



LAPORAN TAHUNAN ANNUAL REPORT 2010



Teh Kar Wei received the Anugerah Pekerja Orang Kurang Upaya (OKU) Cemerlang 2010 from the Prime Minister Datuk Seri Najib Tun Razak

**Persatuan Kanak-Kanak Cerebral Palsy (Spastik) Pulau Pinang
The Cerebral Palsy (Spastic) Children's Association of Penang**

Penaang: T.Y.T yang Di Pertua Negeri Pulau Penang

425 Jalan Mesjid, 11600 Pulau Pinang, Malaysia. Tel: 04 6570160 Fax: 04 656 3066

E-mail: jmn425@streamyx.com Web: www.spasticpenang.org



OUR PATRON



TUAN YANG TERUTAMA
TUN DATO' SERI UTAMA (DR) HAJI ABDUL RAHMAN BIN HAJI ABBAS
SMN., DUPN., SPDK., DP., DMPN., DJN.,
YANG DI-PERTUA NEGERI PULAU PINANG

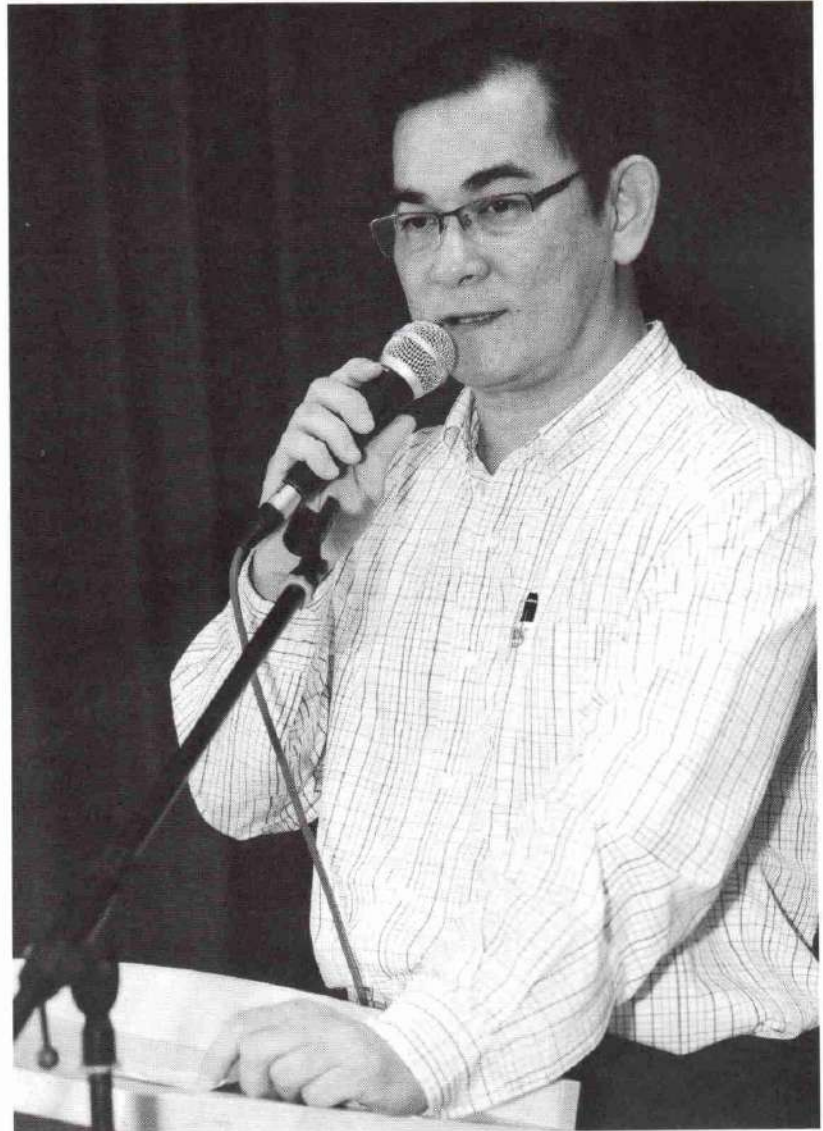
President's Report 2010

Another year has unfolded for The Cerebral Palsy (Spastic) Children's Association of Penang. I would like to applaud with great pride for an outstanding performance by the Association. The year allowed us to witness tremendous growth in the development of our little community.

The Management Committee made a major decision to increase the discharge age of our dear children from 18 to 21 years. This will enable the children to further improve on functional education and vocational skills. This move will enable the young adults of the association to develop their functional ability to prepare themselves for an inter dependant future.

The long awaited building extension project has been completed and now it stands tall and majestic within our premises. This project has opened the opportunities for better equipped classrooms and vocational training centre for the young adults. Being a new project the vocational training centre needs to be fully functional in accordance to the needs of our young cerebral palsy adults. As such, The Cerebral Palsy (Spastic) Children's Association of Penang would require donations to furnish and facilitate the training centre with the necessary manpower and equipment needed by our young adults to achieve ensured quality of work.

The mission and vision of The Cerebral Palsy (Spastic) Children's Association of Penang is to serve the primary needs of our students. The dedicated team of




staff are constantly ensuring that the best is provided for our students. We are walking towards an era to educate and to bring awareness of the importance of inter dependency for our students. This is to warrant a dignified and respected life for them when they eventually leave the centre. There is a dire need for society to be edified that the community of OKU's are skilled and are able to carry out quality work. A vision must be followed by a venture, it is not enough to stare at the steps before us, we must walk up the stairs in order to achieve the goal and purpose here of the Association.

I would also like to take this opportunity to render my heartfelt thanks to Hong Leong Bank for donating a van to the association. This act of generosity has enabled SCAP to provide transportation at a larger scale for our students who do not have the appropriate transport means.

I would like to thank our patron TYT Tun Dato'Seri Utama (Dr) Haji Abdul Rahman Bin Haji Abbas Yang Di-Pertua Negeri Pulau Pinang and Yang Amat Berbahagia Toh Puan Seri Hajjah Majimor binti Shariff for their dedication and constant support towards the mission and vision of The Cerebral Palsy (Spastic) Children's Association of Penang.

I would also like to thank my Management Committee members, teachers, staff, donors, well wishers, friends and all those who have committed their time, effort and financial support to enable us to keep the fire going for the cerebral palsy children at our Centre.

God Bless


NG FOOK ON PJK.PJM.
President 2009/2011

Management Committee



Mr. Ng Fook On
PJK, PJM
President



Puan Latiffa Abdul Rahman
PJK, PJM
V. President



Ms. Jenny Kam Phaik Har
PJK, PJM
V. President



Mr. Tan Leong Theng
PJM
V. President



Mr. Khoo Yeoh Gan Hong
DJN, PPN, PKT, PJK, PJM
V. President



Mr. Foong See Yoke
PPN, PKT, PJK, PJM, PK
Hon. Secretary

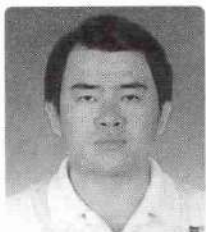


Mr. Nutan B. Shah
PJK
Hon Treasurer



Mr. Saw Hock Eng
PJK, PJM
Imm. Past President

Committee Members



Mr. Cheah Keat Kok



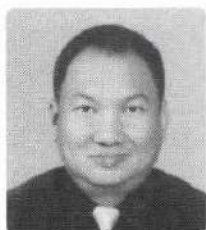
Mr. Law Hock Chye PKT, PJK



Ms. Ong Siew Guat



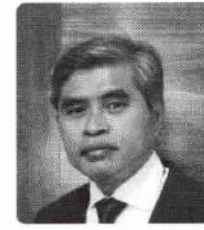
Mr. Vincent Lai Kong Leng
PJK, PJM



Mr. Yeoh Kean Lai



Datin Vivienne Tneh Choo Heong



Professor Muhamad Bin Jantan PhD



Khoo Chye Poh

Trustees



Dato' Dr. Denis Mark Lee
DSPN, JP, PJK



Mrs. Chan Kok Swee
PJK



Mr. Saw Hock Eng
PJK, PJM



Mr. Ng Fook On
PJK, PJM

Honorary Advisors



Encik Arfan Bin Sulaiman
Pengaruh Kebajikan Masyarakat



Haji Ahmad bin Husain
Pengaruh Jabatan Pelajaran Pulau Pinang.



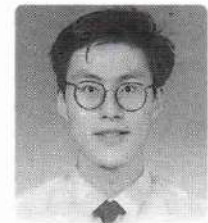
Mr. Cecil Rajendra
Legal Advisor



Dr. Alex Lim Kheng Seng
Medical Advisor



Dato' Dr. Yee Thiam Sun
DSPN, KMN, DJN, PKT, PJM
Medical Advisor



Dr. Dan Giap Liang
Paediatrician

Honorary Consultants



Dr. Santokh Singh
JP
ENT Specialist



Dr. Foong Kheng Phoy
PJK, AMP
Orthodontist



Dr. Adele Tan
Paediatrician



Ir. Vincent Tan Huei Meng
DJN, PJK
Engineer



Dato' Dr. Lim Huat Bee
DSPN, DJN, PJK
Dermatologist

Centre Administrator's Report 2010



The year 2010 saw two additions being made to the centre's programme that is the extension of the discharge age of students from 18 years to 21 years and the introduction of pre-vocational skills training unit next year.

The extension of the discharge age will definitely provide the students with a greater stability. The extra three years will provide more time to inculcate better and more progressive enhancement to their character build up, pre-vocational training and their social lifestyles.

The management committee of the Cerebral Palsy (Spastic) Children's Association of Penang believes that by reinforcing and strengthening the students in vocational skills, it will provide them with better practice, knowledge and this would enhance their confidence. In order for the pre-vocational training unit to reach its optimum standard it would require intensive training. This would include engaging the students with appropriate practical skills to enable them to gain the expertise needed for employment. A pre-vocational training unit will be set up with a three year programme schedule. We are indeed fortunate that a corporate company has come forward to support this programme. The Centre hopes and wishes that at the end of this three year

programme, the premier batch of our five pre-vocational trainees will graduate with relevant skills required for employment.

The National Seminar hosted by Spastic Children's Association of Penang in November 2010 under the chairmanship of Puan Latiffa Abdul Rahman brought together three centres under the umbrella body of the National Council for Spastic Children's Associations in Malaysia. This Seminar showcased many talks and programmes to enrich and develop a better tomorrow for every individual with Cerebral Palsy.

My heartfelt thanks to the President and management committee for constantly upgrading the facilities and making it possible to sustain the programmes introduced for the betterment of the children.

To all the staff of SCAP, thank you very much for rallying together with SCAP to realize the changing needs, demands and challenges of these children.

"We are builders of our own characters. We have different positions, spheres, capacities, privileges, different work to do in the world, different temporal fabrics to raise: but we are all alike in this, --all are architects of fate." – John Fothergill Waterhouse Ware.

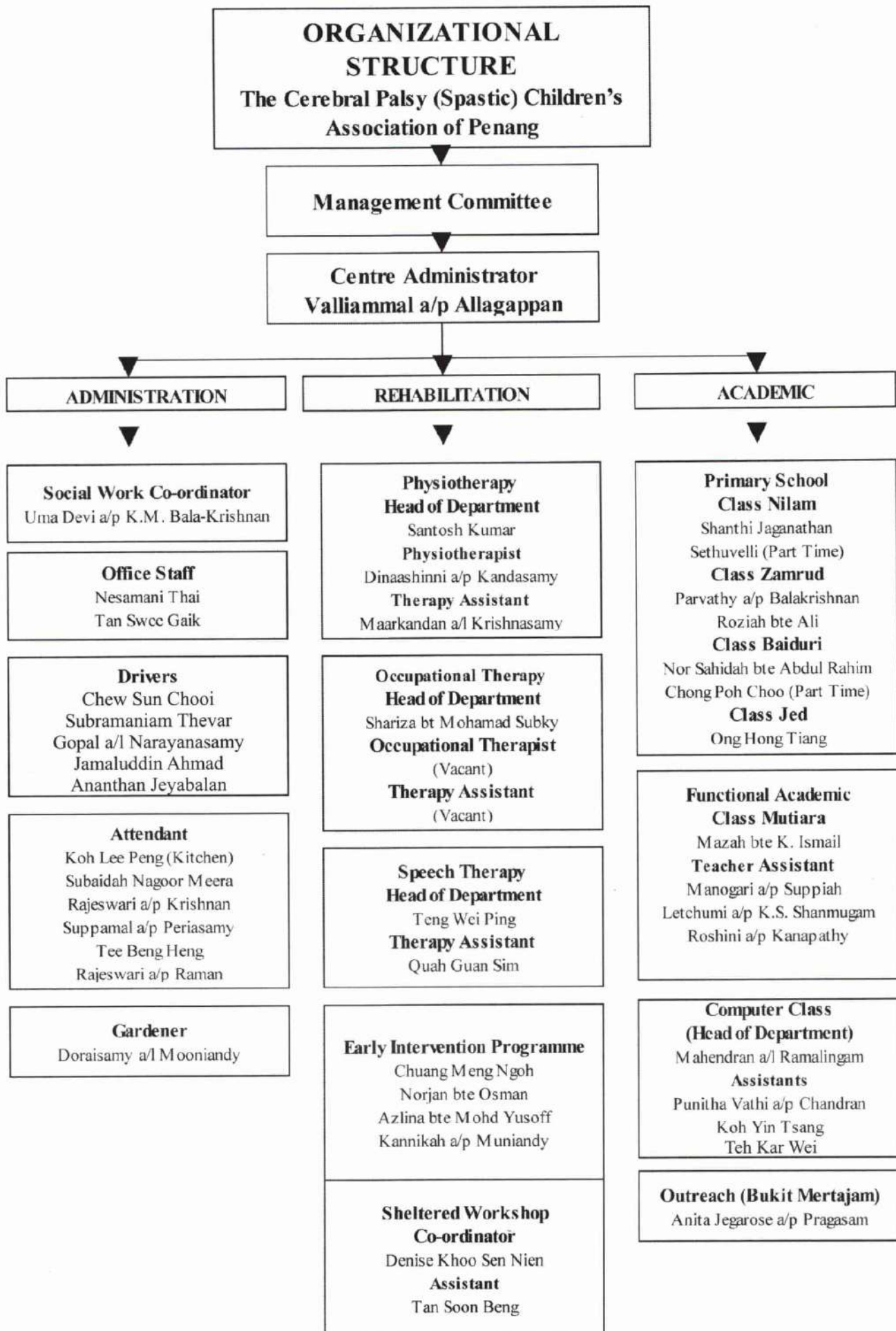
Thank you and God bless.

Yours Sincerely



Centre Administrator

Organizational Structure



Club Activities

Arts & Cultural Club



Visalatchi admiring the Gong Xi Fa Cai writing on the board.

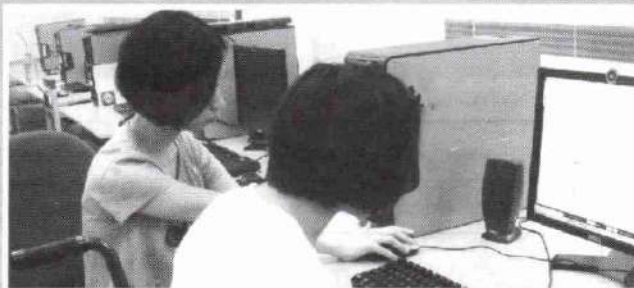


Students wishing "GONG XI FA CAI"

Computer Club



Chee Keong is using the headpointer and Bigtrack mouse to access his e-mail account



Jia Hui is being guided by Cikgu Yin Tsang to download MP4 player.

Red Crescent Society Malaysia Club



Thinesh : "Jangan basahkan tangan kanan kamu selama dua minggu"



Farhana : "Kalau ada sakit lagi, tolong datang balik, ok".

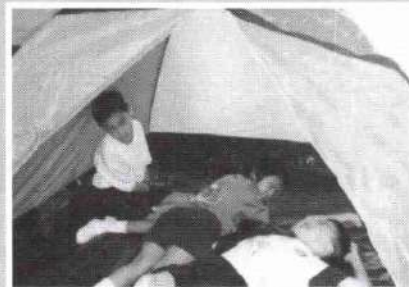
Scouts



Petting zoo at the Lost World of Tambun



Campfire stimulation before the real event begin



What a nice tent to sleep!!

Staff Picture



Sitting from Left : Ms Koh Yin Tsang, Pn. Azlina Mohd.Yusoff, Pn.Norjan Osman, Mrs Diana Leong, Mdm Valliammal Allagappan, Mdm Uma Devi Balakrishnan, Ms Koh Lee Peng, Puan Sharizah Mohamed Subky, Mr. Teh Kar Wei,

Standing from Left : Ms Suppamal Periyasamy, Mrs Shanthi Ravindran, Puan Mazah Ismail, Mdm Cynthia Kong, Mrs Parvathy Balakrishnan, Ms Nesamani Thai, Ms Hemala Vanuganam, Mrs Letchimi Selvam, Ms Roshini Kanapathy, Mrs Punitha Vathi Kumaresan, Ms Radha Jeyalakshmi, Ms Esvar'y Shanmugam, Cik Nor Sahidah Abdul Rahim, Ms Kasthuree Kishnan, Ms Anuradha Sundaramoorthy, Mrs Kalaivani Ilaiaraja, Cik Roziah Ali, Cik Faizah Nordin, Mdm Rajesway Krishnan, Mrs Kamala Bala, Mrs Rajeswari Bala Chandran

Standing from Left : Mr Doraisamy Mooniandy, Mr. Gopal Narayanasamy, Mr. Subramaniam Karuppiyah, Encik Jamaluddin Ahmad, Mr. Tan Soon beng, Mr. Chew Sun Chooi, Mr.

Chew Teck Seng, Mr.Teng Wei Peng, Mr. Mahendran Ramalingam, Mr. Ravindran Vasudevan, Mr. Tee Beng Heng, Mr.Maarkandan Krishnasamy, Mr. Ong Hong Tiang

Absentees : Mr. Santosh Kumar, Mdm Chong Poh Choo, Ms Anne Suseela, Ms Denise Khoo Sen Nen, Mdm Anita Pragasam, Cik Monasita Mukhtar and Mr. Ananthan Jeyabalan

Members Of The Schoolboard



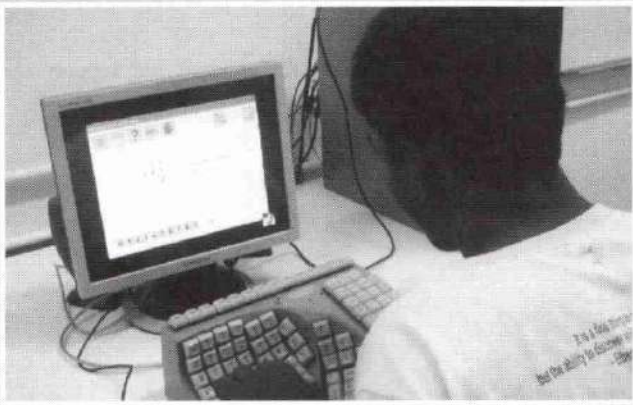
Standing from Left : Mrs Lilian Kam Chiok Hoon (Parent), Mrs Valliammal a/p Allagappan (Secretary) Mrs.Kalavali Rathnam (Parent)

Sitting from Left : Puan Latiffa Abdul Rahman (Management Committee/Parent),

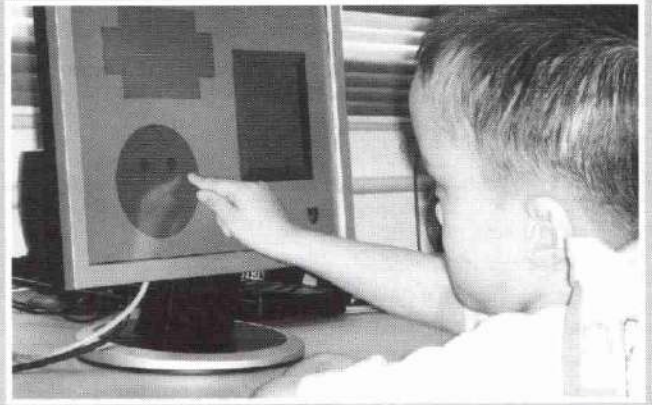
Tuan Haji Aziz Hashim (Rep. of Jabatan Pendidikan Khas), Mr. Khoo Yeoh Gan Hong (Chairman)

Encik Rossaffie bin Ismail (Rep.of Jabatan Kebajikan Masyarakat), Mr.Foong See Yoke (Ex-Officio)

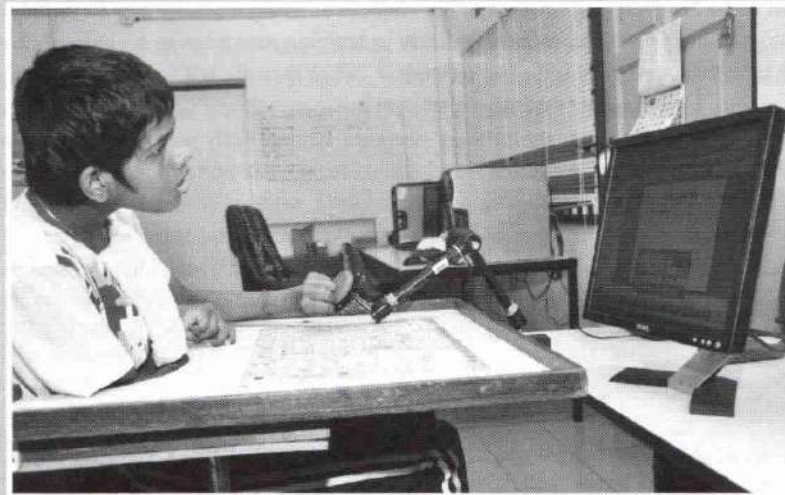
Dell Learning Center



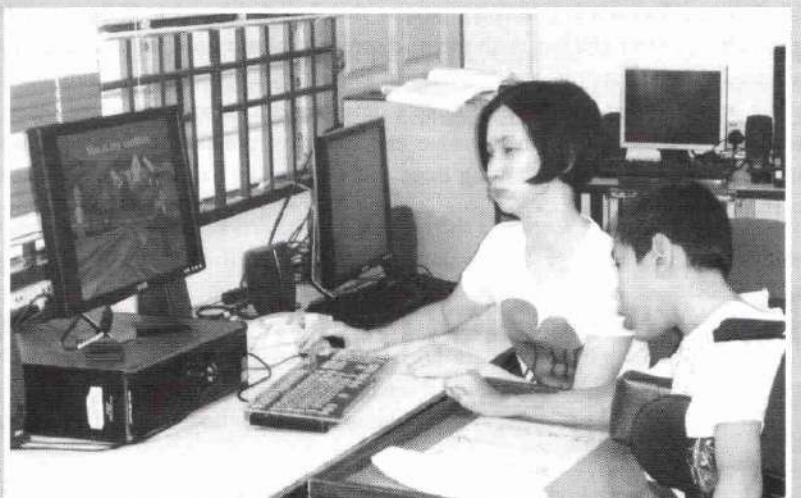
Frederick working on maths program with a single handed keyboard.



Eng Leng learning to access computer via touch screen monitor



A student using a single switch to access computer



Cikgu Yin Tsang is guiding Fajar to understand concept of family and relationship between the family members.

EARLY INTERVENTION PROGRAMME

Early Intervention Programme is defined as a comprehensive, coordinated, community-based system for developmentally vulnerable or delayed young children from birth to age 3 years and their families. The early intervention consists of multidisciplinary services designed to enhance child development, minimize potential delays, remediate existing problems, prevent further deterioration, limit the acquisition of additional handicapping conditions, and promote adaptive family functioning.

The goals of Early Intervention are accomplished by providing developmental and therapeutic services for children and support and instruction for their families.

The early intervention team consists of

- Pediatrician
- Psychiatrist
- Physical Therapist
- Occupational Therapist
- Speech therapist
- Psychologist
- Social worker
- Child developmental Specialist
- Special Educator

Children with cerebral palsy who are exposed to intervention can effectively improve his or her chances of living a quality life. In cerebral palsy, early intervention greatly improves the chances of children in their developmental disabilities or learning new ways to accomplish the tasks that challenge them. It is commonly recognized that the time for a neuro-typical child to learn is when they are still young. The brain has effectively finished developing by the time a child is 6 years old. Many believe that the majority of brain growth and development occurs before the age of 3. This is the time to teach an able child. If we wait too long, the process becomes harder. Early intervention allows training the child's brain to overcome the disabilities while the brain is still growing and developing. During this period the brain can be easily trained towards better organization skills to improve the child's ability. Starting at age 10 is good, starting at age 6 is better but starting at 6 months is even better. At the Cerebral Children's Association, we enroll the child once he or she is diagnosed with cerebral palsy. Early intervention program consists of the principles of conductive education, physical therapy, occupational therapy, speech therapy and hydrotherapy. In this programme, teachers facilitate the children to do activity without recruiting abnormal movement patterns and activities are modified to suit each child's ability. Apart from the group activities, the children also attend other therapy sessions such as physical therapy, occupational therapy and speech therapy.

Conductive Education (CE)

Conductive Education is a learning process that was developed in Hungary in 1950 by Professor Andras Peto. It is a holistic educational approach that aims children with motor disorders to learn how to overcome problems of movement and enabling them to function more independently. CE approaches problems of movement as problems of learning, the child must "learn to learn". It recognizes the child as a whole, meaning that each area of child's development impacts on every other aspect of development. It is not a form of therapy, or treatment. CE seeks through intensive and repetitive practice to develop innovative problem solving skills that will assist a child to function more independently, using these skills on a daily basis. CE aims to teach the child how to cope and adapt to new situations, and to encourage spontaneity.

The five elements of conductive education

The Conductor

Conductors are specialized teachers who have studied for 4 years at University and have a degree that is recognized by Peto Institute in Hungary or the National Institute of Conductive Education in England. A conductor performs the initial assessment, organizes and delivers the program to the child and their family. They create situations that encourage the child to learn and solve problems, observing and modifying their performance to ensure that the child achieves success and feels that the effort of completing the task was worthwhile and purposeful child and family.

The Group

Children are grouped based on their ability and age. The aim of the group is to give the opportunity to work with others, motivating and encouraging ambition to succeed. The children learn from each other's experiences and success. They are also encouraged to wait in turn for attention, and to task for help. Every child within a group continues to receive individual attention at their specific required level.

Task Series

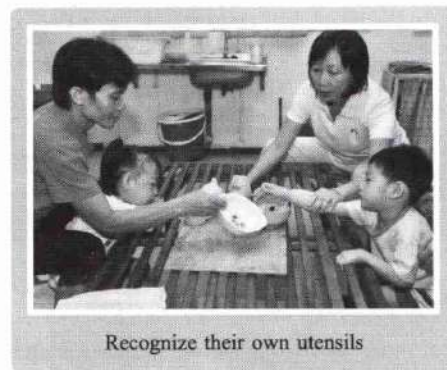
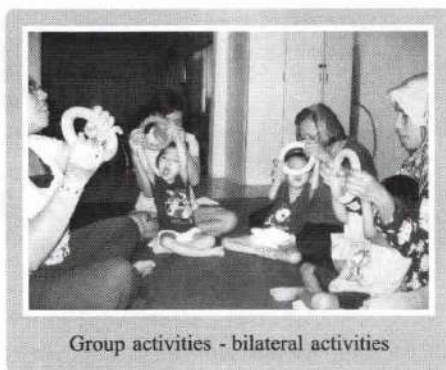
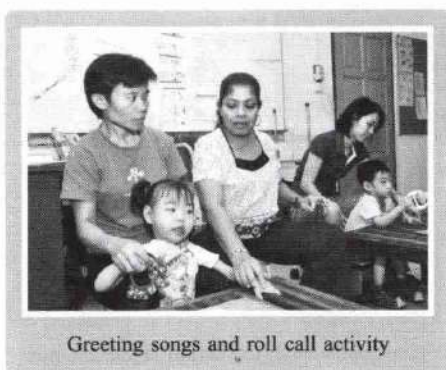
Tasks to be learned are analyzed and broken down into a series of smaller steps. These small steps are continuously practiced, and then incorporated into the entire task. Tasks are viewed as a teaching tool, not a set of exercises.

Rhythmical Intention

This is a CE strategy by which the child uses speech and song, or inner speech, to learn to regulate their movement. The child expresses an intention vocally, which is followed by movement that is carried out rhythmically.

The Program

A child's program is otherwise seen as their daily routine. It is a structured and planned program of learning and practicing. Every day starts with the routine of waking up, and finishes with going to bed. It includes all of the activities in between, toileting, breakfast, dressing etc. Parents will be assisting the children during the activity and they are also trained how to do the activity at home.



Physical Therapy

The motor disorders of cerebral palsy are often accompanied by disturbances of sensation, perception, cognition, communication, and behaviour, by epilepsy, and by secondary musculoskeletal problems. Physical therapy plays a central role in managing the condition; it focuses on function, movement, and optimal use of the child's potential. Physical therapist uses physical approaches to promote, maintain and restore physical, psychological and social well-being.

Children with cerebral palsy have abnormal posture and movement pattern. Performing activity with abnormal movement restrict the child from completing a task with less effort. Also, using abnormal pattern will result in the development of tightness and contractures which prevents the child from performing functional activity. The aim of therapy is to regulate postural tone and facilitate normal movement pattern. We encourage the child to practice normal movement pattern in relation to functional activity. The reason behind this is that the brain registers only functional movement. Parents are also taught to handle the child at home during feeding, dressing, undressing, bathing and other activities so that child will get the experience of normal movement throughout the day. Physical therapist prescribes assistive aids and appliances (splints, walkers, chair and table and mobility devices) according to their needs.

Medical

The Association is grateful to the following professionals who make up SCAP's panel of Honorary Consultants:

Dr. Santosh Singh
ENT Specialist

Dato Dr. Lim Huat Bee
Dermatologist

Dr. Vigneswari Ganesan
Paediatric Neurologist

Dr. Parameswaran
Orthopaedic Surgeon

Dental Surgeon & Nurses
from the Government Hospital

The Association also wishes to thank the following people for their continued commitment and services to the Centre.

- Mrs Ong Kim Chye, our nurse, who volunteers to maintain first-aid supplies and to look after health and safety aspects at the Centre.
- Dr. Alex Lim Kheng Seng who provides free medical treatment for the children and medical check-up for new staff
- Dato Dr. YeeThiam Sun who provides free hearing assessments for children with hearing problems.
- Dr. Dan Giap Liang (Paediatrician) who carries out the initial medical assessment for all new referrals to the Centre.

CONDOLENCES

We would like to convey our heartfelt condolences to the family of

1. Sobanraj a/l Sinnathambi who passed away on 23.5.2010
2. Nur Ashikin bin Muhammad Jantan who passed away on 21.6.2010
3. Amir bin Noordin who passed away on 7.8.2010

STATISTIC AS ON 31.12.2010

	Male	Female	Total
Malay	33	23	56
Chinese	53	30	83
India	8	4	12
TOTAL	94	57	151

ARTS FOR ALL - The Dancing Stars!

- by Mumtaz Begum Aboo Backer

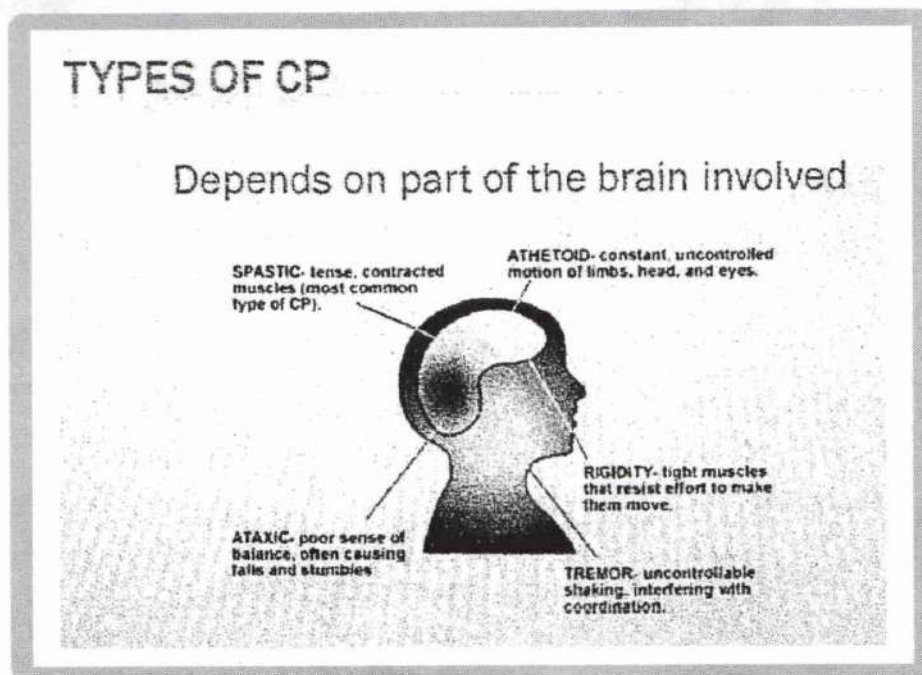
I danced with beautiful stars yesterday!

These stars were simply amazing. They bounced like balls... they wriggled like little worms... they spun like tops... they twisted like rubbery creatures and stamped their feet with all their might. They were so full of enthusiasm. Unlike popular stars, they were friendly, down to earth and welcomed me with beaming smiles. These stars were ever ready to dance with me. In fact, they would dance with anyone who had the time to stop, take their hands and waltz with them step by step through their dance.

Who are these stars? They are children diagnosed with cerebral palsy!

Cerebral Palsy

Cerebral Palsy is a medical condition associated with disorder of posture and mobility. This condition in a child is caused by the non-progressive damage of the developing brain. There are many types of cerebral palsy depending on the part of the brain involved.



Common Causes Of Cerebral Palsy In Malaysia

- prematurity
- prenatal asphyxia (condition caused by lack of oxygen and excess carbon dioxide in the blood)
- cerebral malformation
- meningitis
- trauma and unknown.

Medical and Physical Problems Associated with Cerebral Palsy:

- mental retardation
- seizures
- gastroenteritis (inflammation of stomach and intestines)
- dental, visual and hearing impairment
- pulmonary (disease of the lungs)
- motor deficits.

These children perform involuntary movements as they are unable to control the movements of their muscles such as drooling of the saliva which may look like a simple task for a normal person. The increased rigidity or tension in the muscles, a condition medically known as **hypertonic**, further affects their gross motor functions. Many children with cerebral palsy experience abnormal reflexes which affect their overall posture, balance and movement. In short **these children are unjustly labeled as DISABLE!** One word to show abnormality, handicap, imperfection, immobile, dysfunctional, low cognitive level, burden to the family and community and the list goes on.



A cerebral palsy child needs assistance in chores that might be basic and simple to others.

I am neither a doctor nor a healer. I do not diagnose nor give prognosis. I am not a scientist or a skeptic. But I am a believer. I believe that every individual is unique, able and capable in his or her own ways. I believe in hope, dreams and miracles. Armed with only these intangible and questionable elements and some fine years of training in dance and creative movements and some good Samaritans as my compatriots to back me up, I set out to run a workshop with these children.

Beating the 'theories of constraints' through dance, drama & story telling!

The project cum workshop utilizes dance, drama, creative movements and story telling as therapeutic for children with cerebral palsy. This pilot project can be said as one of the first form of intervention utilizing the fields of creative and performing arts to study therapeutic effects on children with cerebral palsy in Penang. Initially, the workshop was to be conducted for only eight weeks, once a week and each session lasted for about one and a half hours. Taking into consideration of the children's medical, physical, physiological and psychological conditions and the limitations imposed by these (which I call) 'theories of constrains', the workshops were carefully designed to enable maximum participation and benefits from and for the children within a short period of time.

Some Basic Question:

Purpose of the project

- to study and explore how the fields of dance, drama, creative movements and story telling can be utilized further from its traditional and conventional purpose, that is; to entertain.
- The aim of the project was also to see if at all dance, drama, creative movements and story telling can be used as alternative mediums for these children to express themselves and as a mean of communication.

Why utilize dance, drama & story telling?

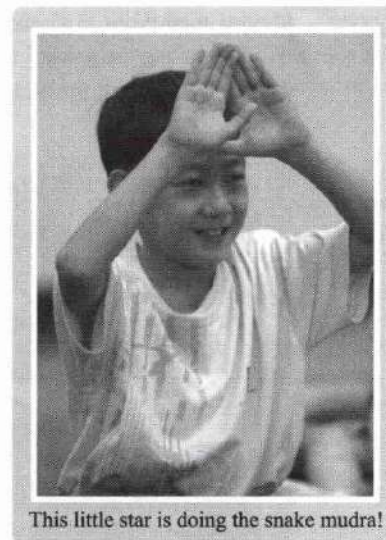
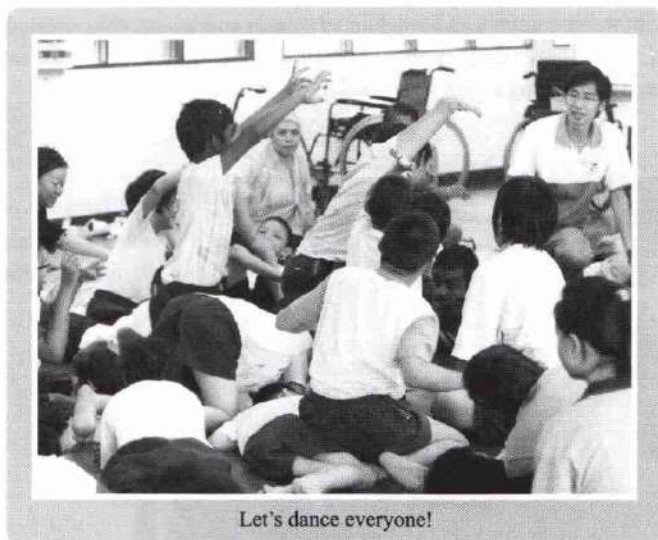
- Dance is undoubtedly one of the best tools to analyze one's freedom as dance itself is known to be liberating or has liberating effects.
- Dance and drama has opened up the field of arts for its patrons to indulge in creativity and diversity.
- Drama and story telling provides opportunities to become someone else or anything through mimesis, imagination and role playing.
- Dance, drama and story telling empowers children by enhancing cognitive level
- Dance, drama and story telling stimulates creative thinking,
- Dance, drama and story telling improves socio-emotional development
- Dance, drama and story telling develops self-determination and self-confidence.

Where were the workshops held?

The workshops were held at the Cerebral Palsy (Spastic) Children's Association of Penang or commonly known as The Spastic Center in Jalan Masjid Negeri.

Methods used to conduct the workshop

The workshops were divided to ice-breaking sessions, warm up sessions, followed by full body conditioning with muscle strengthening exercises, good posture (sitting and standing) and alignment exercises. These exercises were carried out every session without fail as exercises are vital to the development of these children's gross motor functions. The children's hands and legs functions are given more emphasis through dance exercises. The hand dance exercises involved grasping, holding and releasing, swinging of the arms upwards, downwards and in circular motions. Finger exercises are equally important such as finger pointing and making simple symbols through hand gestures like mudras in Indian Classical Bharata Natyam. Ensuring bilateral coordination whereby activities involving both hands such as clapping, swinging of both arm together, squeezing and reaching out is pivotal to the child's overall upper limbs motor developments.



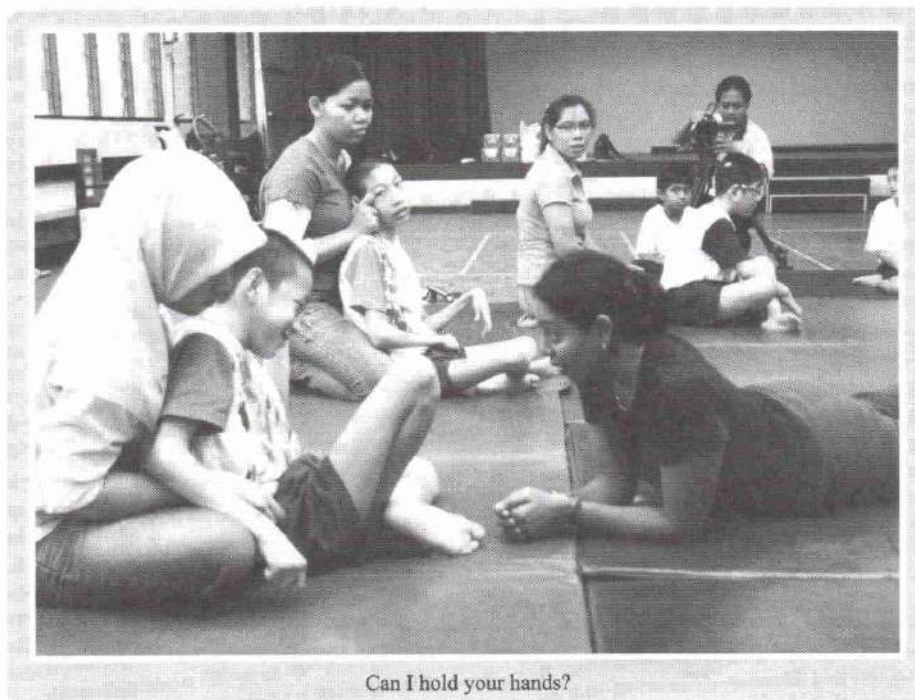
The lower part of the body exercises concentrated on leg dance exercises involved stamping the floor, good toes (tip toe and point for those who can), small jumps and the popular 'Barney hops' and dragging of the feet movement.

Gaining trust and confidence

The first few sessions started off on a mutual trust and gaining confidence between the children and us. As much as we wanted the children to trust us and gain our confidence, we sensed that it was essential for us to trust them and also gain their confidence. We were like two people meeting for the first time and not knowing how or where this relationship was going to take us to. Our attempt to create a friendly and relaxed atmosphere had its own challenges. Some children were very warm from the beginning, others were curious and wanted to come close and touch, poke, smell and feel us.

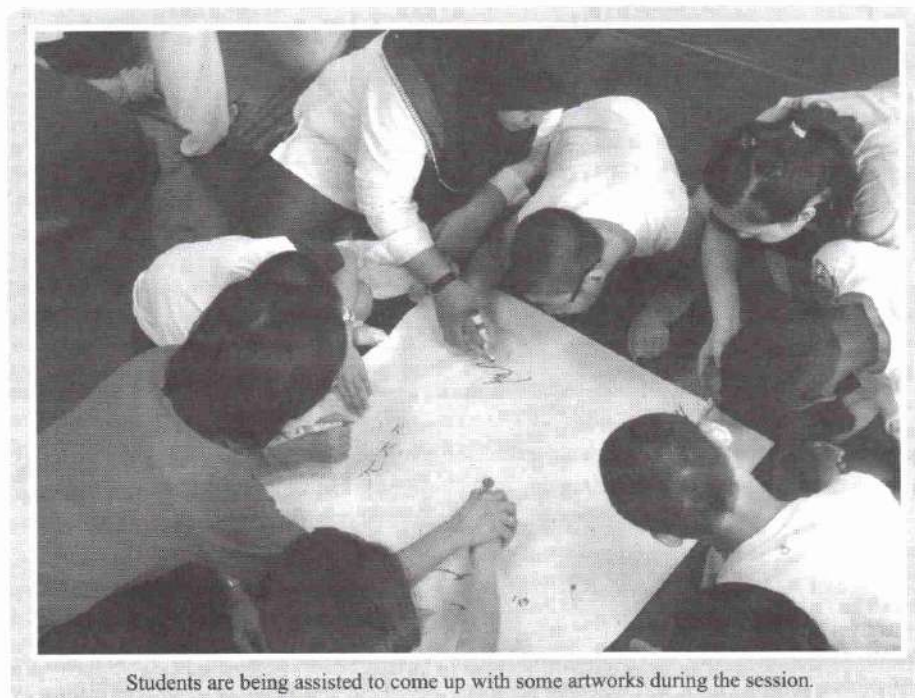
We played along, sometimes even allowing them to roll on us. We used the floor as a base for our explorative exercises most of the time as we wanted to ensure safety at all times. The safety and comfort of the children were our top most priority at all times. We did not have any

expectations during the first few sessions. Keeping ourselves open to changes and improvising all along to meet their interests, the workshop took its own course and shape slowly, but steadily and surely.



Can I hold your hands?

Once the muscles have been warmed up and strengthened for the day, the children are then transported into a world full of fun, play, joy and laughter. They are treated with story telling sessions often allowing them (the children) to be story tellers, theatrical games applying mimesis or imitating a person, an animal or object. Using self made paper masks, the children transformed into highly imaginative images of their chosen identities. They made sounds vocally and also by experimenting with other parts of their bodies and also responded to sounds and noises made by others. Moving their limbs in rhythmic and non-rhythmic motions and reacting to sounds and music, they created their own set of movement series. Working along the general framework of playing, imitating, exploring movements, experimenting with sound, space and rhythm, we observed and noted some of the most interesting and fascinating events that unfolded.



Students are being assisted to come up with some artworks during the session.

Dancing away the 'theory of constraints'!

Twirling around, swaying with and waving the colourful scarves given to them, they became dancers in their own rights. Lying and rolling on the floor because of reasons such as being bound to the floor or strapped to the wheelchair did not stop or pose a limitation for these children

to simply dance the dance of joy. They incorporated the use of their props mainly wheelchairs and walkers so easily into their dance that they made us to see and understand that they are no burden to anyone! Their ability to dance with what seems to be limitations (theory of constrains) to us (i.e., wheelchairs, walkers) proves that these children were indeed special in their own different styles in expressing, moving and dancing. Fair enough, by bringing in their own creative movement styles and highly imaginative identities to the dance floor, these children not only gave meaning to the manifestations of dance but also have given new ways to understand and see dance in a much broader perspective.

Taking Instructions!

The children listened to instructions well, if they did not understand, they would ask us to repeat or turn to their teachers or caregivers who participated in the sessions or just wait to see what we were going to do. Every instruction would be followed by our action first in order not to lead them blindly or confuse them. After a while, some of the children were able to comprehend and follow the instructions.

Role-Playing!

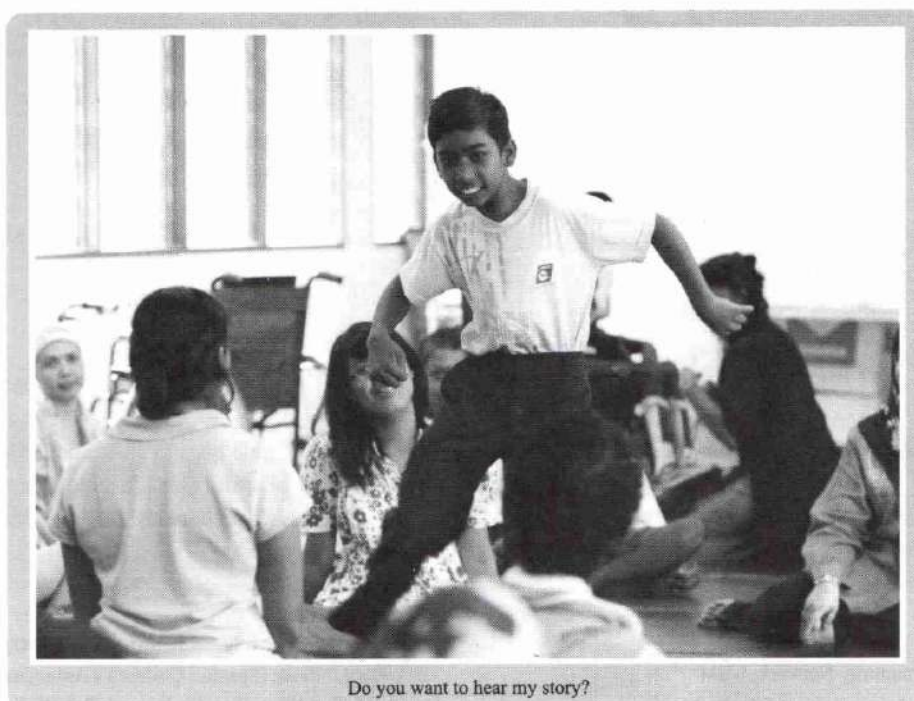
Role playing seemed to be very effective as they enjoyed transforming into someone else, an animal or object. In these exercises, many children choose to become animals such as tigers, lions, cats, rabbits and the infamous sang **kancil** (mouse deer). When asked the reasons for choosing these animals, the answers were intelligent and as innocent as them. To them tigers and lions meant ultimate strength and fearlessness, cats were associated with agility and playfulness. While rabbits pictured softness, fun and love, the famous sang **kancil** is as witty and smart as them.

Feeling and moving to the music!

Feeling and moving to the music accordingly at first as instructed, they then started to break away to become something else, for example, from the movement of a small flying bird to a vigorous flying dragon. In some occasions, the children also transformed into airplanes, locomotive trains, washing machines and cars. They responded well to stories being told in the traditional manner whereby the story teller orates to his audience using facial expressions, changing his voice, using masks and mimicking.

Great Story Tellers!

Through the story telling sessions, emotions were aroused to encounter fear, control anger, tackle frustrations, display strength and most importantly to enjoy themselves. In some of these sessions, the children themselves displayed great talents by becoming the story teller or the **penglipurlara** and enjoyed the glamorous moment.



Do you want to hear my story?

What did we learn from this project?

The priceless knowledge these workshops taught us was to enable us see and understand that these children are just like us in many ways and yet different in their own uniqueness. Just like us and any other child, they are curious, intuitive, innocent, playful, energetic and carefree. Just like any other child they ask many questions, play tricks on us, enjoy sweets and candies. They laugh easily, they cry in pain and fear, they dislike homework and love to play, play and play. But unlike us, they are so open, never judgmental, accepting, appreciative and so easy to love and be loved.

Dance, drama and story telling do serve as therapeutic not only for the children but also for us the facilitators as we went through the process of self discovery and our dance journey together. As the children's physical, emotional, mental and creative faculties improved although not much, the center and the parents, caregivers trusted us more with our techniques, playful approaches and creative styles. It is worth mentioning that dance, drama and story telling do aid in promoting a sense of well-being in the lives of these children and anyone who enjoys arts. The success of this project can be measured by not only looking at the children's gradual improvement and happiness when participating, but also at the center's acknowledgement and the parents requests that dance and other fields of creative arts should be a continuous program for the children.

My self discovery process with these children through this project taught me; "arts is for all"!

Why "Arts for All"!

Arts do not choose its patron demographically, neither by looking at ones wealth, looks nor body shape. Arts does not discriminate neither take a bias approach towards a certain gender or group of people. Arts choose anyone who simply wishes to explore, experiment and enjoy its true enchanting nature.



Keeping our dreams alive

Through this project together we beat the theory of constraints! What thought to be impossible became possible because we hoped, kept our dreams alive and believed in the children's will and strength. We believed we saw little beautiful stars dancing to make a difference! While the stars danced, together we went through a self healing journey. As they created their own versions of the Swan Lake, the Nutcracker and the Ramayana, we continued to be mesmerized. Dance, little stars dance!

Acknowledgements

Universiti Sains Malaysia
Division Of Industry and Community Network, USM
School Of The Arts, USM
Dato' Prof Mohd Ghouse Nasuruddin, School Of The Arts, USM

Department of Research and Innovation (RCMO), USM
The Cerebral Palsy (Spastic) Children's Association of Penang.
Dr. Chern Phei Ming, Tengku Ampuan Rahimah Hospital, Klang.
Puan Jumilah Tahir, Encik Saidi Mat Noor, Encik Zambri Salleh, USM.

Class Activities / Therapy

Outreach (Bukit Mertajam)

Speech Therapy



Mr. Teng is teaching Hakimi to use communication chart.



Daily activity on Oral Motor Facilitation

Social & Functional Skills



Wishing their friends "Good Morning"



Hakimi is watering the "Ladies Finger" plant.



Morning exercise

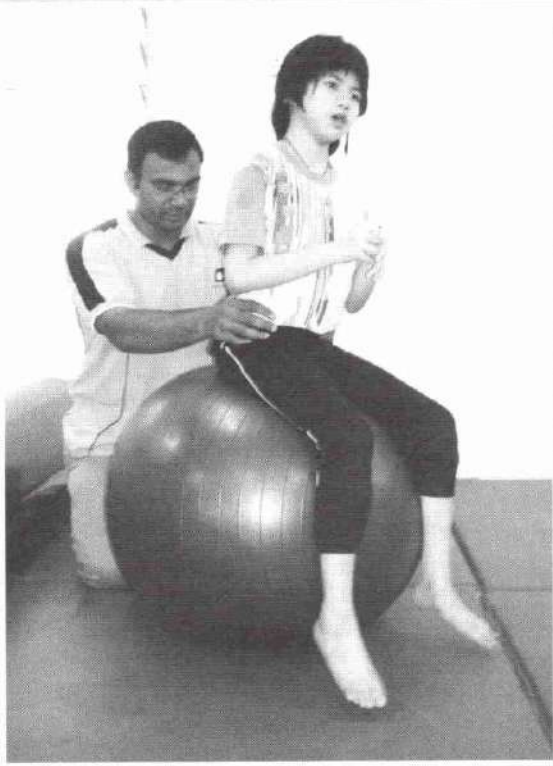


Therapy on weight shifting and reaching activity

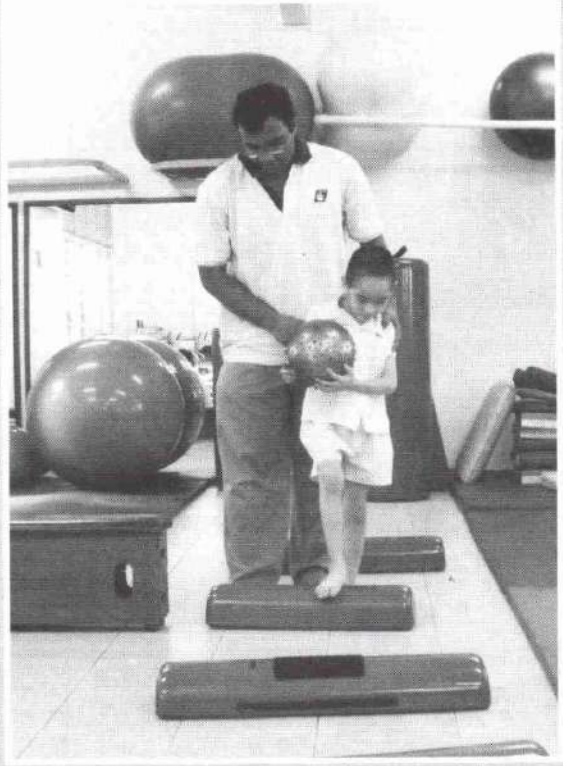


Therapy on head control and weight bearing.

Physiotherapy



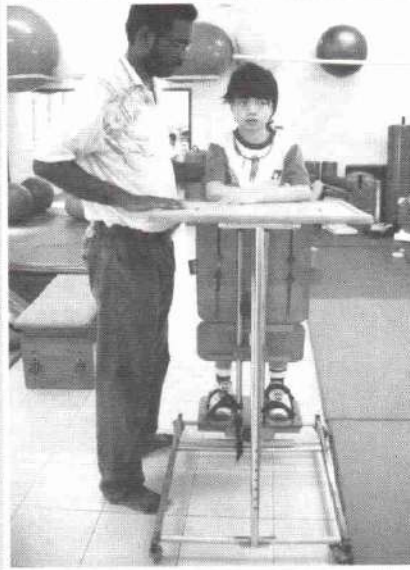
Training sitting balance



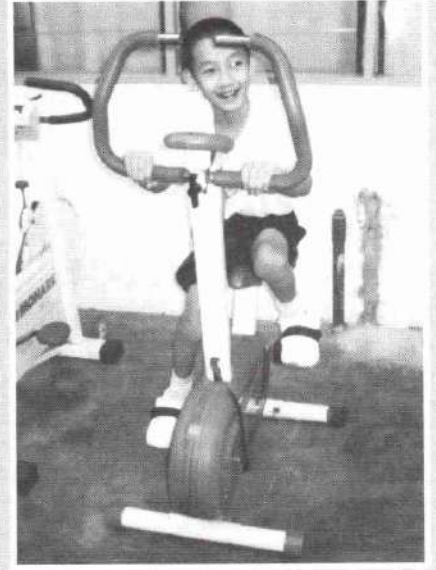
Obstacle walking holding a ball



Encouraging weight with trunk rotation

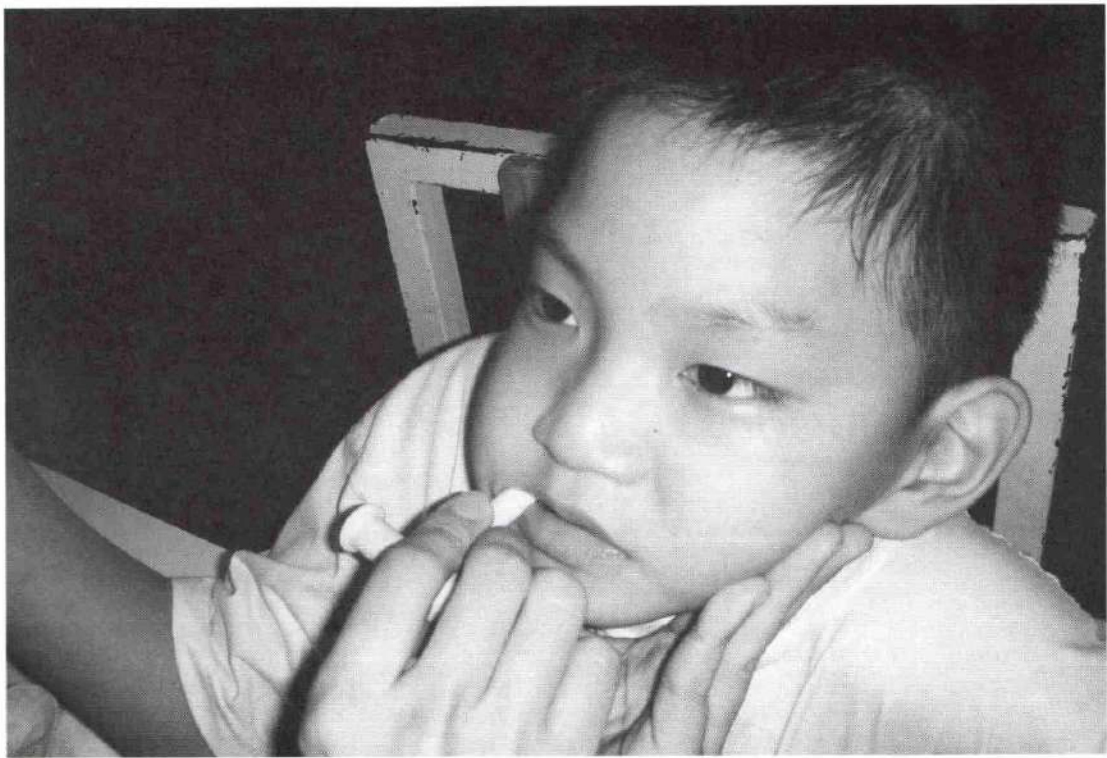


Training child to stand using standing frame

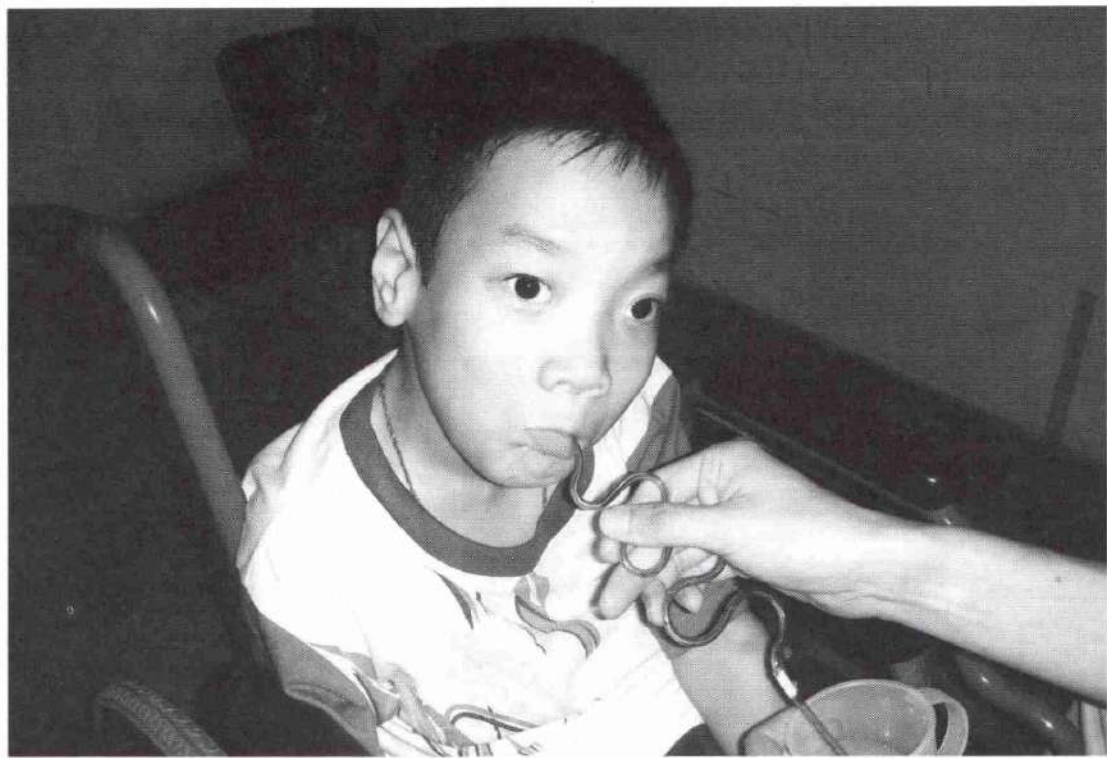


Yong Nian cycling to facilitate alternate leg movement

Speech

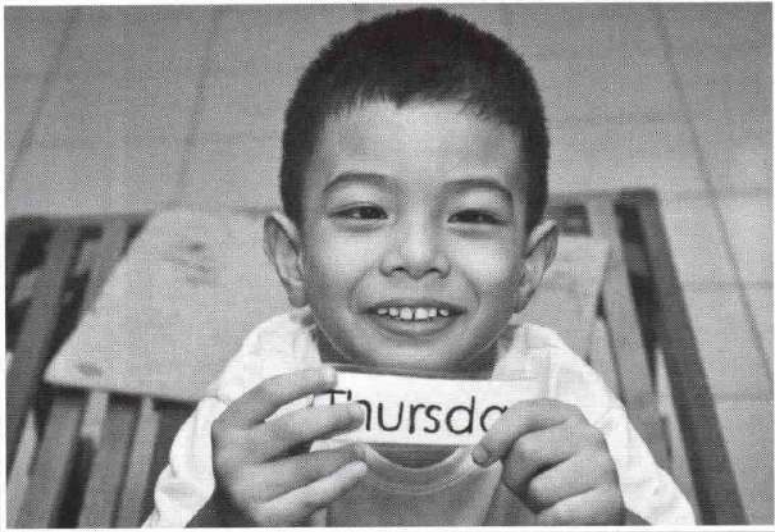


Jaw exercise with yellow chewy tube. The goal is to improve the child's jaw strength, stability and grading.



Lips exercise with straw. The straw is specially designed to improve the child's lips strength and movement.

Preschool



Learning about days in a week



Children bending their knees



Children doing extension of the arm

Kelas Baiduri



“I cannot write, but I can count”
(Cikgu Chong teaching Fajar to count with flash cards)

“I’m learning to count using my fingers
(Cikgu Nur guiding Mohd. Solehin to do simple additions)



Kelas Jed



Cikgu Ong is assisting Chee Keong to use the head pointer to indicate the correct letters on the Alphabetical and Numerical Chart to spell and complete his exercise.

Cikgu Suamy is teaching Visalatchi mathematic using the alphabet and numerical Chart



Kelas Nilam



Cikgu Shanti is guiding Eng Leng during maths session.

Parents participation during class activities.



Kelas Zamrud



Kean Chean learning concept of days of the week.

Kar Heng writing words that he spelt earlier according to syllable with Cikgu Roziah’s guidance.



Sheltered Workshop



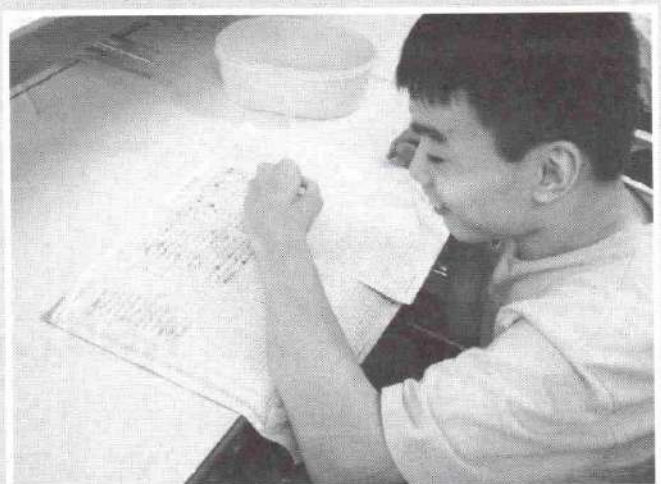
Sarojini removing rubber tips from the plastic tubes provided by I.R.M Industries



Vickey sorting out newspapers



Yhee Wan painting bottles provided by Universal Joy



Yhee Wan taking attendance

15th National Cerebral Palsy Seminar 2010

“Stop Press!! “Are We One” was the main theme of the 15th National Cerebral Palsy Seminar 2010 which was held at the Berjaya Hotel Georgetown, Pulau Pinang.

The organising and dedicated team of committee members from Cerebral Palsy (Spastic) Children’s Association of Penang, took great lengths to make this a successful event. There were 140 participants from the various participating Spastic Centres’ across Selangor, Johor, Singapore and Penang respectively.

Puan Latiffa Abdul Rahman the Vice President of The Cerebral Palsy (Spastic) Children’s Association of Penang and the Organising Chairperson for the seminar in her welcome speech voiced out the pertinent question, “Are We One?” In her address to all participants, she expressed that every parent, caregiver and organisation should work in unison to pave a way forward in the HOPE of integrating research, development and knowing the actual needs that will best suit all those with Cerebral Palsy and to guide them towards a more independent and fulfilling life.

Special mention and thanks to the President of the The National Council For Spastic Children’s Associations in Malaysia, Dato’ Seri Langat Di Raja Selangor Darul Ehsan Dato’ Dr. Lam Peng Chong, SMS, JP and Yang Berbahagia Encik Arfan bin Sulaiman, Pengarah Kebajikan Masyarakat Negeri Pulau Pinang for their keynote address and official opening respectively.

The Cerebral Palsy (Spastic) Children’s Association of Penang presented a colourful dance routine to Waka Waka, a song made popular by Shakira at the World Cup Football 2009. The children captured the hearts of everyone. They were applauded with a grand standing ovation. A great note of appreciation and thanks to all the teachers, staffs and parents who worked tirelessly to put this outstanding performance together. Syabas!!!

The seminar ran for 2 days. 14 speakers from different organisations presented 11 different topics based on the objectives to advocate for the realistic needs of individuals with cerebral palsy. Mainly coping with psychological challenges in relationship and social life, rights to equal opportunities with regards to education, employment, health, assistive technology and accessibility.

Prof. Dr. See Ching Mei from University Sains Malaysia in her closing presentation entitled “Walking An Extra Mile To Make The Difference” summed up the findings of the presentations and workshops. She stated that all sectors involved in the working together with individuals with Cerebral Palsy have shown positive attitude towards bridging the gap and building a united front. She further reiterated that social barriers will be present between the community and individuals with Cerebral Palsy but she urged parents, caregivers, teachers and CP individuals to be empowered and stand united as one.

A special thank you to the President of The Cerebral Palsy (Spastic) Children’s Association of Penang, Mr. Ng Fook On for his closing address.

On the whole the 15th National Seminar on Cerebral Palsy was a success.



Yg. Bhg. Encik Arfan Bin Sulaiman
Pengarah Kebajikan Masyarakat Pulau Pinang
delivering the Opening and Keynote Address



Puan Latiffa Abdul Rahman
Organising Chairperson
delivering Welcome Address



Address by Dato Lam Peng Chong
President National Council of Spastic
Children’s Associations Malaysia.



Mr. Ng Fook On
President (SCAP)
Officiated the closing ceremony



Our main speaker Dr. See Ching Mei
(USM) presenting a paper titled
‘Are We Together As One’



Our students performing to
‘Waka Waka Song’



Prof. Mohd. Jantan
Giving a talk on Koperasi
OKU Pulau Pinang



(L-R) Datuk Dr. Mohinder Singh (Hon. Secretary, National Council of Spastic Children’s Associations in Malaysia), Puan Latiffa Abdul Rahman, (Organising Chairperson) Dato Lam Peng Chong (President, National Council of Spastic Children’s Associations in Malaysia), Guest of Honour Yg. Bhg. Encik Arfan Bin Sulaiman (Pengarah Kebajikan Masyarakat Negeri Pulau Pinang), Mr. Ng Fook On (President, The Cerebral Palsy (Spastic) Children’s Association of Penang), Dato Rahmat (Vice President, The Spastic Children’s Association of Johor), Mr. Saw Hock Eng (Chairman, Koperasi OKU Pulau Pinang Berhad)



Dr. Chern Phei Ming
Presenting a paper on
Rehabilitation Medicine



Ms. Anne Suseela Ramanathan
Presenting a paper on Advocacy
for persons with special needs.



Persatuan Kanak-kanak Cerebral Palsy [Spastik], Pulau Pinang
 (The Cerebral Palsy [Spastic] Children's Association of Penang)
 Penaung: T.Y.T. Yang Di Pertua Negeri Pulau Pinang

425, Jalan Mesjid Negeri, 11600 Pulau Pinang, Malaysia.

Tel :04-657 0160 Fax: 04-656 3066

web : www.spasticpenang.org E-mail : jmn425@streamyx.com

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Our aim at SCAP (The Spastic Children's Association of Penang) is to enable children with cerebral palsy to make the most of their abilities so that they can go on to lead full and independent lives. All of these services are provided by the Centre free of charge.

ONLY YOU CAN HELP US TO SUPPORT THEM.



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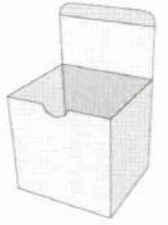
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