging evidence of phonological processing deficit leading to significant reading difficulty
- Discrepancy between reading ability & overall intelligence

14

Recognizing Dyslexia

History:

- Delayed language
- Problems with the sound of words
 - Trouble rhyming words
 - Confusion with words that sound alike
- History of reading & spelling difficulties in parents and siblings

15

Preschool

- Expressive language difficulties
 - Mispronunciations, hesitations
 - Word finding difficulties
- Difficulty naming
 - alphabets, numbers, colours, objects
- Making 'mirror image' mistakes
 - 'b', 'd', 'p', 'q'
 - 'u', 'n', 'm', 'w'
 - '6', '9'

16

School Entry

- Difficulty with single word decoding esp. with unfamiliar/ pseudo-words (words without meaning)
- Reading is slow, inaccurate & laborious
- Listening comprehension better than reading comprehension
- Poor verbal memory (recall a sentence or story)
- Poor spelling

17

Students in secondary school

- History of reading & spelling difficulties
- Reading may be accurate but not automatic
- Slow performance on timed reading tests
- Penalised by multiple choice tests

18

Selasa

1. indragiri
2. bekong
3. indragiri
4. indragiri
5. indragiri
6. indragiri
7. indragiri
8. indragiri
9. indragiri
10. indragiri

Parikatan

1/10

0/10

3-5-05

1. indragiri
2. indragiri
3. indragiri
4. indragiri
5. indragiri

10/10

0/10

10-5

1. indragiri
2. indragiri
3. indragiri
4. indragiri
5. indragiri

10/10

0/10

D. Jawab soal berdasarkan gambar. (20%)



1. Apa yang kamu lihat?

Apa yang kamu lihat?



2. Apa yang kamu lihat?

Apa yang kamu lihat?



3. Apa yang kamu lihat?

Apa yang kamu lihat?



4. Apa yang kamu lihat?

Apa yang kamu lihat?



5. Apa yang kamu lihat?

Apa yang kamu lihat?

1. indragiri
2. indragiri
3. indragiri
4. indragiri
5. indragiri
6. indragiri
7. indragiri
8. indragiri
9. indragiri
10. indragiri

11. indragiri
12. indragiri
13. indragiri
14. indragiri
15. indragiri
16. indragiri
17. indragiri
18. indragiri
19. indragiri
20. indragiri

1/10

0/10

Questions 11-20

Look at the pictures and name the animals correctly.



11. butterfly



12. fish



13. elephant



14. giraffe



15. horse



16. spider

Questions 21-24

Match the animals to their homes.



21.



22.



23.



24.



25.



26.



27.



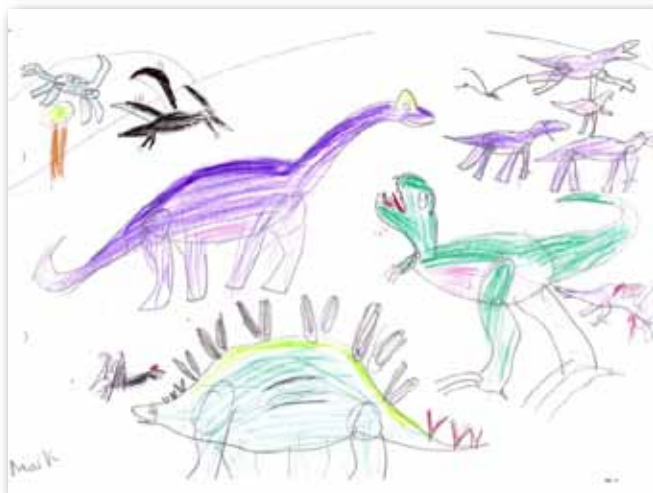
28.



29.



30.

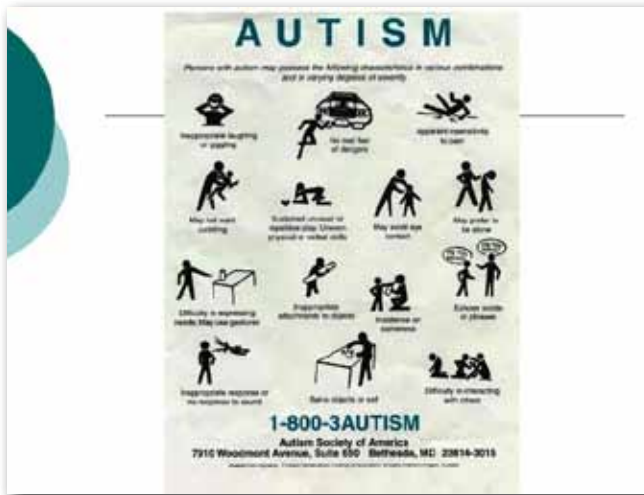




Down Syndrome

- Commonest Chromosomal abnormality-Trisomy 21
- Incidence (UK) 0.9/1000 live births
- A wide range of health problems are known to be associated with the syndrome
- “Happy and friendly” children
- May have other problems too- hyperactivity, inattentive, autistic traits





Early Screening for Autism

- Does not babble or coo by 12 months
- Does not gesture (point, wave, grasp) by 12 months
- Does not say single words by 16 months
- Does not say two-word phrases on his or her own by 24 months
- Has any loss of any language or social skill at any age

Diagnostic Tools

Clinical Diagnosis: DSM-IV TR, ICD 10
Interview and Checklist: ADI-R, ABC
Observational Tools: CARS, ADOS-G
Cognitive-Wechsler
Developmental Scales-Griffith
Bailey's
Adaptive Behaviour Assessment-Vineland Scale,
Neuropsychological and School Test-for executive
and metacognitive abilities and for reading, writing
and arithmetic skills
Behaviour Checklist-ABC,
MCHAT- Modified checklist for Autism in Toddlers
CARS-Childhood Autism Rating Scale
Vineland Adaptive Behaviour scale
ADI-R-Autism Diagnostic interview-Revised
ADOS-G- Autism Diagnostic Observation-Generi



ADHD

Main characteristics of ADHD

- Short attention span
- Distractibility
- Poor impulse control
- Marked overactivity





Birth weight specific prevalence of Cerebral Palsy Sola A, Paediatrics 1994

Birth weight	Prevalence (per 1000 live births)
>2500g	1.3
1500-2499g	8.3
<1500g	51.4
Total	2.3

Regulation 3 (Regulation 1997)

- Pupils with special needs who are educable are eligible to attend special education program **except for physically handicapped pupils with the mental ability of normal pupils**, pupils with multiple disabilities or with profound physical handicap or with severe mental retardation

Change of mindset

- Pupil is educable if he is able to manage himself without help
- Due to stringent standards a vast no of children are not accepted for special education
- Physical handicapped pupils with normal mental ability are left out
- Poor parental participation

Modification requested

- **Eradication of the terms “educable” and “non-educable”.**
- **Setting up Gov-funded school and education centres complete with appropriate facilities and trained personnel**
- **Individualized Education plan**
- **Inclusion education Plan**

Modification requested

- **Early Intervention Centres and public knowledge enhancement**
- **Reverse Integration where normal children are exposed to individuals with disabilities in respective age groups to promote peer learning and engender a healthy respect and understanding of children with disabilities**





Re-examine Roles

No one has all the solution



Parents role

- **Some parents become teachers themselves**
- **Some parents are only able to teach at selected opportunities that present to themselves**
- **In both cases parents participate actively with child's teachers in shaping an individual education programme**



Good Teaching

- **Parents know their child best than anyone else**
- **They have their own particular dreams and visions, their own particular wants and needs**
- **They can learn how to teach their child**

Learning from research about parental involvement

- success of Head Start-type programmes is due mostly to parent involvement, not to any particular curriculum' (Lazar, 1981, p. 303)
- 'given good in-service training and supervision, paraprofessionals can do a fine job – and so can parents' (p. 305)
- 'It is my belief that the basic reason these early programs had such long-lasting effects is *not* curricular, but rather is a result of changes in the parents' values and anticipations for their children' (p. 305)

Parents supporting parents – sharing. . .



PSG 9Oct2004 Parent sharing session

Learning from research about parental involvement

- 'A single shot of pre-school seems hardly enough to produce a life-long change'. So what made the difference? 'I believe that the increased participation of parents provided the value change that led them to encourage and reward their children's learning activities' (Lazar, 1981, p. 305).
- Blackman (2003) reminds us that 'an important premise of early intervention for young children is the family's key role. Without family involvement, interventions are unlikely to succeed. The intervention often must target the family even though the primary concern is an infant's growth, behaviour, or development' (p. 2).



What to teach

- **Early Intervention**
- **Skill teaching**
- **Behaviour Problem Management**



Early Intervention

- To develop basic skill according to age
- Individual programme will be planned
- When the child is able to control his/her behaviour and each step of development is reached, he/she is ready for school

Six Main Categories of skills

- Gross Motor skills
- Fine Motor skills
- Language skills
- Social skills
- Self Help Skills
- Simple reading, writing and counting



Skill Teaching

- **Self help skills**
- **Toilet training**
- **Play skills**
- **Independent living: Self-care skills**
- **Independent Living: Home-care skills**
- **Independent living: Information skills**



Problems

- **Not enough schools**
- **Not enough special education teachers**
- **Poor vocational training opportunities**
- **Poor job opportunities**

Self Advocacy

Empowering parents and the individual with special needs are the key elements of ensuring their needs will be fulfilled”

Self Advocacy

Increase the self esteem and confidence of those with disabilities thereby encouraging them to take charge of their own life





Self Advocacy

Supporting individuals with disabilities to participate in community living and be a contributing member of a society

Thank you

“No one person or agency has all the answers. Communication and Networking amongst service providers are of utmost importance”

ANNEXURE 10

**Paper Presented by Ms. Lily Chin, Assistant
Director, Unit Pembangunan Komuniti dan
Khidmat Masyarakat, Jabatan Perkhidmatan
Kebajikan Am Sabah**

PROGRAM PEMULIHAN DALAM KOMUNITI PENDAYAUPAYAAN KANAK-KANAK MASALAH PEMBELAJARAN

LILY CHIN
PENOLONG PENGARAH
UNIT PEMBANGUNAN KOMUNITI & KHIDMAT MASYARAKAT
JABATAN PERKHIDMATAN KEBAJIKAN AM SABAH

Pemulihan Dalam Komuniti

Satu kaedah pembangunan komuniti untuk OKU di mana program pencegahan, pemulihan dan pembangunan boleh dilaksanakan dengan penglibatan aktif keluarga dan masyarakat setempat supaya dapat mengecapi peluang samarata serta diintegrasikan dalam masyarakat.

- Mulai di Sabah 1995
- Dibuka kepada semua jenis kecacatan, peringkat umur dan jantina
- Sehingga Jun 2013, seramai 28 pusat, 1611 OKU, 140 petugas

Pendayaupayaan - Pendidikan

Alternatif kepada pendidikan khas selaras dengan keperluan pendidikan wajib sekolah rendah seperti yang termaktub di bawah seksyen 29A Akta Pendidikan 1996 dan seksyen 3(2) Peraturan-Peraturan Pendidikan (Pendidikan Khas) 1997 khusus untuk kanak-kanak OKU yang mempunyai ketidakupayaan *moderate dan severe (teruk)*

- Alternative and Augmentative Communication

Pendayaupayaan - Pekerjaan

- Kursus 'Job Coach' kepada petugas PDK
- Giant Supermarket, KFC
- Kedai Runcit, Keropok Ubi, Tanaman "eatable garden"

Pendayaupayaan - sukan

- Special Olympics (khusus untuk masalah pembelajaran)
- Special Olympics Young Athlete (khusus untuk kanak-kanak masalah pembelajaran umur 7 ke bawah)

Pendayaupayaan - Rekreasi

- Talentime (2 tahun sekali anjuran Semai Bakti)
- Abilympic (memasak, jahitan, bakery, fotografi dsb)

Pendayaupayaan – Intelek Teknologi

- PDKnet – PDK Penampang dan PDK Putatan

Pendayaupayaan Komuniti –
Masyarakat Penyayang

**SEKIAN
TERIMA KASIH**

ANNEXURE 11

**Paper presented by Ms. Chew Siok Cheng,
Centre Supervisor, Methodist Care Centre.**



CHALLENGES & ISSUES AMONG THE SPECIAL EDUCATION TEACHERS

CHEW SIOK CHENG
METHODIST CARE CENTRE



'Every child is of equal worth,
without respect to
physical beauty,
intelligence,
health or
productivity.
That inherent
value is a gift
from the creator,
who loves us all with infinite
fervor.'



Dr. James C. Dobson

Training and Support for Teachers

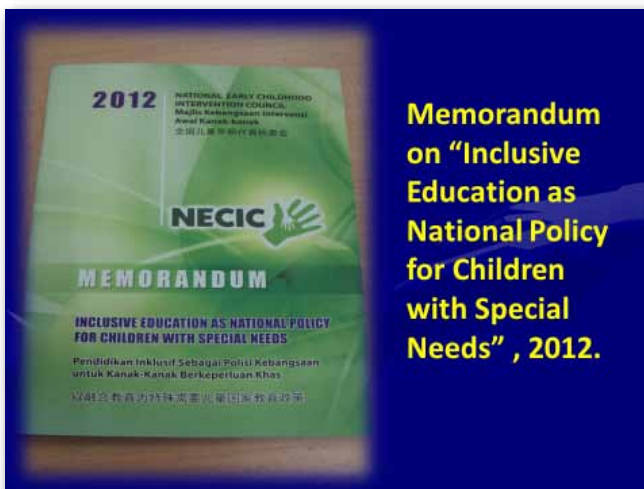
- Majority have no or little knowledge and experience prior to posting to teach special education
- Inadequate in service training
- Lack of motivation/satisfaction
- Insufficient support from school/principal

Administrative issues

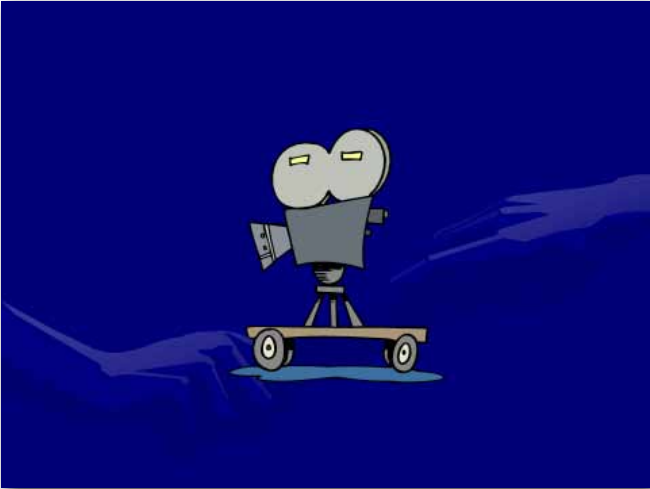
- Insufficient and/or inadequate teaching materials and supplies
- Fiscal allocation often don't come in time
- Lack of commitment, awareness and acceptance of special needs among administrators

Policies and practices issues

- Children are stigmatized by law as 'uneducable'. Regulations 1997 (regulation 3)
- Lack of clarity about laws/regulations and/or universal movements ratified by Malaysia i.e. EFA, Inclusive Education
- Platform for parental involvement and contribution in the development of provision of services is very limited



Memorandum on "Inclusive Education as National Policy for Children with Special Needs", 2012.



ANNEXURE 12

**Paper presented by Ms. Ng Kui Choo,
Universiti Teknologi Mara (Sarawak)**

ISSUES FACING CWLD: WHAT MATTERS

NG KUI CHOO
UNIVERSITI TEKNOLOGI MARA
CAWANGAN SARAWAK

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25 September 2013

Special Education System In Malaysia

An Overview

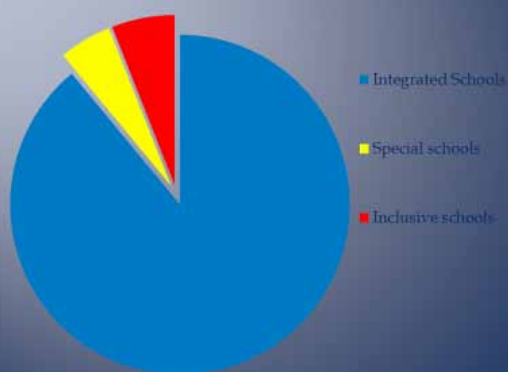
In line with existing policy, students with special needs can currently choose from three different schooling options:

Special education schools: Specific schools where all students have disabilities (all students could have the same disability, such as visual impairment, or different disabilities).

SEIP: Mainstream schools with specific classes dedicated to students with special needs; and

Inclusive education programmes: Mainstream schools that integrate one to five students with special needs into mainstream classes.

School Options For CSN



Issue # 1: Communication

"My child has no speech"

"My child cannot express his needs"

Issue # 2 Education For All?

"My son's teacher told me that he cannot continue in his school because of his disruptive behaviour"

Issue # 3: Lack of self Confidence

“Anak saya kurang bergaul dengan rakan sebaya,
hanya bercakap dengan orang yang tertentu.”

“Anak saya sukar berkomunikasi atau bergaul
dengan pelajar lain dan lebih suka bersendirian.”

Issue # 4: Special Teachers

Not professional

Unreasonable

Uncaring

Not empathetic

The Other Side of the Coin

What teachers have to say
about Parents

Parents

Lack of parental participation in child's education

Helicopter Parents

Lack of childcare skills and knowledge

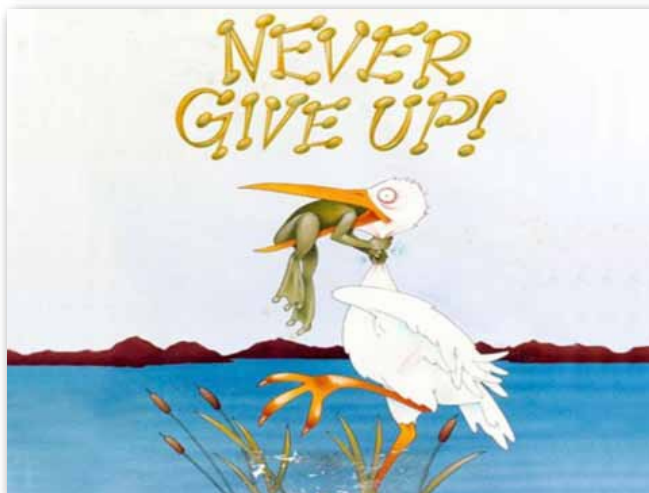
Poor Parent-Teacher communication

Parents should get involved in the educational needs of their children by:

encouraging their strengths

knowing their weaknesses

collaborating with teachers and professionals
finding out more about strategies for dealing
with their children's specific difficulties.



RECOMMENDATIONS

1. Promote and encourage inclusion- to give disabled children a chance to socialize among regularly-developing children
2. Have a multi-disciplinary team in place to address the specific needs of learning disabled children
3. Make provisions for the setting up of support facilities like the Snoezelen or SI Rooms in special schools
4. CCTV in Special Schools?
5. Parent-Teacher Collaboration

Inclusive Education

Research has shown that other approaches have failed in the past.

Children who came from separated schools rarely had high self esteem; they lacked motivation and the confidence needed to make it in life.

It was also found that special schools were ineffective in equipping children with special needs the right type of knowledge to continue tertiary education

Inclusive Education

It gives children with special needs the chance to participate in typical day to day activities.

Once they attend mainstream classes, they are given the chance to interact with their typically-developing peers.

This in turn enhances their socialization skills.

cf: Study conducted in PIBAKAT

Inclusive Education

It's a Win-Win Situation

Inclusive education is not just crucial to a child with special needs, but will also benefit their regularly-developing peers.

A study in Sibul (Chew 2010) shows that inclusion teaches regularly-developing children leadership abilities and the concept of caring and sharing as the regularly -developing children reached out to help their disabled peers who had difficulties in walking or writing, even eating

This crucial value should form an integral part of education.

Educate, Don't Segregate

In short, accepting students of diverse abilities in the same classroom has been proven to bring benefits to students of all abilities.

Inclusion is the keyword towards a progressive, humane and high quality education system.

Recommendation # 2: Multi-disciplinary team

CWLD usually have a host of related special needs which require the help of experts and therapists like Speech Therapists, Physiotherapists, Speech Pathologists and even Psychologists.

Unfortunately, at this point in time, no government integrated school, special school or SEIP has a multi-disciplinary team to address these fundamental needs that often get in the way of effective teaching and learning.

Recommendation # 3 Facilities: The Snoezelen Room



The Sensory Integration Room



So far, only NGO-run special schools and 2 PDKs have one of the most important and most basic facilities in any special education setting – the Snoezelen Room:

PERKATA School
PDK PIBAKAT
Agape Centre
PDK Bau

The Snoezelen Room

Snoezelen — a blend of two Dutch words meaning "explore" and "relax" — was invented in the Netherlands in the 1970s.

The rooms use specialized, equipment that stimulates the senses with sound, light, color, texture and aroma.

They are designed to help individuals with developmental disabilities, dementia and some neurological problems to regulate how much sensory stimulation they experience.

Recommendation # 4 CCTV

It is proposed that CCTVs be installed in special schools.

This can serve as a double-edged sword that will protect both the teacher and the special child.

cf: <https://www.youtube.com/watch?v=1000y>

Recommendation # 5

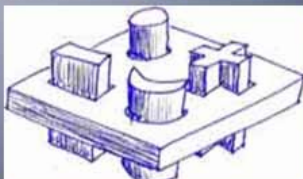
Parent-teacher Collaboration

One way to promote better parent-teacher collaboration is via the school PTA

PTA can also be a means for parents to come up with proposals and speak with one voice to suggest changes that will benefit CWLD.

CONCLUSION

Special education is about **changing the education system** so that it is flexible enough to accommodate the special needs of our disabled learners. CWLD should not be expected to fit into a pre-determined system. We do not want to force **round pegs into square holes**.



round pegs in round holes

contd....

Inclusion is still the answer in so far as special education is concerned, but while we are waiting for that to happen, I hope that MOE will take a cue from NGO-run special schools in order to make a difference to the future of CWLD throughout Malaysia.

Acknowledgement

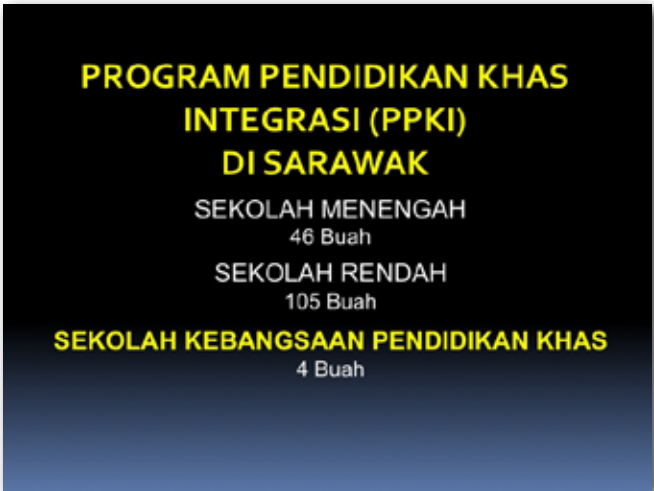
My sincere gratitude to the following:

1. the parents who cared enough to share,
2. the special teachers who are helping to make a difference to the lives of our special children,
3. SUHAKAM for giving me this opportunity to share some perspectives on the issues and challenges of special education

Thank you!

ANNEXURE 13

**Paper presented by Mr. Jamal Shukuri Bolhassan,
Penolong Kanan Pendidikan Khas,
SMK Demak Baru.**



AKTA PENDIDIKAN 1996 (AKTA 550)

BAB 8 – PENDIDIKAN KHAS

“Program Pendidikan Khas” ertinya :-

- Menyediakan satu program di sekolah khas bagi murid-murid yang mempunyai kecacatan penglihatan dan kecacatan pendengaran.
- Menyediakan satu program (program integrasi) di sekolah biasa bagi murid-murid yang mempunyai kecacatan penglihatan, pendengaran atau masalah pembelajaran.
- Menyediakan satu program pendidikan inklusif bagi murid-murid berkeperluan khas di dalam kelas biasa bersama-sama dengan murid-murid biasa

KATEGORI MURID (BAHAGIAN II – PENDIDIKAN KHAS

- Murid yang cacat anggota tetapi mempunyai kebolehan mental untuk belajar seperti murid biasa
- Murid yang mempunyai pelbagai kecacatan atau sangat cacat anggotanya atau yang terencat akal yang berat
- Seseorang murid dengan keperluan khas adalah boleh dididik, jika dia mampu untuk menguruskan diri sendiri tanpa bergantung kepada bantuan orang lain dan disahkan oleh suatu panel yang terdiri daripada pengamal perubatan, pegawai KPM dan pegawai dari JKM sebagai berupaya mengikut program pendidikan khas.

KURIKULUM (PERATURAN PENDIDIKAN KHAS 1997)

- Dalam melaksanakan kurikulum pendidikan khas, guru-guru boleh mengubahsuai kaedah atau teknik pengajaran atau pembelajaran, masa bagi aktiviti dan bahan bantu mengajar bagi mencapai tujuan dan matlamat pendidikan khas.

MAKSUD PENDIDIKAN KHAS

Pendidikan Khas bererti program yang dirancang khusus untuk memenuhi pelbagai keperluan murid-murid khas. Ini termasuk penggunaan bahan-bahan khas, peralatan khas, teknik pengajaran dan pembelajaran mengikut tahap kebolehan dan keupayaan murid.

Ini bertujuan untuk MENDIDIK dan MEMBENTUK murid melalui :

- Perkembangan mental
- Kestabilan emosi
- Integrasi sosial

PROGRAM PENDIDIKAN KHAS

Program Pendidikan khas di Sekolah Khas dan Program Integrasi Pendidikan Khas adalah perkhidmatan menyediakan kemudahan pendidikan bagi murid-murid dengan keperluan khas dalam kategori :-

- Bermasalah Penglihatan
- Bermasalah Pendengaran
- Bermasalah Pembelajaran

Aktiviti pengajaran dan pembelajaran berfokus kepada Kebolehan dan potensi individu murid-murid.

CIRI-CIRI PROGRAM PENDIDIKAN KHAS

Antara beberapa perkara penting yang perlu dititik Beratkan sebelum program pendidikan khas dapat Dilaksanakan adalah seperti berikut :

- Guru-guru terlatih khas
- Program pendidikan individu
- Kurikulum khas (KSSRPK)
- Kurikulum Alternatif
- Penilaian berterusan (PBS), penyimpanan rekod dan RPI
- Bimbingan dan kaunseling ibu bapa dan murid

SIAPAKAH YANG TERLIBAT DALAM PENDIDIKAN KHAS

Pendidikan khas melibatkan SEMUA murid-murid berkeperluan khas yang diajar oleh guru terlatih khas Pendidikan Khas dan juga melibatkan KHIDMAT SOKONGAN untuk membantu murid-murid khas belajar dengan lebih berkesan.

MURID-MURID PENDIDIKAN KHAS BERMASALAH PEMBELAJARAN

- murid-murid bermasalah pembelajaran merupakan golongan murid-murid yang dikenalpasti dan disahkan oleh pakar profesional klinikal sebagai mengalami kecacatan yang mengganggu proses pembelajaran.
- Kecacatan yang dialami boleh dikategorikan mengikut tahap kefungsi murid-murid dalam kebolehan-kebolehan berikut :

- Kognitif
- Tingka laku sosial / perkembangan sosial
- Penguasaan bahasa lisan / pertuturan
- Penguasaan membaca
- Kemahiran perkembangan moto-halus (motor skill)
- Kemahiran matematik

PROGRAM INTEGRASI PENDIDIKAN KHAS

-Selain dari sekolah-sekolah khas, Kementerian Pendidikan juga menjalankan kelas-kelas khas integrasi bermasalah penglihatan, bermasalah pendengaran dan bermasalah pembelajaran. Kelas-kelas khas rancangan integrasi ini dikendalikan dan menerima bantuan peruntukan daripada Jabatan Pendidikan Negeri yang menjadi Pusat Tanggungjawab.

PENDIDIKAN INKLUSIF

-Pendidikan Inklusif adalah program bagi menempatkan murid Pendidikan Khas yang telah menguasai sebahagian atau sebahagian besar mata pelajaran (akademik) ke kelas biasa untuk mengikut suasana pembelajaran normal.

-Pendidikan inklusif boleh dijalankan dalam dua bentuk :

- Separa inklusif
- Inklusif Sepenuh Masa



Inklusif Sepenuh Masa



Faktor-faktor lain :

- Penglihatan
- Pendengaran
- Pertuturan
- Perkembangan Lewat
- Perlakuan pasif
- Perlakuan agresif
- Kebolehan kognitif
- Sawan
- Perkembangan sosial
- Emosi

SIAPAKAH MURID BERMASALAH PEMBELAJARAN

**“MURID YANG KETINGGALAN
2 TAHUN DARI UMUR KRONOLOGI
RAKAN SEBAYA”**

PENGENALPASTIAN

Apakah Sifat-sifat Masalah Pembelajaran

Tahun-tahun Awal Persekolahan (5 – 9 tahun)

1. Terlalu aktif
2. Koordinasi mata lemah
3. Lambat memperolehi kemahiran membaca
4. Susah mengingat atau menggunakan kemahiran baru
5. Keliru dengan susunatur dan sukar mengingat arahan pelbagai

6. Sukar membezakan arahan
7. Masalah persepsi
8. Sukar menguasai matematik, masalah ejaan mencari perkataan lisan, masalah ejaan, mencari perkataan dan lisan
9. Kesukaran mengendalikan pensel
10. Kelemahan dalam motivasi
11. Gagal menyiapkan kerja rumah/kerja yang diberikan
12. Tidak dapat menyalin daripada papan hitam dengan baik

15. Membaca dengan nada yang perlahan
16. Kesukaran dalam pemahaman apa yang dibaca
17. Menulis jawapan yang sama bagi semua soalan
18. Banyak menyoal tetapi tidak minat menjawab.
19. Kesukaran dalam menjawab teka-teki yang mudah
20. Bercakap seperti orang dewasa tetapi mencampurkan penggunaan bahasanya.
21. Bercakap dengan mengambil idea pertengahan.
22. Bertukar dalm menyebut seperti kelmarin menjadi hari ini.

KATEGORI MURID

- | | |
|-------------------------------|-------------------|
| - Pintar Cerdas | - 'Microcephalus |
| - Lembam ('Slow Learner') | - 'Hydrocephalus' |
| - Autisme | - 'Dyslexia' |
| - Sindrom Down | - Terencat Akal |
| - Sindrom 'Cornelia De Lange' | |
| - 'Cerebral Palsy' | |
| - Epilepsi | |
| - 'Hyperaktif' | |
| - 'Hypoaktif' | |

PINTAR CERDAS

- Daya ingatan yang kuat, berfikir secara logik dan perbendaharaan kata yang luas
- Dapat mencipta dan mengeluarkan idea atau rekaan
- Dapat mengaitkan pelajaran yang baru dengan yang lepas

LEMBAM

- Sukar menerima arahan
- Daya ingatan yang lemah
- Tidak berminat untuk belajar
- Meninggalkan huruf, sukukata atau perkataan ketika membaca dan menulis

AUTISME

- Mengajuk perkataan orang lain
- Suka mengelak dari bertentang mata
- Tidak faham tentang makna BAHAYA
- Ketawa tanpa sebab dan tidak terkawal
- Tidak suka disentuh
- Mencederakan diri sendiri

SINDROM DOWN

- Lidah pendek, tebal dan cenderung terjelir
- Mata sepit iaitu bahagian luarnya naik ke atas
- Berbadan gempal dan rendah
- suka bermanja dan bermain

SINDROM 'CORNELIA DE LANGE

- Bulu kening yang lebat dan bercantum di tengah
- Sawan
- Tahap perkembangan lewat
- Percakapan lambat

'CELEBRAL PALSY'

- Tiada keseimbangan pergerakan badan
- Tidak boleh berinteraksi atau mengeluarkan 'babbling sound'
- Tidak faham apa yang dipertuturkan

‘EPILEPSI’

- Tarik menyeluruh (‘Grand Mal’)
Pesakit tiba-tiba tegang,menjerit,berhenti bernafas,
biru atau pucat dan mungkin tergigit lidah.
- Sawan Absence (tidak hadir)
Pesakit tiba-tiba kelihatan diam, mata terbuka luas atau
terkelip-kelip. Selepas beberapa saat sedar semula.
- Sawan terhad (unclassified epilepsis)
Pesakit akan berada di alam sendiri, mengalami
perasaan seperti takut, gelisah dan khayal.

‘HYPERAKTIF’

- Tidak boleh duduk diam
- Tidak tahu bahaya
- Melakukan sesuatu yang mengganggu orang lain

‘HYPOAKTIF’

- Tidak mahu melakukan pergerakan atau bergerak
dengan keadaan yang perlahan
- Suka mengasingkan diri
- Adakalanya akan menyembunyikan diri di
tempat-tempat yang tersorok seperti di tepi
almari atau bawah meja.

‘MICROCEPHALUS’

- Kepala kecil
- Perkembangan motor baik
- Rencatan akal yang sederhana ke serius

‘HYDROCEPHALUS’

- Kepala besar mengandungi cecair
- Tiada keseimbangan pergerakan
- Besar kemungkinan terencat akal

**KURIKULUM
PENDIDIKAN KHAS
BERMASALAH PEMBELAJARAN
SEKOLAH MENENGAH & RENDAH**

MATLAMAT

**KURIKULUM PPKI BERMATLAMAT MENYEDIAKAN
ILMU PENGETAHUAN DAN KEMAHIRAN MELALUI
PROSES PENGAJARAN DAN PEMBELAJARAN YANG
FLEKSIBEL UNTUK MEMENUHI KEPERLUAN
INDIVIDU DENGAN PELBAGAI TAHAP KEUPAYAAN
KE ARAH KEHIDUPAN BERMAKNA**

PENDIDIKAN WAJIB

**PENDIDIKAN SEKOLAH RENDAH
TAMBAHAN 2 TAHUN
7 TAHUN HINGGA 14 TAHUN**

**PENDIDIKAN SEKOLAH MENENGAH SEHINGGA 19 TAHUN
WALAU BAGAIMANAPUN UNTUK YANG MENDAPAT KEPUTISAN
YANG BAIK MASIH BOLEH MENERUSKAN SEHINGGA KE
PERINGKAT YANG LEBIH TINGGI,**

KURIKULUM

KURIKULUM PENDIDIKAN KHAS JUGA MENGIKUTI KURIKULUM KEBANGSAAN IAITU KURIKULUM STANDARD SEKOLAH RENDAH PENDIDIKAN KHAS(KSSRPK) DAN YANG TIDAK BOLEH MENGIKUT KSSR MENGGUNAKAN KURIKULUM ALTERNATIF YANG DI UBAHSUAI MENGIKUT KEPERLUAN MURID PENDIDIKAN KHAS.

SEKOLAH MENENGAH**BIDANG PEMBELAJARAN**

1. Bidang Pembelajaran
 - a. Komponen Pengurusan Diri
 - b. Komponen Kemahiran Manipulatif
 - c. Komponen Pengurusan Tingkahlaku
 - d. Komponen Kemahiran Hidup
2. Bidang Akademik Berfungsi
 - a. Komponen Bahasa Melayu
 - b. Komponen Matematik
 - c. Komponen Bahasa Inggeris
 - d. Komponen Multimedia
3. Bidang Kerohanian dan Nilai-nilai Murni
 - a. Komponen Pendidikan Agama Islam
 - b. Komponen Pendidikan Moral
4. Bidang Sosial, Riadah dan Kreativiti
 - a. Komponen Pendidikan Jasmani
 - b. Komponen Pendidikan Seni
 - c. Komponen Pendidikan Muzik, Gerakan dan Drama
 - d. Komponen Pendidikan Sosial dan Alam sekitar

KOKURIKULUM
MURID PENDIDIKAN JUGA TERLIBAT DALAM KOKURIKULUM

PERINGKAT NEGERI

- Pertandingan Petanque
- Pertandingan Bola Jaring
- Pertandingan Ten Pin Bowling
- Pertandingan Futsal
- Kejohanan Balapan Dan Padang Pendidikan Khas
- Karnival Kebudayaan Dan Kesenian Pendidikan Khas
- Majlis Tilawah Al-Quran
- Kem Bestari Sclat Pendidikan Khas



Karnival Kebudayaan Dan Kesenian Pendidikan Khas



Suara Pertandingan Azan Peringkat Negeri Sarawak 2012
Azzah Yusoff dan Nurul



Suara Pertandingan Hadisat Peringkat Pagar Sarawak 2011
Nurul Fadzilah bin Ismail

Majlis Tilawah Al-Quran Peringkat Negeri Sarawak



Suara Pertandingan Hadisat Peringkat Negeri Sarawak 2011
Azzah Yusoff dan Nurul



Suara Pertandingan Hadisat Peringkat Negeri Sarawak 2011
Charmelle Ismail dan Nurul Ismail



Hala Iqam Pertandingan Bersejarah Peringkat Negeri Sarawak 2011
Nurul Fadzilah bin Ismail

PERINGKAT KEBANGSAAN

- | | |
|--------------------------------------|-------------------------------|
| • Karnival Kesenian Dan Kebudayaan | Ayer Keroh, Melaka |
| • Kejohanan Balapan Dan Padang | Stadium Kuantan, Pahang |
| • Karnival Permainan Pendidikan Khas | Port Dickson, Negeri Sembilan |
| • Tilawah Al-Quran Kebangsaan | PBC Resort, Kelantan |



LATIHAN GURU

- i. INSTITUT PERGURUAN GURU MALAYSIA
- ii. UNIVERSITI :
 - a) UNIVERSITI SAINS MALAYSIA (USM)
 - b) UNIVERSITI KEBANGSAAN MALAYSIA (UKM)
 - c) UNIVERSITI PENDIDIKAN SULTAN IDRIS (UPSI)
- i. KURSUS PERGURUAN LEPASAN IJAZAH (KPLI)
- ii. DIPLOMA PERGURUAN LEPASAN IJAZAH (DPLI)
- iii. KURSUS PENDEK ANJURAN KEMENTERIAN
PENDIDIKAN MALAYSIA & JABATAN PENDIDIKAN
NEGERI

PEMBANGUNAN

Bangunan Baru untuk murid Masalah Penglihatan di Matang,
Kuching dan dijangka siap Tahun 2014.

MESRA OKU YANG DIBINA TAHUN 2012 DI 11 BUAH SEKOLAH
Tandas
Tempat Letak Kereta
Ram
Rail

NAIK TARAF TAHUN 2013 – RM 1 000 3 000

HARAPAN

Melalui proses pengajaran dan pembelajaran
FLEKSIBEL dan bersepadu diharap dapat
melahirkan individu yang memiliki ciri-ciri
individu :-

- i. Mampu berdikari
- ii. Berdisiplin dan bersikap positif
- iii. Bermoral dan beretika
- iv. Berkemahiran dan berketerampilan
- v. Produktif dan boleh menyumbang kepada
keluarga dan masyarakat serta pembangunan
negara.

RENUNGAN

JADIKAN KEIKHLASAN SEBAGAI PEGANGAN

JADIKAN KESUNGGUHAN SEBAGAI AMALAN

JADIKAN KESABARAN SEBAGAI SENJATA





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