

UNICEF

NECIC Conference
3rd September 2018

SKETCHPOST

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CONCURRENT SESSION #19

DR. ROBERT JACKSON



THE TRANSITION TO ADULTHOOD: PLANNING AHEAD



WHAT IS YOUR VISION FOR YOUR CHILD

5 YEARS FROM NOW?

10 YEARS?

15 YEARS?

INVOLVE THEM IN PLANNING ...

... SHARE THE VISION WITH OTHERS

CONSIDER:

- VALUED ROLES
- GROWTH
- PEOPLE PRESENT
- CHOICE / POWER
- SAFETY & SECURITY
- DIGNITY & IMAGE
- RELATIONSHIPS

HAVING A DETAILED VISION AND A PLAN MAKES GOALS ACHIEVABLE, LEADING TO RAISED EXPECTATIONS



A GOOD LIFE IS ACHIEVABLE, BUT NOT AUTOMATIC

CIKGU LIM POH LIAN

PREPARING CHILDREN AND TEENAGERS FOR WORK



PREPARATION

- CHRONOLOGICALLY
- MENTALLY
- PHYSICALLY

READINESS IN STUDENTS, PARENTS, AND EMPLOYERS

FOLLOW-UP AND IMPROVEMENT



SPECIAL EDUCATION INTEGRATED PROGRAM



IDENTIFY & MAGNIFY STRENGTHS AND MINIMIZE WEAKNESSES

CONSIDER THEIR AMBITIONS & INTERESTS

SELF-MANAGEMENT



SMK DATIN ONN JAAFAR

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MULTISENSORY LEARNING STRATEGIES FOR CHILDREN WITH DYSLEXIA



MAKE MEANING, NOT LEARN FACTS

THE BODY HELPS THE MIND REMEMBER

VISUAL **KINESTHETIC/TACTILE**

AUDITORY

KEEP TO THESE PRINCIPLES

SYSTEMATIC **CUMULATIVE**

BALANCE BETWEEN CODE AND MEANING **DIAGNOSTIC TEACHING TO AUTOMATICITY**



INTRODUCE AT AN EARLY STAGE

PHONICS

CLAPPING SYLLABLES

ELKONIN BOXES CARDS

FINGER-TAPPING

VOWEL STICKS

BOWLING FOR SIGHT WORDS

VISIONS FOR VOCABULARY

QUESTIONS FOR COMPREHENSION

RECALL OPERATED

SONGS IN LESSONS

MEMORY GAMES

REPETITION IS KEY

THE GOAL IS TO BE ABLE TO READ FOR MEANING

PARENTS CAN BE CHAMPIONS OF EARLY INTERVENTION AND MULTISENSORY LEARNING!



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7TH NATIONAL EARLY CHILDHOOD INTERVENTION CONFERENCE

BATU PAHAT 30 AUG - 1 SEPT 2018



Keynote Speech

MOVING FROM PROVIDER-LED TO FAMILY-FOCUSED

WE WANT TO ANCHOR **Children** IN THE CONTEXT OF FAMILY & COMMUNITY

COMMUNITY-BASED INTERVENTION IS NEEDED



MORE INTERVENTION IN RURAL AREAS IS NEEDED

WE AS A COMMUNITY NEED TO **OWN** CHILDREN WITH DISABILITIES



WE NEED TO GET **GOVERNMENT POLICY** TO WORK

CHANGING THE **EDUCATION SYSTEM**



I have much to offer to **SOCIETY**



1 IN 5 CHILDREN HAVE A **DISABILITY**

KEY STAGES OF THEIR LIVES

- DIAGNOSIS
- PRESCHOOL
- SCHOOL
- EMPLOYMENT
- LONG TERM CARE



PRIVATE SECTOR ENGAGEMENT IS CRITICAL

TAKING A **SOCIAL & RIGHTS-BASED** APPROACH

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Plenary 1

MEETING CHILDREN'S NEEDS

CELINE LEAN

JUST BECAUSE I'M BLIND, DOESN'T MEAN I CAN'T DO ANYTHING

LIFE GOES ON!

ACHIEVED 4 STRAIGHT AS AT A-LEVELS

DR LING HOW KEE

MANY PARENTS OF CHILDREN WITH DISABILITIES FACE MUCH DISCRIMINATION & MISUNDERSTANDING

IN COLLEGE, I WAS THE ONLY BLIND STUDENT IN A CLASS OF STUDENTS WITHOUT DISABILITIES

I CHOSE TO STUDY **LAW** SO I CAN FIGHT FOR PEACE & JUSTICE

DISABILITY DOES NOT DEFINE YOU



DR. ROBERT JACKSON

PEOPLE WITH DISABILITIES FACE **SOCIAL DEVALUATION**

THEY GET WOUNDED IN LIFE

COMPARING THE **MEDICAL MODEL** vs **SOCIAL MODEL**

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VANESSA SKETCHPOST

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BATU PAHAT 30 AUG - 1 SEPT 2018



Opening Ceremony



SARAH NORTON-STAAAL

93 MILLION CHILDREN WORLDWIDE HAVE DISABILITIES

ENABLE THEM TO PARTICIPATE IN ALL AREAS OF LIFE



IT'S NOT ENOUGH TO BE ACCESSIBLE, WE MUST BE *inclusive*



BE SUCCESSFUL & PRODUCTIVE MEMBERS OF SOCIETY

WE JUST WANT TO BELONG

WE MUST PROTECT THEIR RIGHTS

#THIS ABILITY



LET'S MOVE TOWARDS A MORE PROGRESSIVE & INCLUSIVE

MALAYSIA!

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DIALOGUE: Translating Policy to Action



IS OUR EDUCATION SYSTEM REALLY **INCLUSIVE**?



ALL TEACHERS SHOULD AND WILL BE TRAINED IN **INCLUSIVE PEDAGOGY**

HOW CAN WE IMPROVE **TRAINING FOR MEDICAL AND HEALTH PERSONNEL** IN UNIVERSITIES?

DRAW UP A CURRICULUM AND IMPLEMENT IT IN TRAINING

PRACTITIONERS MUST BE ABLE TO RECOGNISE SPEECH DELAY IN CHILDREN AS AN INDICATOR OF DISABILITIES

MORE MANPOWER NEEDED, ESPECIALLY SPEECH THERAPISTS

DECENTRALISE CARE TO MEET RURAL NEEDS

WHAT CAN THE **WELFARE** DEPARTMENT DO FOR RURAL COMMUNITIES IN PARTICULAR?

EMPOWER PARENTS AND NGOS TO RUN ON THEIR OWN, WITH FINANCIAL SUPPORT

CBRS RECOGNISED AS NGOS, BUT DOES THAT ABSOLVE THE GOVT. OF WORKING?

SCHOOL AND TEACHER ATTITUDES STILL LEAVE MUCH TO BE DESIRED

LACK OF TRAINED PERSONNEL
LET'S FORMALISE AND ANNOUNCE A NATIONAL SHADOW AID PROGRAMME

DATA MAY NOT BE DEPENDABLE



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Plenary 5: PRESENTATIONS WITH POLICY MANAGERS

SUSILAH BT AHMAD

WE ARE NOW USING THE **2013** SPECIAL EDUCATION REGULATIONS

6 DISABILITY CATEGORIES

Code of PRACTICE FOR SPECIAL EDUCATION PRACTITIONERS

AIM TO HAVE **75%** OF SEN STUDENTS IN INCLUSIVE EDUCATION

BLUE PRINT

AIM TO IMPROVE QUALITY OF INCLUSIVE EDUCATION

GUIDELINES FOR TEACHERS HOW TO APPROACH SEN STUDENTS

IDENTIFYING HIGH RISK CASES:

- EYE SCREENING FOR YOUNG CHILDREN
- EAR SCREENING

DR. AMINAH BEE

USING **M-CHAT** TO DIAGNOSE CHILDREN WITH AUTISM

EARLY DETECTION IS CRUCIAL

CPR CASES

INCREASING THE NUMBER OF THERAPISTS IN PRIMARY CARE

PREVENTING CHILDREN'S ACCIDENTS

CAREGIVER TRAINING MANUAL

PLAY IN MANAGEMENT FOR CHILDREN WITH DISABILITIES

MR. PATHMANATHAN A/L NALASAMY



National POLICIES & LEGISLATION

EMPLOYMENT INITIATIVES

ENHANCE THE WELLBEING for PWDs

RAISING AWARENESS

COUNSELLING

REGISTRATION OF PWDs:

- TO KNOW THEIR NUMBERS
- TO KNOW HOW BEST TO PROVIDE FOR THEM

FINANCIAL SUBSIDIES

MORE INCLUSIVE CHILDCARE

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Plenary 4: Ideas to Mobilise the Community in Malaysia

#THISABILITY
MAKEATHON '17

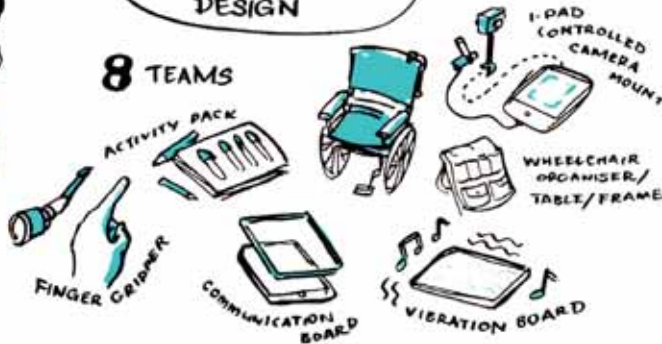


ZOE GAN

WE NEED TO INCLUDE THE END-USER DURING DESIGN



8 TEAMS



FINGER GRIPPER

ACTIVITY PACK

COMMUNICATION BOARD

VIBRATION BOARD

WHEELCHAIR ORGANISER/TABLE/FRAME

I-DAD CONTROLLED CAMERA MOUNT



PAIRED WITH SPECIALISTS FOR 8 WEEKS OF SUPPORT TO DEVELOP PHYSICAL PROTOTYPES



CHILDREN AND YOUTH WITH DISABILITIES NEED MORE OPPORTUNITIES TO PROBLEM-SOLVE



ENGAGING LOCAL COMMUNITIES TO MAKE THE RIGHT TO INCLUSION REAL



PAULINE WONG

DISABILITY IS A CAUSE AND A CONSEQUENCE OF POVERTY

BUT UNFORTUNATELY, THE NEEDS OF PEOPLE WITH DISABILITIES ARE OFTEN IGNORED!



WORK WITH KEY STAKEHOLDERS, BUILD THEIR SKILLS AND CAPACITIES, IDENTIFY INTERESTS

EMPOWER COMMUNITIES TO CREATE INCLUSION



BE PRESENT AND BUILD RELATIONSHIPS



LISTEN AND IDENTIFY NEEDS



IDENTIFY LOCAL RESOURCES AND INFRASTRUCTURE



WORK WITH CHILDREN, LET THEM PARTICIPATE



LOCAL OWNERSHIP LEADS TO SUSTAINABILITY



PLAY - BASED LEARNING : WHAT & HOW?



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CONCURRENT SESSION 2

SUPPORTING PLAYGROUPS FOR CHILDREN WITH DISABILITIES (DR JANE WARREN)

Community PLAYGROUP - INITIATED BY PARENTS

PHONICS FUN JOHANNA MEANS



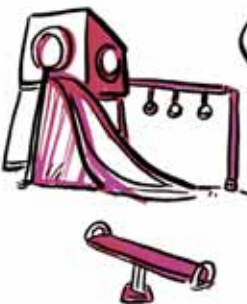
MATCHING SOUNDS TO WORDS

GAMES WILL GRAB CHILDREN'S ATTENTION



Supported PLAYGROUP - LED BY PAID FACILITATOR

CONSIDER LOCATION COST



- 1 INCREASE PARENT SELF-ESTEEM WITH THEIR PARENTING SKILLS
- 2 EXPAND PARENTS' & PROFESSIONALS' KNOWLEDGE BASE
- 3 PARENTS CAN DEVELOP SUPPORTIVE NETWORKS

HOW TO MAKE A COMMUNITY PLAYGROUP MORE

INCLUSIVE

CHILDREN ARE LIKE COOKIES - EACH ONE IS DIFFERENT

DON'T PUSH THEM BEFORE THEY ARE DEVELOPMENTALLY READY



FINDING OUT WHAT'S THE CHILDREN'S AGES, WHAT DO THEY LIKE?

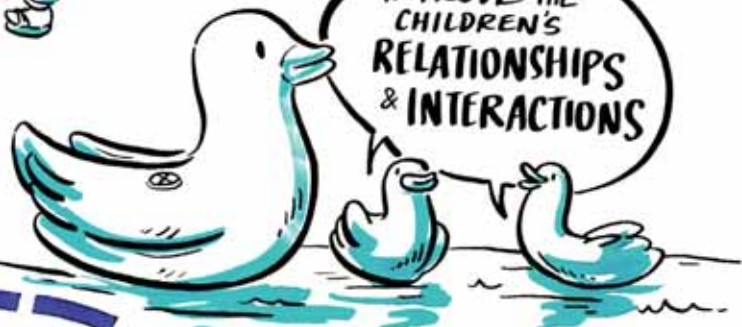
WHAT ARE THE THINGS THAT MAKE PEOPLE FEEL EXCLUDED?

LET THEM READ WHAT THEY LIKE



MAKE LEARNING FUN


IMPROVE THE CHILDREN'S RELATIONSHIPS & INTERACTIONS





INTERACTIVE
SESSION 2

HELPING YOUR CHILD EAT & SLEEP BETTER

MANY FACTORS AFFECT
HOW A CHILD EATS

SENSORY ISSUES (TOUCH) 

INTEREST IN FOOD 


PARENTING STYLES 

BUILD GOOD EATING
HABITS

SMALL PORTIONS KEEP THEM ENGAGED 

NO THROWING FOOD OR UTENSILS 

FOOD IS NOT A
REWARD

DON'T PRAISE OR CRITICISE AMOUNTS 

IT SHOULDN'T BE USED TO SHOW AFFECTION 

KEEP MEALS
SHORT

NO TABLETS OR PHONES 

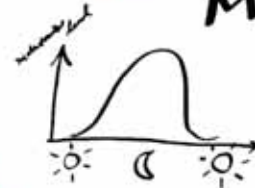
20 MIN 

30 MIN 



YOU CAN GET IT FROM FOODS  OR SUPPLEMENTS

MELATONIN AFFECTS
SLEEP CYCLES



REGULAR SLEEP
TIMES ARE CRUCIAL

CREATE A CONDUCTIVE
ENVIRONMENT AND
ROUTINE

CONSISTENT ROUTINE 

TURN OFF LIGHT 

AMBIENT TEMPERATURE 

NO TOYS 

REDUCE GAMES & VIGOROUS ACTIVITY,
TV / SCREENS, CAFFEINE
BEFORE SLEEP



NO LATE
NAPS!



CONCURRENT SESSION 20

TRANSITION TO SCHOOL, COMMUNICATION WITH TEACHERS (PR JANE WARREN)



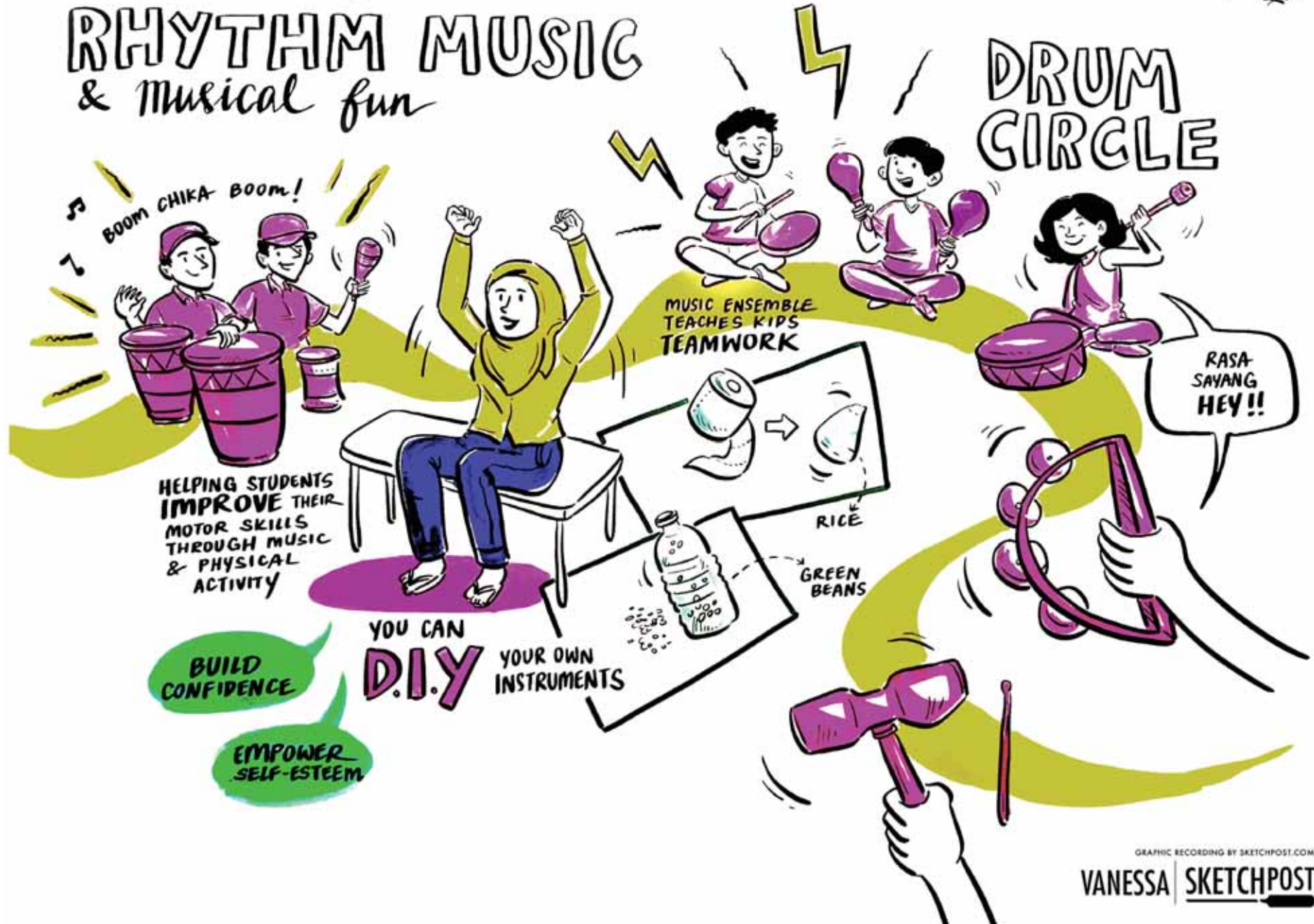
PLANNING INCLUSION of CWD IN DAILY ACTIVITIES & ROUTINES — INDEPENDENCE THROUGH CHORES (JOHANNA MEANS)



INTERACTIVE SESSION 1

RHYTHM MUSIC & Musical fun

DRUM CIRCLE



BOOM CHIKA-BOOM!

MUSIC ENSEMBLE
TEACHES KIDS
TEAMWORK

HELPING STUDENTS
IMPROVE THEIR
MOTOR SKILLS
THROUGH MUSIC
& PHYSICAL
ACTIVITY

BUILD
CONFIDENCE

EMPOWER
SELF-ESTEEM

YOU CAN
DIY YOUR OWN
INSTRUMENTS

RICE

GREEN
BEANS

RASA-
SAYANG
HEY!!

CONCURRENT SESSION 13



DON'T FALL INTO THE TRAP OF MINDLESS-LESS

BEFRIEND

DIFFICULT EMOTIONS - DON'T RUN FROM THEM

EMPATHY

MORE UNDERSTANDING



heartfulness, ANYTIME, ANYWHERE

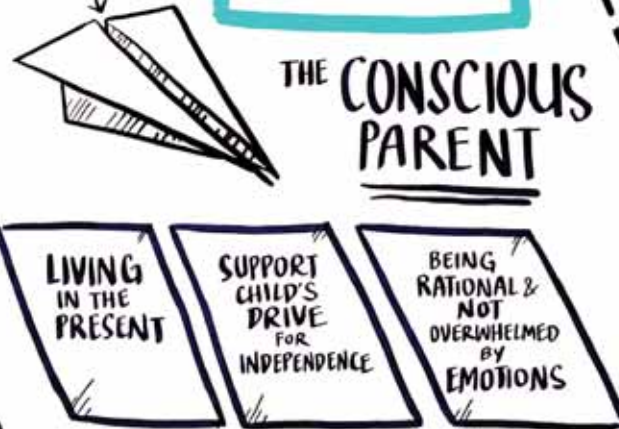
PARENTS' EMOTIONS & SPOUSAL RELATIONSHIP
(PHEH KAI SHUEN)

RELATIONSHIPS ARE FUNDAMENTAL TO **HAPPINESS & WELL-BEING**



BUILDING FAMILY RELATIONSHIPS WHILE CARING for CHILD WITH DISABILITY
(EDMUND LIM)

WHAT IS THE ROLE OF THE PARENT?
WITH A DISABLED CHILD



(DR CHESSDA-UTTRAPHAN EH KAN)

BEYOND DIAGNOSIS & INTERVENTION:



WHAT WE WISH PROFESSIONALS WOULD KNOW

INTERVENTION:

- STATE OF PARENTS' MENTAL HEALTH
- DIFFERENCE IN THERAPY AT HOME VS CLINIC



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INCLUSIVE EDUCATION PRACTICAL STRATEGIES (FOCUS ON SUPPORT STRATEGIES OR LESSON MODIFICATION)

YOU CAN STILL ACHIEVE A LOT EVEN WITH FEW RESOURCES

- SIMPLIFYING THE PROCESS
- ADAPTING YOUR WORKSHEETS
- SPECIAL EQUIPMENT

ADULT & PEER SUPPORT IS IMPORTANT

AT LEAST **2** ADULTS TO **20** CHILDREN

BY: CHEW SIOK CHENG

START FROM THE RIGHTS OF THE CHILDREN

INCLUSION SHOULD NEVER BE JUST AN OPTION

GET CREATIVE IN THE CLASSROOM

TEACH CHILDREN TO WELCOME DIFFERENCE

IT'S OK TO BE DIFFERENT!

CREATE A CULTURE of INCLUSION

DON'T OVERWHELM THEM WITH CHOICE!

HAVING CLASS BUDDIES

USING TOYS TO encourage PARTICIPATION

FOR CHILDREN WHO FIND IT HARD SITTING WITH A GROUP

SENSORY TOYS

VELCRO TOYS

SCRUNCH TOYS

SHINY TOYS

BY: DR. JANE WARREN

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Plenary 2: FAMILIES MOVING FORWARDS

PROF. HSIU-SHUO HU

CHILDREN ARE INFLUENCED BY THEIR FAMILIES!

FAMILY COHESION IS IMPORTANT

FAMILIES WITH SPECIAL NEEDS FACE CHALLENGES

PARADIGM shift

- ENRICH COUPLE PROGRAMS
- WELL-SIBLING CAMPS
- ADVOCATE INCLUSION

ACKNOWLEDGE CHILDREN WITH DISABILITIES AS **INDIVIDUALS**

SARINI BUJANG

TAKE TIME TO **PAUSE, BREATHE & PLAN**

FILL YOUR **OWN cup** BEFORE HELPING OTHER PEOPLE

MEDITATE

WORDS OF AFFIRMATION

ASK FOR SUPPORT

DATO' DR. AMAR SINGH

IT'S OUR CHOICES THAT DEFINE **Who WE ARE**

I'M YOUR FRIEND :)

REDEFINING THE PATIENT-PROFESSIONAL RELATIONSHIP

- 1 IT'S OK TO BE CLOSE & EMOTIONAL
- 2 OFFER TRUTH & MEANING
- 3 OFFER SUPPORT & DIRECTION

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Plenary 3: ACTION FOR INCLUSION

#THIS ABILITY



DR. ROBERT JACKSON

CHILDREN WITH DISABILITY DO BETTER SOCIALLY & ACADEMICALLY WHEN THEY ARE **included**



DR. JANE WARREN

INCLUSION NEEDS TO START IN **early CHILDHOOD**

SETTING HIGH EXPECTATIONS

LAYING THE FOUNDATIONS



DR. TOH TECK HOCK

EARLY DETECTION/INTERVENTION IS GOOD

IF YOU SUSPECT YOUR CHILD MIGHT HAVE DEVELOPMENTAL DISABILITY, GET THEM SCREENED

NO MORE PRAS SEKOLAH "KHAS"



THE MORE INCLUDED A CHILD IS, THE BETTER THEY DO

CHILDREN HAVE A RIGHT TO INCLUSION



I LEARNT HOW TO USE A SPOON!

ALL CHILDREN BENEFIT from INCLUSION

IT'S OUR RESPONSIBILITY

IT'S OUR CHOICE



EVERYONE PLAYS A PART

MORE INCLUSIVE SCHOOLS HAVE BEEN ESTABLISHED



INCLUSION WORKS

INTERACTIVE SESSION #8

unicef TREATMENTS AND ALTERNATIVE THERAPIES



HOW DO WE KNOW THE TREATMENT WORKS?

PEER-REVIEWED STUDIES AND PAPERS

USE A GOOD TOOL, MONITOR CHANGES AND ESTABLISH A BASELINE

WE MUST CONSIDER LONG-TERM SIDE EFFECTS!

WHAT SEEMS TO WORK NOW COULD HAVE UNKNOWN NEGATIVE EFFECTS

HOW DO WE KNOW IF WE'RE BEING CHEATED?

WHY TRY ALTERNATIVE THERAPIES?

PARENTS ARE DESPERATE; CONVENTIONAL METHODS DON'T MEET THE CHILD'S NEEDS

NON-DRUG METHODS ARE APPEALING

WORD OF MOUTH & SOCIAL MEDIA IS COMPELLING

WE STILL DON'T KNOW EVERYTHING ABOUT MEDICINE AND THE BODY

CLINICAL TRIALS

INTUITION CAN BE A POWERFUL SUPPLEMENTARY INDICATOR

FEEDBACK FROM TEACHERS AND THERAPISTS

DOES THE CHILD OFFER POSITIVE FEEDBACK?

SHADY, FOR-PROFIT THERAPISTS OR VENDORS

SUSPICIOUSLY HIGH COSTS

GUILT-TRIPPING TO MASK TREATMENT FAILURE

THERE'S NO EFFECT

HOWEVER, DON'T DISMISS ALL ALTERNATIVE THERAPIES!

JUST PRACTICE CAUTION AND BE MINDFUL NOT TO NEGLECT PROVEN METHODS

TRANS-DISCIPLINARY THERAPISTS AND PRACTITIONERS ARE THE WAY TO GO!

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Inclusive Education



WHAT MUST develop?

MINDSET & ATTITUDE SHIFT IN PARENTS & TEACHERS

AN INCLUSIVE ethos

UNDERSTANDING, ACCEPTANCE & LOVE FROM OTHER PARENTS & CHILDREN AT SCHOOL

WHAT NEEDS TO BE introduced?

BUDDY PROGRAM

SHADOW AIDE PROGRAM

TEACHER TRAINING

ACCESSIBLE TEXTBOOKS

ACCESSIBLE SCHOOLS

DIFFERENTIATED CURRICULUM

WHAT NEEDS TO change?

INCREASE ENROLMENT % OF CWD IN INCLUSIVE SCHOOLS

MAIN-STREAM

SPECIAL EDUCATION

TURN ALL MAINSTREAM & SPECIAL EDUCATION SCHOOLS INTO INCLUSIVE SCHOOLS

WHAT HAPPENS IF WE DO nothing?

EXCLUDING EVEN 1 CHILD IMPACTS ALL

ONLY LEADS TO THEM LIVING SEGREGATED LIVES

SEGREGATING CHILDREN DURING EDUCATION DOES NOT WORK

3 RUNNING EDUCATION SYSTEMS AT ONCE IS EXPENSIVE!

WHAT IS THE benefit?

STUDENTS IN INCLUSIVE SCHOOLS

- LEARN MORE
- DEVELOP BETTER SOCIAL SKILLS
- MAKE WIDER FRIENDSHIPS

OBTAIN COMPETITIVE JOBS LATER IN LIFE

QUALITY INCLUSIVE EDUCATION IS A RIGHT, NOT A PRIVILEGE!

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