

# What Do Parents & Families Expect From Service Providers?

## 1. Standard Fees Schedule in the Private Sector.

- We request MOE to revise the fee structure of Early Intervention services offered by the private sector and to set a fee schedule for private documents to decrease financial burden of the parents. The fees charged differ and increase from time to time.

## 2. Statistics to show where we are heading to.

- Government to have allocation for research studies on prevalence of autism in Malaysia , therefore statistics are required to show where are we heading too. Will be very helpful in planning career path programs and employment opportunities for teenagers and young adults with special needs.



### 3. No one program fit to all

- **MOE through special education division, consider to have educational programs which suits the different categories of special needs instead of limiting to one program to fit all categories. More budget for this purpose to ensure a meaningful and purposeful education.**

### 4. Tax relief for therapies and supplements

- **Parents request to be relieved from tax for therapies and the purchase of supplements such as probiotics, fish oils and other vitamins. These are needed to sustain the health of the special need children.**

### 5. Services spread widely

- **Special education services must spread widely and reach the rural areas of the country. More awareness campaigns to be held for early identification and empowering parents of children with special needs in the rural areas.**



## 6. The term OKU to be rephrased to a better term.

- **In the current practice, MOE is using “murid keperluan khas” , JKKM is using “Orang Kurang Upaya”. We humbly request to the MOH,MOE and JKKM to have one standard term that is “Berkeperluan Khas/ Special Needs”. OKU shall be rephrased to a better term.**

## 7. Embodiment of specialized posts

- **Requesting MOE to consider specialized posts like Educational Psychologist and Shadow Aide to empower the parents of children with special needs. Shadow aide are needed in schools to assist teachers and parents to carry out a successful inclusive programs**



## 8. A clear circular on Shadow Aide for inclusion

- **Shadow aide is an important role for the success meaningful and purposeful inclusion in the mainstream schools. There is a Moe circular dated 6<sup>th</sup> July 2007 mentioning the term shadow aide as one of the task field of a resource teacher. But the circular is applicable only to the visual impairment integrated programs (Bahagian Pend Khas). However the circular is not well accepted in the mainstream schools.**

**Child's rights of education and parents' rights to decide school placement is discrete by the term "Budi Bicara" in schools. Due to this many parents are unable to use shadow aide.**

**We humble request MOE to redraft the circular clearly granting permission for the parents to engage a shadow aide in mainstream schools and of course with terms and conditions applied.**



## 9. Child's rights of education..

- **Parents support and collaboration in education and educational activities of their children is recognized and is encouraged by the government as “Khidmat Sokongan” and as “Amalan Terbaik”. This is definitely a privilege for a successful inclusion.**
  - **Unfortunately in most public schools, parents are not allowed to go in and help out. Administrators express that they are not aware of inclusive education or shadow aide assistance and children with special need goes to special schools.**
  - **Our intention to go in is none, but to help the school and teachers to prepare the child for classroom behavior and help the teachers to see the potential of these kids. Every child deserves a chance and some probation period to adapt and for that they need the necessary support.**
  - **It will be greatly appreciated if MOE can generate and document some guidelines as solution to this issue which enable the teachers and parents to work as a team to support and aide the special needs children in the inclusion**



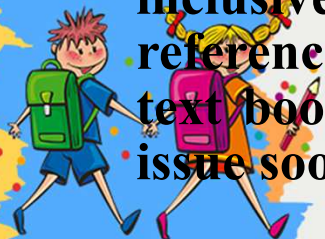


## 10. Exempted from school's KPI

- **The special need pupils in the mainstream are commonly assumed of being a treat to the schools; and are also believed to retard the KPI (Key Performance Indicator) a system introduced by government to increase the performances of the primary and secondary schools in Malaysia. for the success of the inclusive education , the special need pupils in mainstream schools can be excluded from the schools' KPI.**

## 11. Budget allocation for reproduction of Braille Text Books

- **Currently we are shortage of Braille text books especially, the secondary text books. To borrow textbook from another state is yearly a problem. Often students end up not having text books throughout the year. Braille text books are very important for the visually challenged students to perform well in academics. Many visually challenged students are in inclusive education and braille books are one of their primary source of reference . I would request to MOE to increase and reproduce the Braille text books for Secondary 3, 4, 5 and 6. We hope to resolve the shortage issue soon as it is being a limitation for these students performance.**



## 12. NGO to share and utilize resources available.

- **NGO's or service providers shall share and utilize resources available within their capacity to all special needs groups. Resources like toy library, transport, speech therapy, hydro therapy, swimming pool, gym and etc are common to almost all the special needs group.**

## 13 One- Stop- Center in Government Health Clinics.

- **A One –Stop- Information centers to be established in every government health clinics( Klinik Kesehatan) as we do not have one yet. This will be very helpful to parents from both rural and urban area to obtain basic information like symptoms of developmental delays, developmental milestones, early identification, referral guidance, what intervention means, diet factors and other subjects relating to special needs. We request MOH to consider on this**



**THANK YOU**

