

Partnership with Parents

6th National Early Intervention
Conference

Pearl International Hotel, Kuala Lumpur
26th November 2016



Background

Partnership

- Definition?
- Experience?

What is Partnership?

- Partnership involves **parents, families and practitioners** working together to benefit children.
- Each **recognizes, respects and values** what the other does and says.
- Partnership involves **responsibilities on both sides.**

Aistear: The Early Childhood Education Framework

Testimonies

- I am very thankful people who journeyed with us from the beginning and taught us how to care for Zun Yi. They are very loving and caring. My knowledge increased as I sent Zun Yi to SPICES twice a week for intervention and took the opportunity to read books to learn more about autism. The resources there were very helpful. The journey was tough especially when we saw very little improvement in Zun Yi's condition. Then, we realised that autism was not a disease that could be cured. SPICES staff helped me to cope with this hard fact positively and see possibilities in Zun Yi's condition.

Mr. Lee Ban Chin,
father of a young adult with autism

Early Childhood

- Early Intervention Support (EIS)
 - Objective: To empower parents to be the main trainer/teacher of their children
 - Recommended for toy libraries, resource centers, those on waiting list of EIPs and parents who are not able to commit to regular EIP
 - Partnering with parents to learn and train according to IEP and taking hands-on training of the child

Early Childhood

- Early Intervention Support (EIS)
 - Resources: Curriculum, access to the loaning of toys, books and teaching aids
 - Pros: Less commuting and time-off from work for parents, shorter wait list at centers, Toy Library parents are clearer about usage of resources available, enhance services provided by library and resource centers, 6 months commitment
 - Cons: Less regular “class time”.

Examples

Individual Education Plan – JR (DOB 30 September 2010)

A GROSS MOTOR

- VI.11 Walk along a line approx. 6 inches wide for several feet.
- VII.2 Stand on one foot with no support for 3 sec.
- VII.4 Kick a medium size ball (10-12" diameter).
- VIII.1 Jumps up and down with hands held.

B LANGUAGE AND COMMUNICATION

- Uses MAKATON "I want"
- II.2 Responds to his own name.
- II.7. Points to 5 familiar objects when named.(shoe, biscuit, spoon, car, dog)

SELF CONCEPT

Points to body parts when named. (Eye, nose, ear)

ATTENTION AND MEMORY

Can find hidden objects under one of 2 covers.

PRETEND PLAY

Play involves 2-3 sequence.

C FINE MOTOR

- III.3 Child stacks 6-7 blocks
- IV.7 Child completes 12-15 piece shape sorters and puzzles
- V.6 Child threads small and medium size beads onto a normal lace
- VII.3 Random scribbling

D READING, WRITING AND EARLY NUMBERS

- I.3 Point to the correct pic when named in a set of 2
- I.10 Sorts objects into 4 groups by colour
- II.1 One-to-one correspondence

E SELF HELP SKILL

- I.8 Child can use a fork to spear food
- III.3 Child indicates when he needs to go to the toilet
- IV.5 Child takes off T-shirt/unbuttoned shirt

F SOCIAL DEVELOPMENT

- Turn-taking with an adult
- I.10 Gives cuddles and kisses to familiar person when told to




7 – 13 years old

- School Age Programme (SAP)
 - Objective: To fill the existing gap between children and adult programmes.
 - Parents' role: Volunteer as teachers or teacher aides
 - Pros: Service gap filled, parents getting training, more consistency in center and at home, supplementary to primary school.
 - Cons: Time commitment from parents(2 hours/week)

It's possible!

16 Years and Above

- Sheltered employment

[Redacted]								
								
								
								

$x =$ 

 $=$  + 

$x \times x =$ 

$x \times x \times x =$ 

16 Years and Above

- [Job Coach Services](#)
- Parents who have attended the training by JKM will be given allowance to be job coaches.
- Pros: Income for parents, young adults being employed, parents job coaching other – not their children

Why Parents?

- Parents are the biggest stakeholder for the longest term.
- Ensure consistency at the center and at home
- Part of good parenting practice
- “Nurturing Care” – parents being empowered and supported by the environment, systems and service providers

Success Stories

- ADAM -
<https://www.facebook.com/aspergersmalaysia/?fref=ts>
- Parent Support Group For Children with Special Needs -
<https://www.facebook.com/groups/142900192403171/>
- Bloomers Training House, Cheras

Recommendations

- Think bigger picture – Think of what will benefit a larger group other than individual children
- Work as a team – aim for GREATER – GOOD
- Start by making yourselves available for partnership
- LISTEN