

**JAPAN INTERNATIONAL COOPERATION AGENCY
JAPANESE LEAGUE FOR MENTAL RETARDATION
TRAINING IN MENTAL RETARDATION**

FINAL REPORT

**KAMALIAH MUHAMMAD
MALAYSIA**

**1996, JULY 19th
TOKYO INTERNATIONAL CENTRE
TOKYO, 151
JAPAN**

AINING IN MENTAL RETARDATION

FINAL REPORT

KAMALIAH MUHAMMAD
MALAYSIA

1. INTRODUCTION.

The Prime Minister of Malaysia Dr. Mahadir has indicated by the year 2020, Malaysia should be a well developed nation with a strong culture caring society. To achieve these objectives it is important that we also make plans for the various systems for delivering educational services to children with special needs.

It is also very important that plans should also be broad based, that is, they should also focus on the economical, political, social, spiritual, psychological and cultural factors which can impact on our society.

The challenges visualized by Dr. Mahadir include:

- a. Fostering developing and establishing a community oriented society.
- b. Developing society which is matured, liberal and tolerant in posture.
- c. Developing a scientific, progressive and innovative society which be distinguished by excellence.

2. YOUR PHILOSOPHY ON REHABILITATION SERVICES FOR PEOPLE WITH MENTAL RETARDATION.

My philosophy on rehabilitation services for people with mental retardation (MR) are:

- a. To share the basic purposes of all education. To cater for the optimal development of the special child so that, they would be able to function in society as skillfull, purposefull, resourcefull citizens. To assist in the development of basic skills in technological literacy, which would place them into the range of the self-employed. The plan and manage life, be adaptable, to the demanding norms in a changing society and to be a member of and contributing to innovative and well balanced society.
- b. To include and nurture national conciousness this issue through fostering common ideas, values, aspirations and royalties in order to mould national unity and national identify in a multi-ethnic society.
- c. To produce manpower with the prerequisite skills for economic and national development.
- d. Services should be provided within the framework of general education and in the least restrictive enviroment possible. Also these should be available resources, in a setting that will allow for the achievement of their specified learning goal.

Services should be provided with plan experiences so that each child can get to the extent of his/her capacity thus:

- i. Enjoy the act of learning as a life-long process.
- ii. Experience success, being accepted in society and develop a sense of worth
- iii. Develop respect and tolerance for others.
- iv. Acquire knowledge and the necessary skills to function effectively in a complex society.
- v. Develop the hability to cope with the changing demands of society.

3. STATE HOW YOU CAN MAKE YOUR PHILOSOPHY AND ACTUALLITY BY UTILIZING RESOURCES IN YOUR COUNTRY IN YOUR ENVIRONMENT.

- a. By fostering, developing and implementing programs according to the cross-categorical functioning of learning dimension for the educable mentally retarded, behavior disorder, remedial and the mild educable autistic.
- b. By planning and developing programs by early detection, identification and prevention in collaboration with the relevant Ministeries and NGOs.
- c. By implementating the differents models of services deliveries and differents models of integration (locational integration, curriculum integration, social integration).
- d. By implementing norms partiment to the needs of an interdisciplinary field, transition to work, generic training, language/speech pathology and behavior modification programs.

4. YOU ARE REQUESTED TO COMMENT ON SERVICES IN JAPAN IN GENERAL AND/ OR TO DESCRIBE YOUR OWN VIEW ON SOME OF THE SERVICES YOU ARE MOST IMPRESSED.

Of all the area covered in this program the services which were of great interest to me were as follow:

a. Vocational training.

In Minato Special School I was placed in a Upper Secondary Department (3th grade high school) the students were between the age of 16 to 18 years old. They were divided into two groups . 6-7 students with 3 teachers responsible for each group.

The vocational activities including home-economic (cooking, washing/cleaning, sewing), gardening and recycling papers. When I visited them in the cooking period, all the students were totally involved in the activities-making butter. After completion of the activity they were required to write down the name of the butter with their logo.

This shows that language is a part of the activities in the home-economic. Now they have learnt how to make quite a variety of cookies which they sell to the teachers and/or community.

In the washing, the students took the order from the teacher to wash the clothes. This work activity which is very important for them to know. At the end of the session, the students must give charges to the teachers. To help keep the forms the students go around to collect money. They learn how to read, calculate and they have to write the name of the teachers.

In the session were included the gardening activities, the students were very active, planting the various types of vegetables, cucumbers, tomatoes, chilies, sweet potatoes and so on. They also plant flowers in pots.

The teachers incharge were so amazed and happily taught their students. What ever activities the students needed to know in order to make the session a very enjoyable for them as well allowing them to exercise their skills.

In the area of paper recycle each member of the group had an activity assigned to him/her. While some collected the papers from the office or staff room and the others did the selection of pages. The training for the students began at the level of elementary school. This therefore means that they were thought the various activities which includes toy making for kindergarden children and making calendar which greatly contributed to the joy, they now get from participating in and carrying out these activities.

For the Senior High School, vocational skill training is done to improve their skills or to improve the quality of their work.

b. Integrated programme.

It is useless to teach them academic subjects. In this programme, such as in cooking training, the teacher also show them how to do shopping with simple mathematics, how to communicate with the shop-keeper or in other words a really their existence in society.

c. Meeting between teachers, parents, and the students after graduating at the Senior Level.

On this occasion (meeting) the students will indicate/choose which area they are interested in and would like to have more specialized skills in or practise their work in sheltered workshop. The parents must be involve because it is very difficult for the students to choose an area without assistance. Some of them will join bakery, factory making books, factory making glasses and so on.

In the meeting, the staff of the employment sector/agencies are also involved. The staff try to find those work activities which are done by repeating the activity over and over again or doing those activities which are not done too quick very fast because for handicapped worker is important to note that it will take a longer time for them to fully understand the activity.

d. Transactional Programme

This programme involved the participation of both handicapped as well as non-handicapped children at the same time. For example, in physical excercise. 9 special children with 3 teacher will join together with 25 children and 1 teacher in normal class all at the same level or same age. When the teacher started to play the music, handicapped and non-handicapped children acted and playing together. Playing together in groups or in pairs have enable them to appreciate each other.

The next goal or step is cooperating classes. The handicapped in ordinary class will feel a sense of belonging since at lunch time he/she will join again to eat together with his/her ordinary class friends (same age).

In this way the handicapped children will not feel segregated and he/she managed to enjoy interacting with their peers.

e. Over-night programme

Every school usually have a trip once a year. This takes the form of, for example, trip to Hokkaido for the students in Upper High School in Minato Special School. Prior to this trip the teacher teaches them how to be well behaves, how to live in the hotel, play with the Hokkaido's music instrument call "Mokeri", situation in the flight and so on.

Over-night programme called "Summer Camp" which organised by Katsushika

Kodomono-Sono Kindergarten also transactional programme between handicapped and non-handicapped. By attending and participating in this programme, they will have the experience/independence to exist without the parents, enjoy natural setting and learn how to interact and communicate with their friends.

In my opinion this programme are very applicable, relevant and suitable for the Malaysian situation. Since in my country the special class in Upper Secondary School for Mentally Retarded Students have been established for approximately one year, but the services offer were not applicable for the institutions. It is therefore my view that the knowledge gained here can be succedfully transmitted back in my society. It is also my view that in Malaysia such training can be applied as follow:

Vocational Training.

At present vocational training in special class is only concentrating on cooking, sewing, gardening and wood-craft. The students in Junior and Senior Secondary School are at the age between 14 to 19 years old. These are divided by groups. One group is between 5-10 students according to their development and with 1 teacher. I think for the students we can introduce them with another work activities such as washing/cleaning and recycling papers . Before this all the typing paper which had used in one page will throw away by cleaners/sweepers.

About the washing we can teach them how to wash by using washing machines or by hand wash. The teacher can teach them the motor skills that is, how to hang up the clothes. The dryer is not applicable because the wheather in Malaysia is hot.

Over-night programme.

The MR students have not had an over-night programme. So far the teacher just bring them to visit places as a trip, bring food and they play together. As a day trip, they do not learn how to do things by themselves without parents. They just learn how to get along with their friends but only for a short time.

I think over-night programme can be applicable in Malaysia because they are so many interesting places which they can visit. Most of the places provides facilities for the handicapped. These interesting places like the country side with cottages industries (making silver, weaving, food industries, etc.) seaside and so on.

5. CONCLUSION

Comment on the training course on Mental Retardation

Time Factor.

This course is quite short period of time. We cannot cover the important places especially in the individual training. Since each place/area was visited only one day we were unable to get indept knowledge about the development of the projects.

Now I would like to thank JICA and JLMR for organising such an intresting educational and informative programme. I feel very lucky to have been selected to participate in such a well organised and planned programme. Altought the time was relatively short, we have been given the opportunity to not only learn about Japan but also to know what techniques a being applied in each other country. As well as actions taken to deal/ solve problems.

This has indeed been a worth while experience for most of us and one which we are very thankful and grateful for since the knowledge gained in this programme is invaluable. I would also like to take opportunity to thank our Coordinator Miss Ando and our Programme Coordintator JLMR Miss Numata for the excellent work done and to wish you all well in all your future ~~and~~ endervoures.

Thank you so much.