

APPENDIX 1

Figure 4.1 Teachers' Personal Information

Sex	Age (as at 1/1/99)	Highest academic qualification	Highest professional qualification
Female- 12	Below 30 years-3	LCE -1	Bach. Degree with
	31 - 35 years -3	SPM/MCE/SC -5	Special Edu. + Post
	36 - 40 years -1	STPM/HSC -4	Graduate Cert. of Edu.
	41 - 45 years -1	Degree -2	-1
	46 - 50 years -2		Bach. of Sc. In Speech/ Hearing Sc.
	51 years and above -2		-1
			Teaching Certificate
			-4
			Teaching Certificate +
			Early Intervention of
			Childhood
			-1
			Advanced Cert. In
			Community Care
			(Disability)
			-5
			Advanced Cert. In
			Community Care
			(Disability) + Makaton
			Coordination +
			Teachers Training
			Programme
			-1

APPENDIX 2

Figure 4.2 Teaching Experience before
Joining the Spastic Centre

<u>Regular</u> Taught before	<u>School</u> Yrs. of teaching exp.	<u>Special</u> Taught before	<u>School</u> Yrs. of teaching exp.	<u>Special</u> Name of the school	<u>School</u> Types of students
Yes - 6	Less than 5 yrs. -2	Yes - 2	Less than 5 yrs. -1	-Arlington Middle School	-Visual Impaired -Hearing Impaired
No - 6	6 - 10 yrs -2 11 - 15 yrs. -2	No - 10	6 - 10 yrs -1	Columbus Ohio, USA (special class)	-Communication Disorders -Emotional / Behavioural Disorders
				-Bethany Home, Hutan Melintang, Perak	-Learning Disabilities -Intellectual Disabilities -Multiple & Severe Disabilities -Physical Disabilities & Health Impairments

APPENDIX 3

Figure 4.3 Characteristics of Teaching
in the Spastic Centre

Yrs. of teaching exp.		Participation in curriculum planning	
Less than 2 yrs.	-1	Yes	-6
3 - 5 yrs.	-5	Reasons:	
12 - 14 yrs.	-2	-sit in the curriculum committee	
15 yrs. and above	-4	-revising the new preschool curriculum, set up meetings so that teachers could sit down and make a continuation of the curriculum from EIP- KG	
		-by giving input of contents-i.e what was taught that can be included in the curriculum	
		-by sitting in the committee and contribute in whichever area relevant	
		-curriculum for the KG class	
		-classroom planning	
		-look through the old curriculum-modified simple ways for my class	
		No	-6
		Reasons:	
		-no reason stated	
		-only heads of departments are involved	
		-the curriculum was set before I came to the Centre	
		-present curriculum is good enough for specific Classroom	
		-the curriculum has been developed	

APPENDIX 4

Figure 4.4 Characteristics of Students
Served by Teachers

Type of classroom setting	No. of students	Age	Made up of		Student teacher ratio	No. of students in CP categories
			Boys	Girls		
Independent living Skills	10	11 – 15 yrs.	5	5	10 : 2	Spastic Hemiplegia - 23
Stimulation	15	6 – 10 yrs., 11 – 15 yrs.	9	6	15 : 1	Spastic Diplegia - 18
Care group	10	11 – 15 yrs., 16 – 20 yrs., 21 yrs and above	7	3	10 : 1	Spastic Quadriplegia - 28
Early Intervention Programme (EIP)	15	Below 5 yrs.	11	4	15 : 1	Spastic Triplegia* - 1
Nursery	12	5 yr-old, 6 – 10 yrs., 11 – 15 yrs.	9	3	12 : 1	Spastic Hypotonic* - 2
Kindergarten (KG)	8	6 – 10 yrs.	1	7	8 : 1	Mild Ataxic* - 2
Year 1	7	6 – 10 yrs., 11 – 15 yrs.	5	2	7 : 1	Ataxic - 6
Year 2 & 3	7	6 – 10 yrs., 11 – 15 yrs.	5	2	7 : 1	Ataxic Hemiplegia - 2
Year 4 & Form 1	8	11 – 15 yrs., 16 – 20 yrs.	4	4	8 : 2	Ataxic Diplegia - 1
Functional Academic Class	10	11 – 15 yrs., 16 – 20 yrs.	6	4	10 : 1	Ataxic Quadriplegia - 3
Pre-Vocational	10	11 - 15 yrs., 16 – 20 yrs.	6	4	10 : 1	Mild Athetoid* - 1
Vocational	29	16 – 20 yrs., 21 yrs. and above	16	13	29 : 1	Athetoid - 7
						Athetoid Hemiplegia - 1
						Athetoid Quadriplegia - 14
						Athetoid Diplegia - 5
						Athetoid Paraplegia - 2
						Combination Hemiplegia - 7
						Combination Quadriplegia - 8
						Mild CP* - 2
						Muscular Dystrophy* - 1
						Hydrocephalus* - 2
						Others* - 2
						Others with Diplegia* - 1

Others with Quadriplegia*
- 1
Others with normal*
- 1

*added on by teachers themselves

APPENDIX 5

Figure 4.5 Personal Information of
Members of Management Board

Age	Highest academic qualification	Job exp. In special edu.	Administrative training In special edu.
53 – 61	Senior Cambridge - 2 Master of Science - 1 Ph.D - 1	As director of the organization for 20 yrs.	Diploma special disability course - two full year holiday course; -get to know the differences of children's disabilities

APPENDIX 6

Figure 4.6 Administrative Experience

Level of job satisfaction	Participation in curriculum planning
<p>Yes for all.</p> <p>Reasons:</p> <p>i) To inform visitors about centre's objectives, to invite volunteers to help in many areas, to inform public, let them be more friendly to the disabled children</p> <p>ii) The organization has built up experience over its long history of 40 years with long continuity in the administration and teaching staff</p> <p>iii) Has worked for 34 years and familiar with staff and they help towards my work</p> <p>iv) With the little knowledge and advantage that I have in life, I have been able to help in the successful running of the centre as my role of in the committee</p>	<p>Only one participated.</p> <p>In what ways:</p> <p>i) Editing and providing information whichever necessary</p> <p>The rest are not involved in curriculum planning.</p> <p>Reasons:</p> <p>i) Not involved with the teachers, only focus on the fund-raising and maintaining the centre</p> <p>ii) My role is only as administrative director. education curriculum is handled by a committee</p> <p>iii) I am not in the education side, not involved with education.</p>

APPENDIX 7

Figure 4.23 Teachers' Opinion Towards
Practicing the Curriculum

Teachers in special education have much influence and play a vital role in practicing curriculum in the classroom. Ignorance and modification of the curriculum practice is all decided by teachers as well. Based on these circumstances, could you please give your opinion?

- i) Teacher cannot follow all in the curriculum. It is just a guideline and teachers have to do some adaptation through trials and errors. Special education teacher should have her own motivation and positive attitude to motivate the child. Each child has different goal depends on their abilities and how we see them. The goal is basically on 3R and self help skills. Teach them functional skills by using backward chaining, role model. Little progress is though recognized as an achievement. We assess them at the beginning of the year to see how much they know.
 - ii) To a certain extent I supposed teachers are the best persons to do it. But not a new teacher, may have many new ideas but still do not know the students' capabilities. Thus, it is not a one-person job, work in a group or department will be better or done by an experienced teacher. I pretty much follow the curriculum. I will leave out some items students cannot do because of their disabilities. I do not really set goals as they may not be able to achieve and it is more to my goals. Most of the time is like they are able to do things greater then they move a step further. Use normal textbooks, use various methods based on various different subjects like repetition and a lot of exercises. Recently, I'm trying new strategies based on the primary special needs curriculum, take out those objectives and work on each one of them.
 - iii) The curriculum is not being able to carry out exactly the same for every student. I may have to modify according to his or her understanding and level until he has the foundation. In the past, two-year grace was given, one to one coaching is a lot. Not like now, a lot fed to the students. I think the educational system has something wrong! Motivation and patience are very important for teachers in teaching special children. I do not really set individual goals and not keeping any regular records unless is a difficult case. Learn to teach through trials and errors and have more practical work for students in certain subjects. Find out the students' mood of learning. I give exam half year once so that you know where you stand. But, often the information of exam is not really accountable due to assistance work and students' fear, anxiety of exam make them perform badly.
 - iv) I cannot follow the exact guideline of the curriculum that the school might have. Teachers should have a good guideline just to have basic ideas on what objectives are at the end. Teachers should understand that objectives for every child is different. It is up to teacher's creativity, her own initiative, work a little bit harder. It is important to work with parents as teachers do not work all the time with children. I work very closely with parents, inform them what my goals are for the next couple of months. If it does not work, tell them and try something else and see if it is going to work. Pick only the important goals. Goals must be there, it is important for the child. Through communication like passing notes, parents know their child's progress or problems facing by me. I work individually with those children who need more attention, others in a group due to too many students in the class. Assessment is done periodically, it is not a real test but just to record down what is their reaction or mood of learning just to remind me of specific reason why the particular child is not performing. It is a trial and error method!
 - v) If it is not decided by the teachers, who else? I think everybody has a role to play, from parents to therapists to teachers. Certainly, teachers would have to contribute more input as we are doing most of the work. Also, not forgetting to look into teaching techniques, strategies which make the curriculum works. The present curriculum we are using needs to be revised again. I'm teaching in a more community based classroom where students learn basic things such as observing time, time keeping, learning money concept, read signs of simple words. It is a ground transition class from
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academic or non-academic to vocational class. Teaching methods used will depend on what areas and the child. Normally use repetition, task within time, one minute probe, task analysis, teaching without sequential steps, using materials that are familiar to them instead of following all from text-book, having discussion and write it out to let them learn to express themselves. Cooperation from all parties are needed in coping with students' behaviour management.

vi) I do not follow everything in curriculum due to time constraint and students are going for vocational to do more advanced task. Here, more to basic things such as use their fingers in handwork, in academic wise, they must know their names, telephone number, time, money concept. I do not do all skills in socialization / independent skill. I only teach them how to comb, dressing, housekeeping. It takes a lot of time. I will just choose in one week, one day different person does different things. They have group discussion, role play, music and movement, indoor games with therapist and physical education. My goal is I want them to be independent as much as possible. Parent's involvement and peer teaching is an effective learning process in the classroom.

vii) The present curriculum was developed by a committee. After so many years, it is time to reassess our curriculum with trained teachers and sufficient preparation. I suppose the way I would want to do it is like the section heads and section group of teachers look into it again to see which are the things visible and not visible. What do they want to change and then we would make it, let everybody has a say about it, everybody knows where they start, how the children start. It will be time consuming as individual children is so different. We are reassessing the preschool curriculum now and probably wanted to look at personal safety curriculum that has been sweeping under carpet. Motivation and support from staff can actually motivate us to go through the whole curriculum. I may have to ask the school to give me more time because I have been following the previous set up where I have a class to teach. Fortunately, administrative work is done by the management people. But with a lot of visitors coming in to visit / do research / out for meeting. Probably I may have to write in and explain to the management of my new set of job.

viii) I really follow as far as possible. It depends on the type of children as the curriculum is there but children are all of different disabilities, different level of intelligence. They are some children who cannot follow at all, I cannot do many of the things that they are suppose to do. We modify a bit and follow more or less the children's abilities rather than follow strictly to the curriculum. The curriculum is a guideline and always more than what we can do. The goals for the students are getting promoted to higher level of class. Their learning time is limited as therapy takes up quite a few hours. Time table is a good reference for students' learning. Students' attendance are not good because of poor health and distance from home to school is very far away. I rather do the work they missed out than carried out which is useless and get parents to help at home as well as volunteers' help to catch up with their work. Other subjects come in between which I felt is less important like music, singing, writing, leisure skills. I tend to miss out play times. Teaching methods are such as repetition, individual work, picture cards, charts, revision, task analysis with sequential steps. Test is done twice a year just to check on their knowledge and make sure they have the foundation. It is good to have test to tell you where the children stand and how to improve them.

ix) The curriculum is there to follow, but not all will be able to do. I believed that I need to be creative in order to achieve the curriculum as different children have different abilities, they need to know different skills. I have to make it interesting and creative. I try to reach out to all the children to see what can I do for them by looking into their skills, requirement. I go to the extent asking the parents, what do they want, what do their child like, get to know them, what do they want to achieve and let them know I want to be their friend. I will be firm but nice to the students just want them to listen to me. I work with therapists and parents. I have many students. I just divide my time like one week, I must at least have a solid talk to them or doing things together with them. I teach based on three principles---reinforcing / distinction / punishment. I use lots of music, things to play, games, methods of repetition, prompting, touch, massage or rub for different needs child.

x) I must know what level of the students and what type of curriculum is suitable for them. I am happy with the curriculum they set for us but when come to practice, we have to sit together with other staff, student (can talk) and parents, ask them what they want and listen to their view. We cannot think of

students' disabilities all the time. See their abilities and give them opportunity to perform. Do not force them. We modified curriculum every six months. All staff sit together, setting goals, share ideas and try to apply to our student. I modify to my own classroom and want them to learn some academic tasks like simple addition, writing their own particulars, do a certain amount of paper bags. They will do it and I record it down in a report card and show it to parents. Students will go for different activities according to timetable. I will adjust the programme if students are found boring or sleepy in the afternoon (after break time at 11 a.m). We have teachers who approach companies to get job for students or certain companies will call in and provide the job.

xi) I add my own ideas to try to improve the curriculum. At the beginning, I tend to be soft and play with the students, let them get used to the school environment. But when time goes by, I will be more strict because I feel the children should get discipline as normal child does. I work closely with parents and observe a lot how parents teach their child to get the ideas of teaching them later. The goal for them is to be able to identify picture cards. I will talk about the picture and also get used to the school environment.

xii) There are not in the school curriculum specifically. But based on the present curriculum, we do simple self-help skills. I cannot follow exactly the curriculum. I have to adjust with their needs and ways, modify students' needs. It is difficult to do but the only thing we can do is keep them occupied. I try to do as much as I can and my goal is try my best not to keep them regress or backward. I teach them colouring, drawing, music. I have no specific teaching method. I just show them example and ask them if they like it or not. If they like it, task will be carried on. I tend to ask their opinion.

APPENDIX 8

Figure 4.24 Objective Stated in the Curriculum

Please tell us what are the goals stated in the curriculum?

i) "Let them be independent as far as possible"

-Generally, maximize each individual child can do, that is how I look at it.

-In general, cater to the needs of individual children.

-To be independent as much as possible.

-In general, we hope to get them to be as independent as possible, is like normalization, getting them into community and hopefully at the end, they will go to work and live as normal life as possible. We aim to have enough service from day one they come in and we hope to get children as young as possible so that we can assist the children and their parents or the caregivers, together we work in a team.

- We want to teach the children in general to be as independent as possible, to be as normal as possible. we aim as high as possible but is not always successful. It all depends on how disabled they are, if mild, then, may be we can achieve the goal.

- To help the children to become independent in this case, at least, they can ask for help.

-Must learn to be independent in self-help skills and academic wise, some basis and vocational training like assembling blocks.

-Teach them to be independent and be away from parents for short hours and slowly overcome behaviour problem.

-We want them to be more independent, to do things on their own, try not to treat them as special child. Try to make them feel like normal child and that they are able to do it!

ii) "Not sure of the general goal of the curriculum"

-I do not know the goals for curriculum in general but at each level, there are objectives which they are supposed to be able to do specific things like the objective of school section, is to get them to be independent as much as possible.

-In general, I'm not very sure. The school section follows the KBSR curriculum. For preschool, they need to be able to understand colour, how to play and independent skill like communication understanding.

iii) "Mention future goal"

-We have a vision-mission. We want to make this centre as one of the best special school in Selangor and Malaysia. We would like the children to know more on high technology which means they are good in computer skills or at least know how to operate the computer and use it as a communication skill by typing on the screen.

APPENDIX 9

Figure 4.25 Teaching Experience, Interest
and the Level of Job Satisfaction

Could you please share with us your teaching experience, interest and the level of your job satisfaction while working in the centre?

i) I came in after Form Six. I work here for 18 years and my teaching covers mostly all sections such as nursery, stimulation, academic (Year Six), vocational and kindergarten. The children's progress is my interest. I am satisfied with my job as those students whom I have taught went integrating into normal school or working outside and some are able to walk. It is results of teamwork and parents' help.

ii) I have been working here for more than five years. Previously, I gave tuition to special needs children. I saw the advertisement and applied for it. I teach for a while. I like it. So, I continue. I am not really satisfied because usually get depressed after getting students' exam results. I felt like a lot of the things that have been taught did not quite sinking deeply. I was thinking what am I doing wrong here. so I came out with a few strategies which I am going to try out.

iii) I taught in normal school for 10 years and 15 years above in the centre. When my family and I were transferred to Kuala Lumpur, one of the administrator came for a home visit and offered a teaching job, that is how I started. Firstly, it was thought that the children cannot do much, I just kept them occupied. But, at the end, some students managed to survive somehow that gave me the hopes. After two years, I decided to stay on and no regrets! I am very satisfied with my job. I had students who are able to cope well and went to normal school, using typewriter instead of writing by themselves. Two were in Sekolah Menengah Kebangsaan Abdul Samad. They finished their Form Five. One come from rich family own a computer shop, managing his own business and the other one join a factory and do assembling, packing things. Some others are working in the Sheltered Workshop. In addition, there are two more students working as a baby sitter and give tuition to primary students respectively. in the past, there is an age limit, parents and students were working very hard. Now, I feel there is too much protection, pampering and less opportunity for children to explore. There is no time limit, just open for all. When I met my old students, I feel I can talk to them at equal level, the way they present themselves are very good, just like one of us!

iv) Previously, I worked as a speech language coordinator. I have been teaching in the centre for one and half year. I am doing a study on cerebral palsy and communication, so here I am. I am not really satisfied because I have many students, so everything is a bit bad. I need to work with each child more and also it takes longer. I wish I can have fewer students than given a shorter time, then I might be able to work more things I would like to work with them with more concentration. Now is like more general to everybody.

v) I worked as a kindergarten teacher for eight months. I have been working here for 15 years including job training. I wanted to leave but with a few years of working experience with disabled, limited choice and it is a very challenging job compared to teaching normal children, with trust and good response from parents, I decided to stay on. It depends, where satisfaction comes from little improvement the children made; I am satisfied because I get something happening to the students and they just do it although a lot of people say they cannot. I am satisfied with the way we are being treated here as a staff compared to other organization!

vi) I taught kindergarten for 10 years, then came to the centre. This is my third year. I have no special interest, just curious and wanted to try it out because I do not know anything about spastic children. The only thing I know is they are disabled and they cannot do anything.. That was my previous understanding. I received training through twinning programme with Christchurch organized by a few NOGs, including this centre during the holidays on how to teach special needs children. I find the course is short, loaded, too much to digest. I found sharing with other teachers who go for the course is more useful. I learn many things from the course but when I come to practice, it is very

difficult. I am not really satisfied. I feel like I need to learn more because I have problems coping with a big group in a classroom, sometimes I really do not know how to provide my service to everyone!

vii) I have been working here for 17 years. Initially, I was not trained. I have to pick up as I go along, depend on people, books or short courses until I reached a stage where I felt I could not possibly contribute to students anymore. Fortunately, I was given an opportunity to further my study overseas where I specialized in special education. After training, it is easier for me to understand because I have got the basic things and knowledge in helping and assisting them. I enjoy teaching and being with the students. My experience assisted me in understanding them, parents and the centre as well as what my job requires. I can always develop and do something which keep my interest grows. Yes, I am satisfied otherwise I will leave if I have that understanding within myself that I cannot contribute anything or the situation is bad, I cannot see any advancement in myself and people around then I will actually leave.

viii) With about 11 years of teaching experience to normal children in different settings, the centre happened to call me and offered the job with pay similar to government school, I accepted. I observed and helped for a week then I resigned from the other school and came to the centre. I found the work is very much different and though I taught in many schools and with a lot of experience, I found I was teaching too fast, I have got to slow down. I have covered nearly every sections. I have got used to the children. I like the job. I think it would be difficult for me to teach normal children where you have to go pretty fast. They are good kids to teach with. So far, I have no disciplinary problem. They are obedient. I need a lot of patience with them as they tend to forget fast. I learn not to scold or punish them. It is meaningless as it is not their fault that they do not know. School is pretty much closer to my home and I can avoid traffic jam. The pay is lucrative, I managed to survive. I learnt one saying from an old Indian lady who came to volunteer everyday. She said that: "You know you help this type of children and somebody else will help your own children or in other words, God will help your own children." I always believe in that, it is like a vice saying to me. It is alright with the satisfaction. There are problems anywhere, some how I just forget about the problems and carry on with our work, concentrate more on work rather than problems.

ix) I have no teaching experience. The nearest job experience to this teaching was as a training administrator in a training centre owned by her husband and herself. I got involved with social work after joining the Sunflower Group. Before I left for Kuala Lumpur, I was the vice president in the organization. I worked in the centre for four years and the second year, I went for training similar to the above twinning course. I am a voluntary teacher with the same responsibility for an amount of students. For me, teaching the mild disabled, not necessarily need to be a trained teacher, as long as you understand their needs, requirement, what you want to achieve, lots of patience, that is good enough. I enjoy teaching. I met the place where can facilitate a change to me. That is very satisfied, I feel like I am contributing here, a little thing is a change to a reaction.

x) Previously, I worked in multiple handicap centre for six years. I took up a lot of courses. I came to join this centre for the last three years and above. There are interesting things working with these children. I can forget all the sadness and the household. There are two or three children who can really make fun for the day. I am satisfied with my job just to see little achievement, it is already an achievement compared to parents who may want big achievement on the spot.

xi) I worked with kindergarten for seven years. I need a change so I came to this centre. This is my third year. In the beginning, it was fear. Slowly, I seems to like them. I did not feel any difference. Now I feel like they are normal to me. I am satisfied with my job otherwise after the first day I will leave.

xii) I worked since 30 years ago, firstly as a physiotherapy aids. After 12 years, I left. I took up preschool training and taught in kindergarten for a while. I reapplied to work in this centre. I got reward from their little progress, so much meaningful. The children's improvement is a rewarding job. I love the job but the pay is very little. We do not get good pay.

APPENDIX 10

Figure 4.26 Controversy Issue
Involved in Special Education Programme

Over the years, special education programmes for children with disabilities have been a controversy as a result of generally ill prepared and ineffective educators (Williams, & Young, 1985). Do you agree with this statement? Please give your view?

i) "Agree that problems exist in the beginning"

-Special education programme is set up individually, there must have some problems and it takes time to come out with a proper programme.

-Through 40 years of experience and upgrading, this problem should not exist. In the past, the centre used to rely on volunteers. Now, we have teachers who are trained in special education, a trained principal in special education, an education committee which continuously review our curriculum which chaired by a lecturer. Services provided is a "complete package" from early intervention to vocational level. Those who are able, they go for open employment, we look for them in the community. Those who are unable, because of mobility reason or other problem, we keep them in our workshop.

- Previously, the pay was not competitive and no actual curriculum that was properly set and written down. Every teacher is doing their own job with bit and pieces. Change of head of education committee from one to another. The initiate person for written curriculum was Associate Professor Chua, who specialized in special education, he left eventually for a better career development. The existing draft was not really welcomed by all people, they suggested to revise it. But after discussion, it was felt that there must be a written and proper curriculum, implement it then only come to revision. it drags for two to three years before the proper curriculum is finally set. Slowly, teachers were sent for training locally and principals went overseas to further her study in special education, they have more confidence in dealing with these special children. The main aim of the education committee is to provide opportunity for teachers to upgrade themselves.

ii) "Not sure"

- Not sure as some may well prepared, some may not depend on what focus they are looking for. As for special education, different types of children with different disabilities need various kinds of programmes that are suitable for them.

APPENDIX 11

Figure 4.27 How Far the Management Board
has been Playing its Role to
Implement the Curriculum
Effectively

At the present development, to what extent, do you think the management board has been playing its role to implement the curriculum effectively?

i) The role of management board is that different committees are responsible for different tasks. Heads of every committees and teachers write in report monthly to inform their development. The other role is fund raising.

ii) We help to organize teacher training course during holidays such as the one in Bethany Home, Teluk Intan. The course stop temporary due to economic recession. I attended the course and it has widen my knowledge to other disabilities. By organizing the paralympic for spastic children, they are sent to overseas such as Thailand, Hong Kong, United Kingdom, Australia. Children are categorized into different events. Some gain medals. They are exposed to sports, life, experience of other countries and also enhance reputation for the children, the centre and the country.

iii) We have committee for each area, for education, normally management board leaves it to the Education sub-committee. We have a volunteer programme as treatment of those children require one to one. Normally the number of students in the classes do not exceed eight, very often is one to one. we have active programme of staff development to provide opportunity to attend seminar, workshop, meeting and interacting with the local counterparts. We look after the administration, rehabilitation and education of whole centre.

iv) The education committee used to meet once a month with teachers to find ways and means to upgrade the teachers and become their sounding board, see to their needs such as fund to buy books, inform and discuss in committee and get permission from board management. We have no position in mentoring the teachers' daily teaching except problem regarding parents and students which teachers themselves cannot solve. We will have open discussion about particular matter. Our role is to provide whatever facilities that implementation of the curriculum requires in terms of materials. But bring in the actual teaching to children is not our role. We are here to provide the teachers with appropriate training and our job is to get the fund to do that. We encourage the staff to attend seminar or whatever training that is relevant to them and we will find source to support them. The courses conducted in local is by experienced personal, Cyd Wright from Sunrise Service and Education Consultancy New Zealand licensed by Christchurch College of Education, New Zealand with assistance from local proctors. We have organized three courses (1993-1997), due to economic recession, it has to be stopped for temporary. The course duration is one and a half year. There are parents and people from Singapore attended the course. Six unit residential in Bethany Home and two unit distance learning. Teachers are given a certificate later. The monthly meeting has been decreased if necessary, as the principal holds a monthly meeting. To avoid duplication, just see only necessary not with teacher but with principal only. Or if the principal find it essential for the head committee to sit in their meeting, then attendance is necessary.

APPENDIX 12

Figure 4.28 Barriers of Administration in Helping to Implement the Curriculum and the Solution

What are the barriers of administration in helping to implement the curriculum? How do you solve them?

i) "People"

-Everywhere we have problems such as miscommunication, misunderstanding, lack of commitment to the job, shorthanded in management, student teacher ratio is not satisfactory.

-It is not easy to get people to work with us as basically we cannot pay much.

ii) "Space"

-There is only one post. If we want to upgrade them all, send everybody to do a diploma in special education, come back, I will not be able to give them the salary package because post and fund is limited. Teaching concerned, there is no problem. We have enough teachers but we are short of therapists because it is NGOs, there is no job benefits, so sometimes may not be matchable between

-the pay and professionalism therapists obtain. Also, it depends on how well we do during the year and how well the community support we obtain.

iii) "Limitation of fund"

-We receive grant from government which is very limited.

-Fund is limited that is why we cannot pay much

iv) "Revision of the curriculum"

-Revising the curriculum takes up a lot of work and time and needs everybody's agreement on the changes we wanted to make. It is not easy to get everybody to sit down to do. Until now, there is no proper revision being made for the whole curriculum.

v) "Solution"

-Have compromise as well as give and take over certain matter and work.

-Nurture the spirit of volunteerism as we are a non-profit organization

-We have a fund committee with a large number of benefactors who give regular support which cover the expenses on staff, free transport and basic necessities. We have open door system and high visibility as any public can just walk in to come and see where their money go and where work is done. We also have financial accountability as we have a qualified firm of accountant and auditors to handle the fund. We only collect issue receipt when all expenses are approved either by the board / director / president, then paid by the accountant.

-Qualified teachers would get pay from Ministry of Education but those who are not (no credit in Bahasa Melayu), the centre has to pay them.

-We may do revision of the curriculum section by section. At present, teachers have started to review he preschool section has started off.

APPENDIX 13

Figure 4.29 Teachers' Attitudes in Educating
the Cerebral Palsied Children and
being a Staff Member in
Teamwork Coordination

Are the teachers' attitudes positive in terms of educating the cerebral palsied children and being a staff member in teamwork coordination?

i) The present teaching force is the best group we have. The new staff has gone for courses compared to teachers in the earlier period. All members work together, share views and are friendly to each other. Needs and requests of teachers will report through the head teacher to the management board. teachers do not report straight to management board.

ii) Not denying there are some doing things with their own way and not committed to their work. But we compromise to a certain degree where job must be divided and each one of us play a role. We work together, demand for each other will depend on how "strong the demand" is like.

iii) Staffs are with us and grow with us, either they fit in or not fit in. They do not fit in because of the nature of the job. They will not last long for a year. If they are career priority, they treat here as a temporary stepping stone. But the number is small, it also simply because professional staffs and the post provided are few. Those who fit in, they become well built into the system. They stay long. 90% of our staff have become like that as they understand the nature of the job and the system. They are responsive to the concept of welfare organizations, nature of the job and they are being told to obtain job satisfaction rather than pay.

iv) It is not easy to get people really committed since it is an NGO, thus pay is not attractive but when majority of the workers in the country get increment, our staff will make some noise then we have to review the salary. There is a proper hierarchy of implementation now from down to up. Some staff are motivated in their teaching and many stay for a long time.

APPENDIX 14

Interview Schedule (Teachers)

Teachers in special education have much influence and play a vital role in practicing curriculum in the classroom. Ignorance or modification of the curriculum practice is all decided by teachers as well (Conley, 1991 ; Cuban, 1988).

1. Based on these circumstances, could you please give your opinion?

(Probe : Discuss role of teachers in developing, practicing and evaluating the curriculum, as decision-maker in content instruction, goal setting, timeframe in teaching and learning ; other professional's roles.)

2. Please tell us what is the objective stated in the curriculum?

3. In your view, to what extent the curriculum has achieved its stated objective that is congruent with the association's objective?

(Associations' objective : To develop and restore to the fullest the physical, mental, social and economic usefulness of which the spastic child is capable by intensive and comprehensive rehabilitation services.)

4. Please share with us your view of what are the weaknesses and strengths of the curriculum implemented in the centre?

5. Based on your perception, what are the possible suggestions or solutions to maximise the development of curriculum in the centre?

(Probe : To overcome weaknesses)

6. Could you please share with us your teaching experience, interest and the level of your job satisfaction while working in the centre?

APPENDIX 15

Interview Schedule (Members of the Management Board)

Over the years, special education programmes for children with disabilities have been a controversy as a result of generally ill prepared and ineffective educators (Brennan, 1985).

1. Do you agree with this statement? Please give your view.

(Probe : Discuss in terms of planning, developing and evaluating curriculum and the involvement of human resources.)

2. Having a goal or an objective in educating children with disabilities is very important. In your view, to what extent the curriculum in the centre has achieved its stated objective that is congruent with the association's objective?

(Association's objective : To develop and restore to the fullest the physical, mental, social and economic usefulness of which the spastic child is capable by intensive and comprehensive rehabilitation services.)

3. At the present development, to what extent, do you think the management board has been playing its role to implement the curriculum effectively?

(Probe : What action has been taken / taking to help implemented the curriculum, do you think it is enough?)

4. What are the barriers of administration in helping to implement the curriculum? How do you solve them?

5. Could you please share with us your view on weaknesses and strengths of the curriculum implemented in the centre?

6. What is your thought of effective curriculum implementation?

7. Are the teachers' attitudes positive in terms of educating the cerebral palsied children and being a staff member in teamwork coordination?

APPENDIX 16a

No. _____

Teachers' Perception Questionnaire

1. The purpose of this questionnaire is to get feedback from the teachers of their perception and opinion of the curriculum implemented in spastic centre.
2. The questionnaire consists of THREE sections, A, B & C.
3. You are requested to choose from the options given or fill in the particulars as requested.
4. All information given will be kept CONFIDENTIAL !
5. Please GIVE ALL INFORMATION as requested. Your kind cooperation is requested for the success of this study.
6. We appreciate your genuine desire to help and would like to record our gratitude for your kind cooperation.

THANK YOU VERY MUCH !

Ong Poo Min
(PGA 98018)

Faculty of Education,
University of Malaya

July 1999

(A) Teachers' Particulars

Please indicate your response with a tick (/) within the bracket given or by writing on the space provided.

1. Name : _____ (for record purpose)

2. Personal information :
 - a.) Sex :

Female	()
Male	()

 - b.) Age (as at 1/1/1999) :

Below 30 years	()
31 – 35 years	()
36 – 40 years	()
41 – 45 years	()
46 – 50 years	()
51 years and above	()

3. a.) Highest academic qualification obtained :

SPM / MCE	()
STPM / HSC	()
Diploma	()
Degree	()
Master	()

 b.) Highest professional qualification obtained :

Teaching certificate	()
Diploma in * Education / Special Education	()
Bachelors Degree with	
* Education / Special Education	()
Masters in * Education / Special Education	()
Others	()
(Please state: _____)	

 (* : cancel wherever necessary)

4. a.) Have you taught in regular school before :

Yes	()
No	()

 b.) If yes, please indicate years of teaching experience in the school :

Less than 5 years	()
6 – 10 years	()
11 – 15 years	()
16 years and above	()

next page please

5. a.) Have you taught in special school before teaching in the Spastic Centre:
 Yes ()
 No ()
- b.) If yes, please indicate years of teaching experience in the school :
 Less than 5 years ()
 6 – 10 years ()
 11 – 15 years ()
 16 years and above ()
- c.) Please write the name of the special school :

- d.) Please indicate type of students with special needs you taught in that school :
 Visual Impaired ()
 Hearing Impaired ()
 Gifted and Talented ()
 Communication Disorders ()
 Emotional / Behavioural Disorders ()
 Learning Disabilities ()
 Intellectual Disabilities ()
 Multiple and Severe Disabilities ()
 Physical Disabilities and Health Impairments ()
6. a.) Please indicate years of teaching experience in Spastic Centre :
 Less than 2 years ()
 3 – 5 years ()
 6 – 8 years ()
 9 – 11 years ()
 12 – 14 years ()
 15 years and above ()
- b.) What class are you teaching in the centre at present time :

- c.) The number of students in the classroom

next page please

- d.) The number of students in the classroom based on cerebral palsy categories :

Severity/Types	Hemiplegia	Diplegia	Quadriplegia	Paraplegia
Athetoid				
Ataxic				
Spastic				
Combination				

- e.) Please indicate the different age group of students in the classroom :

Below 5 years ()
 6 – 10 years ()
 11 – 15 years ()
 16 – 20 years ()
 21 years and above ()

- f.) The number of students in your classroom are made up of :
 Boys _____
 Girls _____

7. a.) The student teacher ratio in your classroom :

- b.) Are you satisfied with the student teacher ratio in your classroom :

Yes ()
 No ()

8. a.) In the centre, do you have any experience of participating in planning the curriculum for students :

Yes ()
 No ()

- b.) If yes, please state in what ways :

- c.) If no, please state why you are not involved :

next page please

**(B) (1) Teachers' Perception of Children
Learning Skills, In The Centre**

Teachers are required to perceive the students' learning skill with the curriculum implemented in the centre.

Please state your perceptions on the outcome of students' learning skill by using the following scale and place a tick (/) in the appropriate space provided :

- 1 – Agree
2 – Tend to Agree
3 – Tend to Disagree
4 – Disagree

No.	Outcome of Students' Learning Skills	1	2	3	4	Please Do Not Write Here
1.	When taught with the curriculum, students have developed better in the following learning skills					
	- fine motor skill					
	- gross motor skill					
	- communication skill					
	- self-help skill					
	- social / emotional skill					
	- cognitive skill					
	- vocational skill					
2.	Teaching methods / approaches have facilitated children's learning.					
3.	The curriculum has helped students to make generalization learning ¹ in daily life.					
4.	Students enjoy the content instruction ² .					
5.	The curriculum is adapted for those students with severe and profound disabilities.					
6.	Students that have been instructed with this curriculum are more likely to integrate in regular schools.					
7.	Students who are taught this curriculum are better prepared for achieving their own highest degree of independence after leaving school.					
8.	Students' learning skills are not limited when taught with this curriculum.					
9.	Timetable of every learning skill per week is adequate for students.					

next page please

¹ Generalization learning means applying prior knowledge to new elements.

² Content instruction means lesson taught in the classroom.

**(B) (2) Teachers' Perception of Parents
Coping Skills**

With the curriculum implementation, teachers are requested to perceive the parents' coping skills.

Please state your perceptions on the parents' coping skills by using the following scale and place a tick (/) in the appropriate space provided :

- 1 – Agree
- 2 – Tend to Agree
- 3 – Tend to Disagree
- 4 – Disagree

No.	Parents' Coping Skills	1	2	3	4	Please Do Not Write Here
1.	With the curriculum implementation, parents are able to look after their child.					
2.	Parents are able to teach their child at home.					
3.	Parents' knowledge and skills of looking after their child are more adequate.					
4.	Parents are more active and supportive for children's learning in school and classroom activities.					
5.	Parents have more conversation and interaction with teachers constantly regarding children's learning progress.					
6.	Parents are more sensitive and care about their child's needs.					
7.	Parents are satisfied with services and education provided by the centre.					
8.	Parents have opportunities or channels to voice their problems, doubts and ideas about their child's learning condition and efficacy of curriculum.					
9.	Parents are able to overcome stress of taking care their special child.					
10.	Parents Support Group in the centre is helpful to parents' coping skills.					
11.	Parents have good participation / attendance during Parents Support Group meetings					

next page please

**(B) (3) Teachers' Perception of Teamwork Coordination
(among teachers, teachers and therapists,
teachers and other staff members)**

Teachers are acquired to perceive whether or not the teamwork among members above are coordinated effectively.

Please state your perceptions on teamwork coordination in the centre by using the following scale and place a tick (/) in the appropriate space provided :

- 1 – Agree
2 – Tend to Agree
3 – Tend to Disagree
4 – Disagree

No.	Teamwork Coordination	1	2	3	4	Please Do Not Write Here
1.	I believed that a team is a unified group of people who join in a cooperative problem-solving process to reach a shared goal.					
2.	I have found out the team's performance has been satisfactory because :					
	- goals are clear					
	- members are fully prepared					
	- leadership is good					
	- having strong commitment to task					
3.	Participation and leadership are distributed among all members.					
4.	Ability and information determine influence and power.					
5.	Communication about ideas is two-way ; feelings are taken care of.					
6.	Decision-making steps are matched with situation ; consensus is sought for important decisions.					
7.	Conflict is brought out and resolved.					
8.	Evaluation and feedback of the curriculum are carried out periodically to check on the efficacy (effectiveness).					

next page please

**B) (4) Teachers' Perception of Using Task Analysis
and Individualized Education Plan (IEP) in
Teaching and Learning**

Teachers are required to perceive the effectiveness of using task analysis and IEP in teaching and learning.

Please state your perception on this issue by using the same scale below and place a tick (/) in the appropriate space provided :

- 1 – Agree
- 2 – Tend to Agree
- 3 – Tend to Disagree
- 4 – Disagree

No.	Use of Task Analysis and IEP	1	2	3	4	Please Do Not Write Here
1.	I have good understanding of what is the meaning and application of task analysis ³ .					
2.	Task analysis is the most suitable teaching method for cerebral palsy children.					
3.	By using task analysis, students are able to master a skill.					
4.	I believe that using only task analysis is enough, a combination of other teaching methods is not important to make teaching and learning successful.					
5.	By using task analysis, objectives in IEP can be achieved effectively.					
6.	I have good understanding of what is the meaning and application of IEP.					
7.	I have been using IEP as a systematic record for cerebral palsy students' progress of learning.					
8.	I believe that IEP is a good reference of children's condition and progress.					
9.	Existence of IEP has decreased teachers' workload.					
10.	With IEP, still, students' need can be fulfilled.					
11.	Planning IEP is not time consuming and often able to achieve what should be achieved.					
12.	The use of IEP is always able to achieve what should be achieved.					

next page please

³ A method that breaks down complex tasks into simpler component parts, teaches each of the components separately, then teaches them together, a procedure under which a child receives positive reinforcement for each step or part of the total task as it is completed (Kirk, Gallagher, & Anastasiow, 1993, pg. 556).

**(B) (5) Teachers' Perception of
Monitoring Mechanisms**

Teachers are asked to perceive the use of monitoring mechanisms in fulfilling the needs of successful curriculum implementation.

Please state your perception of monitoring mechanisms by using the following scale and place a tick (/) in the appropriate space provided :

- 1 – Agree
- 2 – Tend to Agree
- 3 – Tend to Disagree
- 4 – Disagree

No.	Use of Monitoring Mechanisms	1	2	3	4	Please Do Not Write Here
1.	I have monitored the students' progress based on objectives and goals in IEP.					
2.	Students' learning progress is monitored periodically.					
3.	Criterion referenced tests are used rather than norm referenced tests.					
4.	I am satisfied with the information and results provided by the assessment that is being used.					
5.	All teachers are involved in assessment of placement in initial stage to decide the most suitable classroom setting for the students.					
6.	Language is not the problem of understanding the content assessment among students.					
7.	Students are monitored in a quiet, non-destructive environment.					
8.	Time spent to complete the classroom exam is often adequate for students.					
9.	Content and communication use of assessment is modified for the availability of severe and profound students.					

next page please

**(B) (6) Teachers' Perception of Facilities
In The Centre**

Teachers have to perceive the satisfaction of facilities that are provided in the centre.

Please state your perception of the satisfaction by using the following scale and place a tick (/) in the appropriate space provided :

- 1 – Agree
- 2 – Tend to Agree
- 3 – Tend to Disagree
- 4 – Disagree

No.	Satisfaction of Facilities Provided In The Centre	1	2	3	4	Please Do Not Write Here
1.	Textbooks used in the centre are suitable for all students in academic section.					
2.	Teaching materials in classroom are adequate.					
3.	Teachers do not have to spend own money to buy relevant teaching sources.					
4.	Budget for implementation of curriculum is enough.					
5.	Health care service (dentistry, medical checkup, therapeutic) in the centre is adequate.					
6.	Knowledge of safety is within students' perceptions.					
7.	Environment inside and outside of the classroom is accessible for different children's needs of mobility.					
8.	The centre has provided nutritious meals for students with cerebral palsy.					
9.	Administrators have been working hard to provide necessary facilities in the centre.					
10.	There is a library for borrowing and returning books and toys for parents and children with cerebral palsy.					

next page please

**(B) (7) Teachers' Perception For
Issues Of Transition**

Teachers are asked to perceive the issues of transition among students with cerebral palsy in the centre.

Please state your perception of this topic by using the following scale and place a tick (/) in the appropriate space provided :

- 1 – Agree
- 2 – Tend to Agree
- 3 – Tend to Disagree
- 4 – Disagree

No.	Issues of Transition	1	2	3	4	Please Do Not Write Here
1.	Students are well adapted after being transferred from one placement to another.					
2.	Students are exposed to information of the career development or job opportunities in the market that are suitable for them to join in.					
3.	Most of the students are employed in the sheltered workshop rather than in the society itself.					
4.	Teachers, staff members and administrators are constantly keep in touch with outside working sectors so as to secure a job for students.					
5.	Working sectors are active and supportive towards transition scheme for students in the centre.					
6.	Severe and profound children are not always destined to stay at home for the rest of their lives.					
7.	Community accepts the students without many complaints.					
8.	Curriculum has prepared students in the centre to obtain a survival skill in order to integrate in society.					

next page please

(B) (8) Teachers' Perception of Teachers' Training

Teachers are required to perceive their training opportunities.

Please state your perception of this matter by using the following scale and place a tick (/) in the appropriate space provided :

- 1 – Agree
2 – Tend to Agree
3 – Tend to Disagree
4 – Disagree

No.	Teachers' Training	1	2	3	4	Please Do Not Write Here
1.	I have received adequate training to teach children with cerebral palsy.					
2.	I have adequate knowledge and skills of managing cerebral palsied children (seizure management, posture, adaptive equipment, precautions etc).					
3.	I have adequate knowledge of the nature of cerebral palsy.					
4.	I attend seminars or short-term courses regularly to enhance my teaching skills					
5.	The centre has been active in providing training to teachers and other staff members.					
6.	The centre has contact with local educational agencies such as local universities, Welfare Department, Special Education Department or private sectors to organize courses or seminars or conference for the purpose of teachers' training.					
7.	Teachers' training is practical rather than theoretical.					
8.	Skills and knowledge are always shared among teachers, therapists and other staff members.					
9.	I wish to enhance my teaching skills in the following areas :					
	- cognitive skill					
	- social / emotional skill					
	- health care					
	- sex education					
	- safety knowledge					
	- monitoring skill					
	- planning curriculum					

THE END

Teachers' Perception Questionnaire

1. Section C is where teachers are required to give comment / views / ideas / implications / suggestions for each topic area based "Teachers' Perception Questionnaire in Section B, pg. 5-12 .
2. All information given will be kept CONFIDENTIAL !
3. Please GIVE ALL INFORMATION as requested. Your kind cooperation is requested for the success of this study.
4. We appreciate your genuine desire to help and would like to record our gratitude for your kind cooperation.

THANK YOU VERY MUCH !

Ong Poo Min
(PGA 98018)

Faculty of Education,
University of Malaya

July 1999

**(C) Teachers' Comment / Views / Ideas /
Implications / Suggestions**

Please kindly state your comment / views / ideas / implications / suggestions for each topic area based on "Teachers' Perception Questionnaire" in Section B, pg. 5-12.

**(B) (1) Teachers' Perception of Children Learning Skills, In The Centre
(Sec. B, pg.5)**

(B) (2) Teachers' Perception of Parents Coping Skills (Sec. B, pg.6)

(B) (3) Teachers' Perception of Teamwork Coordination (among teachers, teachers and therapists, teachers and other staff members) (Sec. B, pg. 7)

(B) (4) Teachers' Perception of Using Task Analysis and Individualized Education Plan (IEP) in Teaching and Learning (Sec. B, pg. 8)

(B) (5) Teachers' Perception of Monitoring Mechanisms (Sec. B, pg. 9)

(B) (6) Teachers' Perception of Facilities In The Centre (Sec. B, pg. 10)

(B) (7) Teachers' Perception for Issues of Transition (Sec. B, pg. 11)

(B) (8) Teachers' Perception of Teachers' Training (Sec. B, pg. 12)

APPENDIX 16b

Open-Ended Questionnaire for Members of Management Board

Please kindly fill in your particulars and answer the questions for the record and study purposes. Thank you.

Name : _____

Age : _____

Highest academic qualification : _____

Job experience in special education: _____

Have you received any administrative training in special education? Yes / No

If yes, please state the amount of time you attended the training and what are the purposes _____

Are you satisfied with your job performance? Yes / No

If yes, please state your reasons.

If no, please state why are you not satisfied with your job performance.

Have you involved in curriculum planning? Yes / No

If yes, in what ways.

If no, please state the reasons why you are not involved.

APPENDIX 17a

Spastic Children's Association of
Selangor & Federal Territory
14, Lorong Utara A, Petaling Jaya,
P.O.BOX. 48, 46700 Petaling Jaya,
Selangor Darul Ehsan, Malaysia.

15-04-1999

**Acquire Permission To Do Research And Project Paper In
Spastic Children's Association of Selangor & Federal Territory**

In reference to the statement above, I (Name : ONG POO MIN, Matrics No. PGA 98018, studying Master of Education in Special Education, University of Malaya) would like to acquire permission to do research regarding the topic of my project paper entitled "Teachers' Perception of Curriculum Implemented In A Local Spastic Centre".

- 2) I hereby enclosed a letter from my lecturer to certify my student identity.
- 3) My sincere apology to you if any inconvenience occurs as a result of my research. Your co-operation, kindness and generosity are very much appreciated.

Thank you.

Yours sincerely,

(Ong Poo Min)

APPENDIX 17b

Faculty of Education, University of Malaya, 50603 Kuala Lumpur, Malaysia.

Tarikh: 15-04-1999

Kepada Sesiapa Yang Berkenaan

Dengan ini disahkan bahawa ONG POO MIN (RGA 98018) adalah pelajar di Fakulti Pendidikan, Universiti Malaya yang mengikuti kursus Sanjana Pendidikan Pendidikan bagi Kanak-Kanak Berkeperluan Khas. Sebagai memenuhi Pendidikan keperluan penilaian kursus mereka dikehendaki membuat tugas yang berkaitan. Kertas Projek

Oleh itu sukacita dapat tuan/puan memberikan kerjasama kepada mereka yang namanya tercatat di atas.

Atas sokongan dan perhatian yang tuan/puan berikan saya ucapkan berbanyak terima kasih.



En. Sandiyao Sebastian
Pensyarah Kursus
Fakulti pendidikan
Universiti Malaya

APPENDIX 17c

 Spastic Children's
 Association of
 Selangor & Federal Territory

14, Lorong Utara A,
 Petaling Jaya,
 P.O.BOX 48,
 46700 Petaling Jaya,
 Selangor, Malaysia

Date :

Dear Sir / Madam,

Acquire Permission To Have An Interview For The Purpose of Study

In reference to this, I (Name : ONG POO MIN, Matrics card no. : PGA 98018, studying Master of Education in Special Education, at Faculty of Education, University of Malaya, Kuala Lumpur.) am doing a project paper entitled "Teachers' Perception of The Curriculum Implemented In A Local Spastic Centre : A Case Study". The purpose of the study is to get feedback from teachers of their perception and opinion of the curriculum implemented in the centre. And, to obtain views from members of the management board in order to make comparison.

2. Therefore, I would like to acquire permission to have an interview with sir / madam for the purpose of the study.
3. Please allow me to use audio tape to record the content of interview in order to minimize problems of transcription.
4. All information will be kept CONFIDENTIAL !
5. Your kind cooperation will be deeply appreciated.

Warmest and deepest thanks.

Yours faithfully,

 (Ong Poo Min)