

Preschool Teachers' Competencies in Early Identification of Children at Risk for Early Intervention

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Introduction

Why I cannot
read?

Why am I
stupid?



What is wrong
with me?

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Introduction

- Growing demand on academic performance
- Educators side-tracked from **Actual Education Philosophy.** Did you realize about it?

Parents' Demands
vs
Children's Needs

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Early Intervention:

- *Crucial at Early stage
- *Responsibility of preschool educators.

**Not all
disabilities can
be identified at
birth.**

Dyslexia

Autism

ADD, ADHD

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General Preschool teachers:

- * Lacking in this knowledge
- * Were not trained in developmental screening for children at risk in their current preschool setting.
- * Educators should revisit their roles in the talent development of children at risk to help these children to fulfil their dreams like any other children in the world.

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Aim of Study:

- ✱ To determine general teachers' ability in identifying children at risk **based on the given scenarios in the questionnaire.**
- ✱ To determine the significant **difference** between teachers' ability to identify children at risk among teachers who **had and had not** attended the Special Education training or talk.

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*Research Questions:

1. What is the teachers' ability in identifying children at risk based on the given scenarios in the questionnaire?
2. Is there any significant difference between teachers' ability to identify children at risk among teachers who had and had not attended the Special Education training or talk?

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✳Methodology:

- Quantitative approach
- Purposeful sampling
- Participants: General preschool principals, teachers, and assistant teachers in KL and Selangor.
- 93 preschool educators from private and government preschool.

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*Research:

Scenario 1:

My child seems to be in his own world. He doesn't respond to me when ever I tried to communicate to him. He likes to do his own things. He likes to wash hand. He washes his hand over and over again. I realize he does not like new places, he will feel uncomfortable.

What is wrong with my child? What can I do to help him?

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✳ Research:

Scenario 2:

My child is very poor in language. No matter how I teach her to spell and read, she cannot remember at all. She is extremely forgetful. I have tried to reward her and also punish her but nothing works. At this age of 7, she does not know her alphabet well. This is very worrying.

What is wrong with my child? What can I do to help her?

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✳ Research:

Scenario 3:

My child loves to watch television, runs around and plays all the time. He does not like to do his homework. He can only sit still when the cartoon is on.

Is my child hyperactive? What should I do to help him?

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*Research:

| | Correct | | Wrong | | Did not answer | |
|------------|---------|-----|-------|-----|----------------|-----|
| Scenario 1 | 33 | 37% | 15 | 17% | 42 | 46% |
| Scenario 2 | 34 | 38% | 19 | 21% | 37 | 41% |
| Scenario 3 | 20 | 22% | 28 | 31% | 42 | 47% |

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*Discussion:

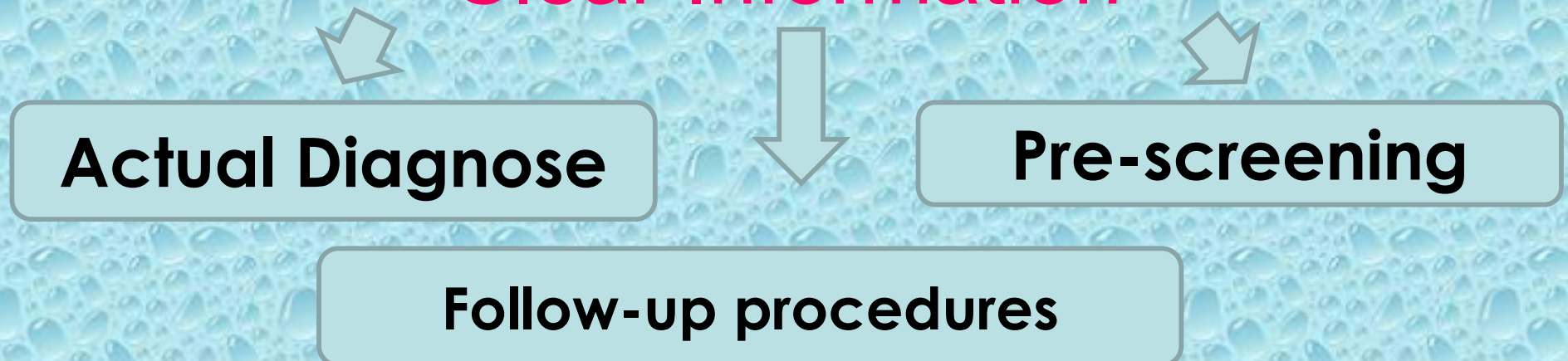
1. Level of Teachers' Knowledge in Identifying Children at Risk Based on the Given Scenario

- Issue of having “**false positive**” and “**false negative**” in the teachers' identification of children at risk.
- **False Positive**: those who did not have the specific condition but being identified as having specific condition
- **False Negative**: those who had specific condition and being diagnose as not having specific condition.

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- * According to Feeney-Kettler, and partners (2010), in order to address this issue, **we need to develop a set of standard step by step guidelines** for early identification of children at risk that was **reachable** for all the educators.

Clear Information



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✳ Discussion:

- ✳ Malaysia: **Lack of standard procedure** that was accessible for the general teacher to use to identify children at risk. Peters (2010)
- ✳ We need to create awareness (Bishop & Boag, 2006) to excess to **the existing resource** that we had through **NGOs** that were locally actively involve with children with special need.
- ✳ As well as create **Awareness**: importance in early identification of children at risk of learning disabilities.

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✳ Discussion:

2. Significant difference between teachers' ability to identify children at risk among teachers who had and had not attended Special Education training or talk

- Test was **significant**.
- Teachers who received training and talk in special education shows better ability in identifying children at risk as compared to teacher's who did not received ant training and talk in special education

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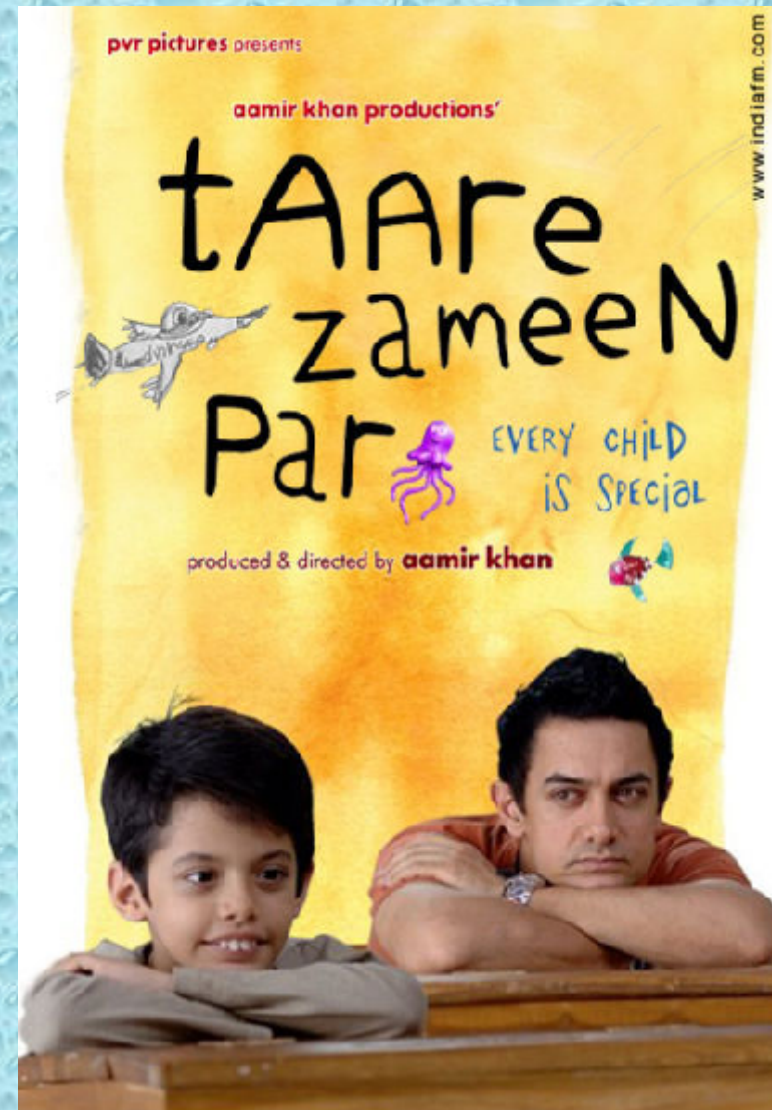
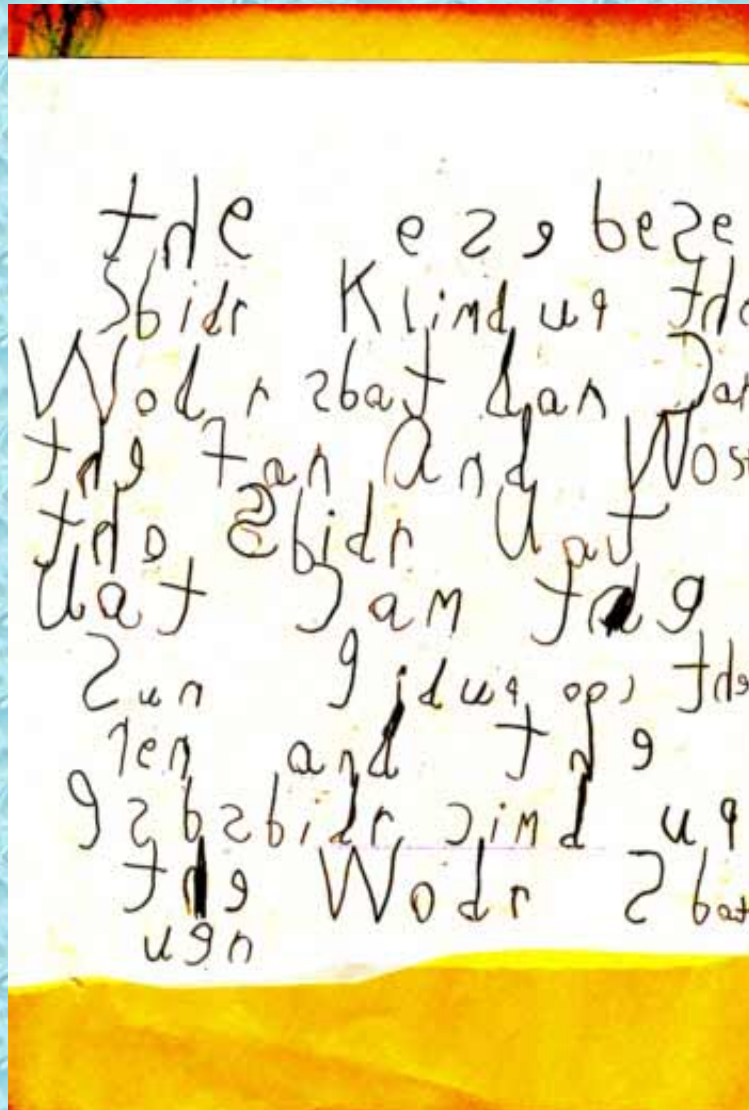
Bailey and Drummond (2006): urged for

- The need to **strengthen the educational infrastructure** to increase teachers' knowledge in assessment of children with reading difficulties.

Implication of the study

- **Provides reference to the teachers, school officials, principals, researchers & policy makers on the need and importance of having general teachers that were competent in identifying the children at risk at the early age.**
- **Enlighten the teachers on the need to upgrade their knowledge in order to reached out the children that were in need of their help**

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Let us make education an **enjoyable** moment for all children and not make the children a **slave** to education.

(Ikeda, 1996)

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Thank you!