

Early Intervention Implementation Preschool Special Education Students In Malaysia

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Abstract

Academic excellence of students with special needs depends on many factors such as the level of individual intelligence, slow development, the level of hearing loss, vision problems and age at diagnosis. Children who have been identified to undergo continued in the preschool early intervention such as the use of hearing aids, provide training in language and communication, socialization, teaching them how to read and write using Braille, improve motor skills, orientation and mobility to increase student confidence. The findings of previous studies have found the teachers lack the skills, knowledge, experience and the lack of disclosure of the technical conduct of early intervention. Therefore this study was conducted to explore the practice of implementation of early intervention preschool special education towards preparation for school. This study used a qualitative approach with case study design. Data were collected through structured interview techniques and document analysis. The study used purposive sampling involving three preschool special education teachers with learning disabilities, vision and hearing. Data was analyzed using ATLAS.ti 7.1.8. The findings show that there are seven themes identified practices affecting the implementation of early intervention teachers' understanding of early intervention, early intervention program implementation practices, Preschool Special Education curriculum, teacher recruitment, infrastructure, collaboration and monitoring. The implications of these findings suggest that preschool teachers need specialized training in the implementation of early intervention in preschool special education. The Ministry of Education should devise strategies to improve pre-school teachers in order to help special education students toward school supplies.

Keywords: Early Intervention; Preschool Special Education Students; Preparatory School.

1. INTRODUCTION

In Malaysia the right to receive services related to early intervention covered by the provisions of the legislation administered by the Ministry of Health and the Ministry of Women, Family and Community Development (Special Education Information, 2008). Early intervention program services available to students with special needs from ages birth to 3 years for all categories and types of disability in all hospitals and District Health Center offers medical and clinical interventions. While at ages 4 to 6 years of pre-school level, the Ministry of Education (MOE) has taken measures to provide special education

preschool program for the three categories, namely hearing impaired, visually impaired and learning disabled, which began in 2003 (Special Education Information 2008). The Social Welfare Department also provides early intervention services from birth to adulthood by setting up a Community Rehabilitation Centre and specialized care centers organized by non-governmental organizations (NGOs) for all categories of disability that offer this type of social intervention and education (Department of Social Welfare 2007).

Early intervention programs implemented to meet the educational needs of students with special needs that have been identified with visual, hearing, learning, impaired physical and multiple disabilities in preschool. National Education Policy states that students with special needs are given the opportunity to gain access to appropriate educational and relevant to their ability to become independent and lead a life of quality (Ministry of Education 2012). Early intervention preschool program for special education students is the process of supplying the service, support, education of various stimulation techniques lessons, activities and training to students with special needs who suffer from physical or mental developmental delay, which will affect the development and learning prevents them (the Ministry of Education in 2013).

Therefore early detection of children with special needs is essential in order to reduce the prolonged incapacity. The basic principle on which, the earlier the problem is detected early it is increasingly difficult due to the inability of the impact will be reduced so as to optimize the capacity and willingness of students with special needs in the process of learning as a child mainstream. In the Persons with Disabilities Act, 2008, had enshrined the importance of early detection and intervention for children with disabilities:

Section 36 (1) Government and private healthcare service providers should provide healthcare to persons with disabilities which shall include the following:

(a) prevention of the further occurrence of disabilities, immunization, nutrition, protection and preservation of the environment and genetic counseling; and (b) in a timely manner to prevent disability and rehabilitation exercise.

In accordance with the Act, teachers and parents must play their part by taking early action. Among the measures that should be taken is referred to a specialist or medical practitioner who provides services related to the inability to detect. Immediate steps can help children deal with disability through a planned intervention program implemented by the information detection (Ministry of Education 2013).

2. LITERATURE

The first five years of life are a critical period for the development of children. Prior experience and a healthy environment is a step to prepare for the future and success in school. Prior experience actually affect brain development, to provide the basis for the development of language, reasoning, problem solving, social skills, emotional and behavioral problems. According to the research, the willingness of students to the school measured by five different domains but are intertwined with each other, namely physical and motor development, social development, emotional, behavioral and language development (Papalia, Olds & Feldman 2004). These domains interact with each other to strengthen all aspects of

development. The willingness of students with special needs to develop five domains that require appropriate early intervention to help them improve their development as well as support from the kindergarten teachers and parents.

Detection of early childhood special education is very important that early intervention can be carried out timely and appropriate support services can be provided. In this way children who are identified to be able to continue learning and be able to follow the program of inclusive education in mainstream classes. Early intervention is a system of structured services that help enhance the growth and development of children. This is a way to support families in the early years critical (0 to 6 years) for a child for special education. The importance of early intervention program among preschool special education students can not be denied since it can help children grow into productive individuals and self-reliant (Special Education, 2013), preventing them from developmental problems become more serious (Odom, McConnell & McEvoy 2002), the train children in school readiness skills, reduce the number of children who need to be placed in special education (Bailey & Wolery 2007) and reduce spending for special education funding (Guralnick 1991).

In the context of special education abroad, early intervention is educational support to help children with special needs who have cognitive disabilities, language, emotional, social and psychomotor development in order to achieve a maximum level applied by the teacher as a practice in the preschool special education (Goldstein, 2004). Among the importance of early intervention is to enhance the power of observation, stimulates students to respond positively to the development of a skills and enhance cognitive function, language and communication, social, emotional and psychomotor them (Law, King, Petrenchick, Kertoy & Anaby 2012). In addition, through early intervention teachers also can train students to master certain skills that are appropriate and relevant to everyday life and to create a conducive learning environment and fun (Oates, Bebbington, Bourke, Girdler & Leonard 2011; Lopes 2008).

According Weinberge (2008), has been recognized effective early intervention to improve the development and learning potential of students with special achievements. He also noted that the preschool program is best when it is implemented early intervention program as a practice in the classroom. According Moes and Frea (2010) in pre-school early intervention strategies focused on children who have problems of language and communication, behavioral, socio-emotional and motor skills. Preschool teachers need to run a practice in early intervention preschool class each day according to the preschool curriculum (UNESCO 2005). These problems, if not addressed at an early stage of the pre-school level will have an impact on children's learning to the next level.

While early intervention programs are effective in improving teaching students with special needs, but the implementation of early intervention practices are still less widely conducted in a classroom setting preschool special education (Wang 2004). In addition to being exposed to early intervention techniques, teacher education and training, background, knowledge and skills, as well as the perspectives of teachers to teach students with special impact in implementing early intervention (Wang, 2004; Chen

& Turner 2003; Hsueh 2003; Wu 2003 Kang 2001). Most teachers feel that they are not ready and no exposure to carry out early intervention students with special needs (Schuum, Vaughn, Gordon & Rothlein 2004). Teachers need to be trained preschool special education so that they can carry out special early intervention to students with special needs in special education preschool class (Tamar Andrews 2012; Swartz 2007; Yell, Shriner & Katsiyannis 2006).

Therefore, early intervention program should be provided to children who are identified to have developmental delay or disability reasons, early childhood special education detected and supported in the form of early intervention and early childhood and family support. Support services will be able to help children with special needs towards a better quality of life.

3. STATEMENT OF THE PROBLEM

Scenario execution early intervention program in Malaysia for pupils with special educational preschool is less clear in practice and there is no documentation on how to implement the preschool special education as a reference and guidelines of preschool teachers. Whereas early intervention program is very important as practice preschool special education to sensitize and enhance the learning of students with special needs in preparation for school. The existing curriculum content less emphasize early intervention (Nur Aishah & Safani 2014). Standard Curriculum for Preschool Special Education Immigration is a major referral guidelines and pre-school teachers in conducting teaching and learning for students with special needs aged 4 to 6 years old (Special Education Information, 2006). Preschool Special Education Curriculum has been modified almost entirely from the national pre-school curriculum according to the needs of children with special needs.

Early intervention programs are implemented in preschool special education classrooms have failed in helping students with special needs who suffer developmental delay and an obstacle to their learning. This failure has also been linked with the problem of teachers who lack the knowledge and skills in conducting early intervention (Nur Aishah & Safani 2014). This has also contributed to the failure of students with special needs to follow program of inclusive education is due to the failure of the early intervention program to function effectively in helping children improve their development to the maximum level (Division of Special Education, 2012). Based on statistics for the number of pupils with special needs school Special Education and Special Education Integration Programme by a total of 53.952 Special Education students with special needs until November 2012. Of the 53.952 students with special needs only a total of 64 people who successfully completed the program inclusive full-time in mainstream classes until November 2012 (Division of Special Education, 2012). Inclusive education in the context of Malaysia is a platform where students with special needs in mainstream classes with minimal support. Students with special needs can participate in the inclusive education program at an early stage if they get early intervention services for intensive early intervention centers and through early intervention program continued to be carried out in preschool special education.

The achievement gap between students with special education students typically have a concern for researchers to agree on the necessity of reviewing the imperikal of effective education for the students

with special needs (Peterson 2007). Students with special needs have a variety of developmental delays. Tests conducted showed that 81% of students with special needs have problems with language and communication, 54% had cognitive delay, 59% had fine motor delays, 68% have gross motor delays, and 62% have social-emotional delays and 70% problematic behavioral and other hearing problems and vision (Cass 2009; Learner 2006; Lyon, 2011). The causes of the problem are not clear, some researchers argue that it is due to intrinsic factor and some say it is extrinsic factors. The underlying cause can be attributed to factors of mothers before and after childbirth, such as; maternal use of drugs, stress, rubella, measles during pregnancy, anoxia or injury incurred during childbirth and malnutrition (Chadha 2011; ISE 2012). As a result of these problems and the failure of children with special needs undergo early intervention would cause them to fall behind and fail to acquire basic literacy and numeracy thus leading to the failure to inclusive education in mainstream classes.

But even if the student is having problems in learning and development, but they still can be helped through a comprehensive early intervention program (Zalizan 2009). They require a high quality teaching methods and early intervention to grow and they will be left behind if they continue to be ignored (Coyne, Kame'enui, Simmons & Harn 2011). Accordingly, students with special needs have a unique and require early intervention appropriate to their uniqueness (Gulson Begum Khalid 2013) which can only be realized through the implementation of practices in early intervention preschool program. Therefore, early intervention emphasizing the principle of solving the problem at an early stage so as not to become chronic and persist to the level of primary school or secondary school level (Brown & Conroy 2007).

Therefore, an empirical study should be carried out so that teachers can help students with special needs through the implementation of early intervention practices in teaching and learning. As a group of minority students in the education system in Malaysia, students with special needs deserve equal rights in education. Early intervention to preschool special education as an asset in their lives and to create opportunities to increase potential after graduation, so that they can live independently and adapt to society. Issues that frequently occur in the education of children with special needs, the extent of early intervention available to them because too many constraints faced by these students in mastering the existing curriculum. Therefore, this study aimed to explore the practice of implementation of early intervention preschool special education towards preparation for school.

4. PURPOSE OF STUDY

In particular, this study aims to explore the practice of the early intervention program implementation and obstacles in implementing the program of early intervention preschool children with special needs.

5. METHODOLOGY

The design of this study used a qualitative approach using a case study involving three preschool special education teachers with learning disabilities, vision and hearing in the state of Perak and the Federal Territory of Kuala Lumpur. The selection of this case study design is appropriate to the purpose of the

study requiring in-depth interviews (Yin, 2003) to review the implementation of the practice of early intervention preschool student for special education. In terms of the selection of study participants, this study using purposive sampling techniques which include the need to meet the research question, the experience in teaching children with special educational preschool for more than five years, is willing to work together for the interview and can give a lot of information and in-depth studies carried out in connection with (Patton 2002).

Data were collected through interviews and technical analysis of the documents, the Standard National Special Education Preschool, teacher teaching record, as well as personal documents pre-school pupils with special educational support qualitative data. Data were analyzed by themes using ATLAS.ti software 7.1.8 to generate themes to answer this research question. To determine the reliability of the data interviews, the researchers used the method of peer review, revision and review of expert study participants. Revision experts conducted using the method of calculating the Index Reliability Kappa Cohen (Yin, 2003). Reliability index calculation methods Cohen Kappa involves three experts, and gain overall value is 0.87, which is the high approval.

6. FINDINGS

This study explores teachers' practices on the implementation of the intervention program of early childhood special education preschool towards preparation for primary school. Analysis of data from interviews of three special education preschool teacher shows there are seven themes that affect the implementation of early intervention preschool special education students, namely; i) an understanding of early intervention, ii) early intervention program implementation practices, iii) Curriculum Standard Preschool Special Education, iv) teacher recruitment, v) infrastructure, vi) collaboration and vii) monitoring. These themes were found to play an important role in contributing to excellence in student learning preschool special education to prepare them for school.

6.1 Understanding teachers on early intervention program

The findings show that the three teachers say they understand early intervention programs can help improve the development of pre-school pupils of special education in cognitive, language and communication, social, emotional and motor skills, gross and fine motor to determine their excellence in teaching. This was stated by study participants through the interview follows:

"... for me early intervention is important for allocation of pupils to the primary school. Students with visual impairment need early intervention to train them to use Braille machines, stimulate the senses still function like the sense of smell, touch, taste and hearing by giving them exposure and guidance through appropriate activities ... "

G1 / BB

"... at least pupils with learning disabilities can mungurus ni themselves, can master gross motor skills, fine motor, hold the pencil when trained to perform activities always ..."

G2 / BP

"... early intervention is essential to promote the development of pupils, especially in the areas of language and communication, sign language hand coding training, socialization and training to put a

hearing aid ..."

G3 / BD

In Special Education Preschool Curriculum Standard Immigration existing elements of teaching early intervention to improve aspects of the development of students with special needs in terms of cognitive, language and communication, social, emotional, behavioral and gross motor skills and fine motor. However, early intervention programs are less stressed as a practice to be implemented in preschool special education.

6.2 The practice of implementation of early intervention programs

The findings obtained from the interviews three preschool special education teachers have found practice implementation of early intervention in the preschool or less applied because teachers lack the knowledge and experience to carry out early intervention. They also explained that the training courses either short-term or long-term and workshops to carry out early intervention is needed to enhance their knowledge and skills in the field of early intervention. The fact of the teachers interviewed said;

"... Early intervention is less applied because there is no exposure, I think the implementation of early intervention practices is not emphasized strongly in preschool special education I do not know how to handle this early intervention because there is no knowledge and skills in this field , So if you want ahead in school, teachers need to be trained ni, courses or any workshops to carry out early intervention ... "

G3 / BD

"... the specific practices of early intervention is carried out in the pre does not exist. Our preschool teaching syllabus but there are elements of the early intervention such as training activities and gross motor and fine motor's run is also for children ni ... "

G2 / BP

"... For my practice early intervention in preschool excellent for children with visual problems because they need the exposure to learn braille. Fine motor skills training is essential to use a braille machine. Become a teacher should be given to undergo a course of early intervention in order to carry out these interventions more effective la ... "

G1 / BB

Training needs such as courses and workshops early intervention is to ensure that teachers of special education preschool steady exposure implement a quality program of early intervention for children of preschool special education program based on each field.

6.3 Preschool Special Education Curriculum

While early intervention program to support early childhood learning preschool special education but implementation of early intervention practices still less emphasized. In Special Education Preschool Curriculum Standard Immigration existing no content specifically related aspects of early intervention. The findings on the matter that the three teachers interviewed agreed stating that aspect of early intervention should be included in the curriculum of the National Preschool Special Education as a guide or reference for teachers to carry out early intervention. Respondents were interviewed stated;

"... for me the aspect of early intervention should be incorporated into the curriculum of preschool special education to serve as a guide so that teachers can use these guidelines ... "

G1 / BB

"... if we look at it is not emphasized early intervention is important but that thing. For me it is important that thing is liable to enter into the curriculum as a teacher's guide on how to control it. That's the difference with normal preschool. While teachers can modify the curriculum and activities that are flexible but we're not sure why unskilled ... "

G2 / BP

"... there should be established a set of guidelines for the conduct of early intervention to special education students ..."

G2 / BD

Early intervention programs are the best educational support services for children with special needs and very practical to run at pre-school to expose children basic skills and enhance their learning progress. Thus aspects of early intervention should be loaded in the Standard Curriculum for Preschool Special Education to help teachers carry out early intervention according to the needs of pupils.

6.4 Teacher Acceptance

Despite the lack of exposure on early intervention, however, receiving pre-school teachers interviewed support early intervention implemented to improve the development and learning of students with special educational attainment. However they said sometimes not enough time to implement early intervention. This is so because the teachers lack training and expertise in designing activities in accordance with the provisions of the given time. Teachers who in an interview stated;

"... I support this because early intervention to help children with visual impairment to prepare them for school. Children with visual impairment need assistance in various aspects of education such as orientation and mobility to build confidence. To me it is very necessary but often not enough time to conduct their mobility, even with the help of special ... "

G1 / BB

"... In my opinion this should be done early intervention is helpful for children with special needs to improve their development and give them confidence but need the extra time to conduct special interventions for students, many behavioral problems. Sometimes they make it too limited time for activities ... "

G2 / BP

"... I agree but require training and skill to carry out early intervention. Usually in preschool before alphabetic writing skills of students trained, they will be strengthening exercises fine motor and hand-eye coordination. This exercise is important because hearing impaired pupils have not mastered the alphabet code and skills to hold a pencil. Teachers take some time to ensure that students have the readiness ... "

G3 / BD

Opinions three respondents interviewed did not rule out the implementation of early intervention programs implemented in preschool special education. It can not be denied because a lot of early intervention is beneficial to students with special needs.

6.5 Infrastructure

The findings show that teachers interviewed said barriers in terms infranstruktur as inadequate equipment,

incomplete and less with preschool children become obstacles in carrying out early intervention.

"... visually impaired students need to be equipped with the appropriate equipment according to their needs. The very high cost of equipment such as braille machines, braille books, diagrams raised, three-dimensional modeling, audio recording devices, white stick, and more. Equipment incomplete and inadequate restrict the activities carried out ... "

G1 / BB

"... equipment to perform gross motor skills and fine motor needs to be added for a very limited and inadequate. If possible, the various types of learning disabilities because it has multiple categories and have different levels of ability there is sometimes a material that does not suit their needs such as puzzle, string and beads in various colors and sizes, different shapes of wooden blocks and ball-sized small, medium and large ... "

G2 / BP

"... Complete facilities infrastruktur very important to implement early intervention such as a playground. Here there is a playground, but the location is not appropriate and should be maintained so long as the equipment has been damaged. Now all I got to bring students to the park "

G3 / BD

According to one teacher interviewed, he said .. *"The Ministry of Education is plentiful but unfortunately does not provide equipment appropriate to the students' ability to render inapplicable..."* But the teacher said to overcome the obstacles of teaching aids, they use their own creativity to build aids. Sometimes inadequate financial provision had caused teachers to create their own teaching aids with low cost or waste materials.

6.6 Collaboration

The findings teachers interviewed said lack of cooperation and support from parents, special education students and administrators. Implementation of the early intervention preschool program brings success if all parties involved have alliances and collaborate as a team to jointly assist special education students to excel in learning, specifically related to early intervention. Teachers interviewed said;

"... early intervention requires cooperation from the parent so that further training should be done at home is not carried out in schools by teachers only. In this case, parental involvement is very important because they were the closest or close to their children and it is important for parents to know their child's development ... "

G1 / BB

Parental involvement in early intervention programs are very important because at the same time, parents can learn what is being taught to children to enable them to teach children at home using techniques learned from the teacher. In addition, parents can cut and maintain a good relationship with their child's teachers. In this case, support from the administration to the implementation of early intervention preschool children is very important to ensure that the program can run smoothly, especially those involving early intervention and matters related to the problems faced by teachers and special education students. The findings, based on an interview with a special education preschool teacher said;

"... the administrator role is crucial in helping to implement this program of early intervention. sometimes administrators do not understand the special education program, lack of support for the

programs and the problems faced by children with special needs ... "

G1/BP

Opinion of the teachers in this study also suggested that the hospital should be involved to provide support by sharing their expertise to jointly assist in implementing early intervention preschool special education students. Teachers interviewed said;

"... as I could from the hospital, from physicians to voluntarily assist special education students have increased their development to the allocation to the school as an early intervention speech training, occupational therapy and counseling appropriate to the problem students. Meaning can give workshops run early intervention teachers ... "

G2 / BP

This requirement is to work with schools, parents, non-governmental organizations (NGOs) and the hospital to share their expertise in implementing early intervention program. The program requires strong alliances and collaboration between multidisciplinary teams. All the parties involved should work together through the sharing of expertise to help children preschool special education and learning to enhance the development of an optimal level.

6.7 Monitoring

Monitoring of the higher authorities to ensure that all aspects of planning and implementation as well as the activities being maintained and enhanced on an ongoing basis by the relevant authorities such as school administrators, the District Education Office, State Education Department and Education Department itself should monitor the progress of implementation of the program. The findings of all respondents interviewed suggested monitoring is necessary for teachers to inform the development of the program, channeling problem, ask insights and problem solving on the structure of the early intervention program. One respondent stated;

"... monitoring of superiors is essential to discuss all the implimentation of the program, its strengths and weaknesses so that action can be taken to overcome any problems ..."

G3 / BD

"... monitoring of the upper district, state, including the school itself is very rare ..."

G1 / BB

"... this monitoring should be carried out periodically at least once a year by the superiors ..."

G2 / BP

Hence, the need for monitoring is crucial to ensure early intervention program implemented will produce competent teachers and pupils with special educational preschool guaranteed optimal quality of learning.

7. DISCUSSION AND RECOMMENDATIONS TO OVERCOME

7.1 An understanding of early intervention

Early intervention program for children with special needs has long received attention by researchers

west. The findings show that all pre-school teachers interviewed said that they understand about early intervention. A comprehensive early intervention program very practical in improving children's development in cognitive, language and communication, social, emotional and gross motor skills and fine motor to determine their excellence in teaching. These findings can also be linked to the discovery of Booth and Kelly (2002) that quality early intervention program for special education students can help determine children's social, behavioral, language and communication, gross motor, fine motor, cognitive development and school readiness skills. In line with the findings Cass, Cates, Smith and Jackson (2009) found that early intervention program conducted in kindergartens are essential for harnessing the potential of children with special needs in education. Reviews Campbell and Halbert (2009) was in line with the results of this study that high-quality education for children with special needs is through early intervention practices, can have a positive effect on the cognitive development of children of preschool special education.

7.2 The practice of implementation of early intervention programs

The study found that preschool teachers of special education lack the knowledge and skills to early intervention programs. The teachers interviewed said they need special training to carry out early intervention. The findings of this study support the study conducted by Maslinda, Mohd Safarin and Muhammad Sukri (2012) found that in providing pupils with special needs to quality education, teachers should be given appropriate training so that they have sufficient skills and knowledge to teach students special needs. The implementation of early intervention practices are still not widely used in the classroom for special education preschool. This condition is associated with a lack of exposure to carry out early intervention techniques, lack of knowledge and skills on early intervention will have an impact in the performance of early intervention programs (Wang, 2004; Chen & Turner 2003). Opinion of the teachers in this study are similar to those expressed by Schuum, Vaughn, Gordon and Rothlein (2004) that most teachers feel that they are not ready and no exposure to carry out early intervention in the classroom. Thus, this phenomenon should be curbed to ensure that preschool teachers have special education knowledge and skills to carry out early intervention. These teachers should be given adequate training in the form of in-service courses or workshops to ensure they are competent to run early intervention.

7.3 Preschool Special Education Curriculum Standard

Standard Curriculum for Preschool Special Education National formulated with the aim of ensuring that potential students can develop a comprehensive, balanced and integrated in accordance with the level of functionality of students aged 4 to 6 years. This is so that children with special needs can master basic skills, to foster positive attitudes and behavior and can adapt to the school in preparation for primary school. The study found that teachers accept the implementation of early intervention programs in preschool special education, but they agreed to state early intervention aspect should be included in the curriculum of the National Preschool Special Education as a guide or reference teachers carry out early intervention. But in the Education Regulations (Special Education) in 2013 teacher can make

modifications teaching and learning methods, time allocated for each activity, the activity and teaching aids (Federal Government Gazette 2013). Thus teachers can make modifications such as diversifying the teaching and learning methods, the use of flexible time, and diversify teaching aids for pre-school students diseduaikan with special educational needs.

7.4 Teacher Acceptance

The study found that the admissions tutor of the three special education preschool program with learning disabilities, hearing and sight welcomes and fully supports the implementation of early intervention in the preschool program proven to improve a child's development of cognitive, language and communication, social and emotional skills motor. But the teachers said they are facing time constraints to carry out early intervention leads to the planned activities disrupted. Past studies related to early intervention teacher acceptance and implementation by teachers in the classroom have been noticed in various studies (Martens, Peterson, Witt & Cirone 2006; Glomb & Morgan 2009; Johnson & Pugach 2010). However, early intervention strategies often give trouble to teachers because beyond their control, namely the lack of time, lack of specialized personnel, and a lack of skills or training to do so (Johnson & Pugach 2010).

7.5 Infrastructure

Opinions teachers preschool special education during interviews with state infrastructure such as equipment to carry out early intervention should be increased, equipment according to the needs of children and maintenance for the already damaged. The results of this study were similar to the findings Hanafi et. al (2013) that the infrastructure and facilities provided to special education students at the school have improved and upgraded. This finding is consistent with studies conducted by Aminah, Ching and Sarif (2006) found that teachers who teach special education, said equipment and teaching aids are incomplete, inappropriate and inadequate. Teaching aids are very important in the learning process because it can attract the attention and interest of students to learn and improve their understanding and academic performance of special education students. These findings are also supported by Charles (2006) that the use of teaching aids is not only eye-catching but what is more important is to stimulate hearing and sight of children specially for learning faster and easier to understand.

7.6 Collaboration

Opinion of the teachers in this study strongly support the implementation of early intervention programs requires the collaboration of various parties, especially parents, administrators, non-governmental organizations (NGOs) and officials who operate the therapy of hospital adjacent to jointly assist in the success of early intervention programs. In summary, based on these findings show less concern for administrators, teachers need to intervene early. View Ibrahim (2011) explains that an effective administrator will always perform its efforts to support and cooperate in helping teachers improve the programs implemented.

Opinion Atkins (2008) teachers need support and encouragement from the administrators in carrying out intervention activities and encourage the involvement of parents help their children to

cooperate. The success of students with special needs depends strongly on aspects of collaboration such as the schools, teachers, parents, and community agencies. Review Noraini, Mohd Hanafi, Abg Adam and Nur Aishah (2015) found that most parents who express interest in participating in the activities organized by the school. This is because they are too busy with work and fully submit to the teachers to manage their child's learning at school. The success of students with special needs have a significant association with the involvement of the family and gave great meaning to the collaboration between parents, students with special needs, school authorities and agencies involved (Grigal & Neubert 2004). Therefore it can be concluded to ensure the success of early intervention program administrators have always been supportive, motivating teachers and cooperation as a practice to help pupils with special educational success.

7.7 Monitoring

In this study, the teachers described a very important aspect of monitoring requirements to ensure the implementation of early intervention programs run smoothly. Monitoring should see the needs of teachers and students and the results that can be achieved by planning to ensure early intervention program implemented to help pupils with special educational preschool guaranteed optimal quality of learning. Based on analysis of respondents said that monitoring data have failed to fully act as constraints of time and busy with other administrative tasks and obstacles that can not be avoided. In addition, respondents who were interviewed also agreed the administration, states and districts are very rarely come to monitor the school.

It is also linked to the successful implementation of early intervention programs in the classroom are closely linked to the practice of effective monitoring. This has been confirmed by Glickman (2008) which argues supervision is a 'glue' to the success of a school. Review Mohd Suhaimi (2007) shows the ratio of teachers to monitor the least effected by the administrator, the district and state. This study also supports research conducted by Planning and Policy Research (2002) which states monitoring is rarely done by the officers of state, and also district. Analysis of the interviews also showed that the monitoring process is rarely done either by the state, district, or even the schools themselves. Hallinger and Murphy (1987) in his study found the involvement of school leaders in an effort to monitor the classroom teacher is given less attention. As for improving the quality of management and the effectiveness of teaching and learning programs, monitoring must be carried out so that the weaknesses and improvements can be solved.

8. CONCLUSION

In conclusion, early intervention is crucial for the positive development of students in preschool special education. The collaboration between those with expertise to maximize the potential of children with special needs and minimize their disability so they get the chance to secure a proper education. Readiness for school is an important element in helping students with special needs to adapt to the new learning environment. Willingness to school is an important aspect in determining the success and failure of children in schools. Indeed, the willingness to schools should be given special attention by the parents

and teachers of preschool at an early stage. But what is the question to what extent the ability of teachers of preschool special education can help children with special needs to improve their learning achievements. This entails a special education teacher's role to intervene as early as preschool classroom practices for children with special needs. This fact shows that early intervention conducted on children with special needs is to enable them to receive quality education that is inclusive programs. Therefore, teachers should have the knowledge and skills in teaching and learning processes deliver quality and meaningful to students with special needs. Quality education is essential in ensuring that children are able to develop its full potential to improve a child's development as readiness for school.

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