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Incidence of Disabilities among Remote Iban Longhouses-Case Study

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SE Asia Connections

- America Peace Corps (1973-1975-KB)
- SEA-Consultant for Special Education
- SEA-Consultant for Distance Learning
- U.S. Fulbright Scholar – May-Dec, 2000
 - UNIMAS-
 - E-learning
 - Research on Disabilities Among Indigenous
- UNIMAS-USF Partnership
 - Special Interest Group on Disability Studies
- Research Study- Kapit 2008-ongoing

Presentation Points

- Purpose of the case study
- Rural-Remote children with Disabilities
- National and State Data on Disabilities
- Kapit data on Disabilities
- Demographics Longhouse Surveyed
- Service Delivery in Rural-Remote Areas
- Teacher Preparation
- Considerations for Change

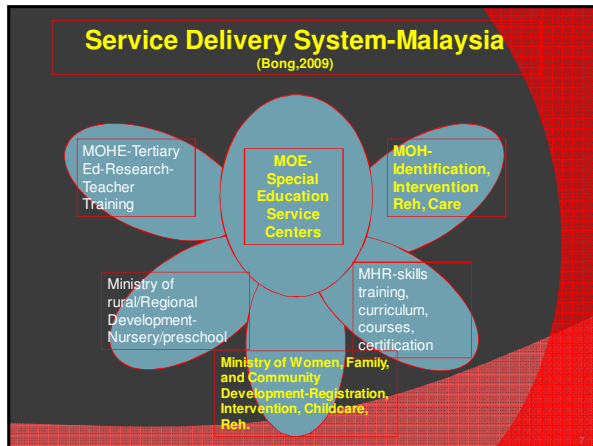
International Disabilities Incidence Rates
 (school age population)

- W.H.O.-10% (6-18 years)
- Europe 10-12% (0-18)
- Japan 10% (5-18)
- United States 12-15% (0-21)
- Malaysia (Not Available)

Malaysian School Population (2011)

Preschool	186,298.
Primary	2,804,405.
Secondary	2,281,775.
Total	5,272,478.

Potential Malaysian Disabilities
 10% approximately over 500,000
 5% approximately over 250,000



MOE-School Placement Options

- Special School- separate/independent
- Special Class- self-contained in gov. schools
- Integrated classroom- combined class of students

Number of Children in Special Education by Disability (National-MOE,2011)

Class	Hearing	Vision	Learning	Dyslexia	Total
Preschool	2	0	598	0	600
Primary	547	121	24476	578	25,722
Secondary	980	293	16574	108	17,955
Total	1529	414	41648	686	44,277

Number of Special Education Classes By Disability (National-2011)

Class	Hearing	Vision	Learning	Dyslexia	Total
Preschool	1	0	148	0	149
Primary	149	47	4045	87	4328
Secondary	190	88	2425	22	2725
Total	340	135	6618	109	7202



Special School-Hearing Impaired (Sarawak)

PPD	#	Class	Boys	Girls	Total
Kuching	1	10	31	21	19
Sibu	1	5	19	2	21
Miri	1	2	4	4	8
Total	3	17	54	27	81

Special School-Visually Impaired (Sarawak)

PPD	#	Class	Boys	Girls	Total
Kuching	1	9	19	15	34

Integrated SPE-Primary – Learning Problems (2011)-Sarawak

DIS. ED. OFF.	# SCH.	CLASS	BOYS	GIRLS	TOTAL
KUCHING	10	56	239	106	345
LUBOK ANTU	1	1	2	3	5
SIBU	7	38	176	99	275
KAPIT	3	9	26	6	32
Total State	91	297	1339	656	1995

Integrated SPE-Secondary – Learning Problems (2011)

DIS. ED. OFF.	#-SCH.	CLASS	BOYS	GIRLS	TOTAL
KUCHING	3	17	97	48	145
LUBOK ANTU	0	0	0	0	0
SIBU	3	14	64	47	111
KAPIT	1	3	14	15	29
Total State	30	87	437	254	691

Number of Students by Category –Primary (2011)

DISTRICT	ADHD	AUT	CP	DYS	DS	GLOB	SL	MEN
KUCHING	35-8	39-5	6-4	11-6	22-16	5-1	72-49	25-30
LUBOK ANTU		4-1			0-2		4-2	
SIBU	6-2	28-6	3-1	4-2	10-10		10-5	
KAPIT			1-0	3-0	3-1		9-4	0-1

DISTRICT	MD	HI	VI	PD	SS	SPE	MUS	EPI	APR	TOT
KUCHING	1-2	1-0		1-0						345
LUBOK ANTU										8
SIBU		1-0	1-1			2-0				30
KAPIT		2-0								24

TOTAL NUMBER STUDENTS ALL CATEGORIES-SARAWAK (1,995)

H.S.-Special Students/Category -(918) (2011)

DISTRICT	ADHD	AUT	CP	DYS	DS	GLOB	SL	MEN
KUCHING	9 2	8-2	3 1	1 1	8 8	0 0	65 31	13 4
LUBOK ANTU								
SIBU	3 0	17-5	3 2		12 14		35 12	4 9
KAPIT				1-0			18 14	

DISTRICT	MD	HI	VI	PD	SS	SPE	MUS	EPI	APR	TOT
KUCHING		36 24	27 13			1-0			1 0	259 (173-86)
LUBOK ANTU										0
SIBU		18-4								138
KAPIT										33

- ## Kapit Division
- Largest Sarawak Administrative District
 - Consist of 3 Districts
 - Kapit
 - Song
 - Belaga
 - Total area- 38,934 square KM (15,033 sq. mile)
 - 3 people per sq.KM
 - 86% forested land

KAPIT POPULATION DEMOGRAPHICS (2011)

Total population- 114,924 (2011)

- 68% -Iban
- 19% - Orang Ulu
- 07% - Chinese
- 03% -Malay
- 01 % -Melaneau
- 01 % -Bidayuh
- < 01% -other

Number of Longhouses in Kapit Division (2010)

350 + (KAPIT)
146-(SONG)
69-(BELAGA)

Table 1.0: Longhouse vs. Gender vs. Age

AGE	0-5	6-9	10-12	13-18	TOTAL
L-house	M-F	M-F	M-F	M-F	M-F
LH1	2-0	2-0	3-1	2-2	9-3
LH2	12-9	4-3	3-4	3-2	22-18
LH3	19-16	5-4	4-6	2-4	31-30
LH4	16-15	3-4	9-2	5-1	33-32
LH5	14-15	10-8	5-6	2-4	31-33
LH6	3-5	2-4	3-1	2-2	10-12
LH7	7-2	6-7	4-2	1-3	18-14
TOTAL	73-62	32-30	31-23	17-18	154-132

Longhouse vs. Gender vs. All Ages vs. Disabilities

AGE	0-9	10-18	18-40	40+	TOTAL
Longhouses	M-F	M-F	M-F	M-F	M-F
LH1	0	0	0	0	0
LH2	0	0	0	1-0	1-0
LH3	0	0-1	0	1-0	1-1
LH4	0	1-1	1-0	0	2-1
LH5	0	0	0	0	0
LH6	0	0	0	1-0	1-0
LH7	0	0	0	1-0	2-0
TOTAL	0	1-2	1-0	4-0	6-2

Questions??

- How many Iban Children ages 0-18 have disabilities?
- Have indigenous disabled children received appropriate education services?
- What can be done to address disabilities among Iban and other Indigenous groups?

Considerations

- MOE- provide the leadership in serving children with disabilities in rural/remote areas- Why?
- Teachers specifically trained in special education and R-R culture
- Conduct comprehensive "CHILD-FIND" at the kampongs-longhouses
- Staff Development on site- not in urban areas-designed for R/R
- Consistent data collection- data influences funding!
- Government adopt and APPLY clear and consistent definition on rural/remote
- Enhancement of PWD Act- apply to all children regardless of residence with consequences
- Recognize the diversity of rural/remote cultures- each will require specific problem-solving- ONE SIZE does not fit ALL!
- Continue and enhanced use of ICT-