

UNIVERSAL DESIGN



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PHILOSOPHY AND SELECTED APPLICATIONS IN
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EDITORS

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Asiah Abdul Rahim

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10 Provision of facilities for learning disabled students in secondary schools: a case study of SMK Putrajaya Precint 11 (1)

Mansor Ibrahim & Nur Syaza Mohd Zubir

INTRODUCTION

The society is not made up entirely of people with the similar characteristics, physical and social needs. There are also people within the society that are exceptional in many ways. This however, should not be a deterrent for them to have their rightful place among the society. The society themselves should not discriminate what is a part of them. However, they have to go through difficult phases in life because the society at large, does not understand their needs, and some even refused to understand that LD students are not the same as they are. The definition of learning disabilities can be found in Lovitt, T.C. (1989) ⁽¹⁾:

Learning disabilities is a generic term that refers to a heterogeneous group of disorder manifested by significant difficulties in the acquisition and use of listening, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g. cultural differences, psychogenic factors), it is not the direct result of those conditions or influences (p.7)

Hence, the study was conducted to study level of the provision of the facilities provided for learning disabled students in Malaysia, by having the case study in Kelas Pendidikan Khas Sekolah Menengah Kebangsaan Putrajaya Precint 11. Most people who are diagnosed with learning disabilities (LD) have difficulty living their life as normally as possible. As students, they face difficulty to excel due to the school system which does not provide them the rightful condition for equal right to a conducive learning environment, which usually results in them experiencing low self-esteem because they were deemed as stupid for not being able to learn like normal students to do do (Jones, 1992) ⁽²⁾. Due to their limited writing and reading skills, their employment opportunities are also limited to only a certain job scopes.

According to the Malaysian Prisons Department academic sector head, Shamsuddin Mustapha, as of September 2008, 204 or 36.7% of the 566 juvenile delinquencies in integrity schools nationwide have been identified with learning