

“Sheang Jue was amongst the first group of special needs children to enroll at Taarana in 2011. He was diagnosed with Global Development Delay, primarily speech delay. Since then he is now able to speak and communicate at a basic level and has developed a range of interpersonal skills that has become the foundation of his personality. With fully equipped facilities and qualified teachers that are dedicated and patient, this has helped us as parents to cope with our daily lives. We are grateful for the achievements and thus would like to thank the teachers and management for their support and the well-being of our children.”

"Taarana has truly been as 'Awakening' to our child and entire family. Since joining Taarana, we watched Rohin blossom and gain confidence in his daily life. He is so happy now because he is able to do so much more for himself because he can communicate and be understood. As a parent, my life as a mother has also been transformed because I now have a support group and I cannot put in words how much it has helped me. Our sincere and heartfelt thanks to Taarana for all the events and activities that has allowed us to network and learn from each other."

"Jhovan started at Taarana in June 2011. The school has helped him to grow both emotionally and academically. He still faces challenges and struggles as a hearing impaired child but his increased social skills and enthusiasm are impressive. He is also more confident and chatty."

“The PTA is much appreciated as it is a platform to voice our concerns, opinions, suggestions through the right channel. It also fosters good relationship between management, teachers and parents and we feel this year, we are a part of the team. It’s wonderful watching these special children improve at their own pace and seeing the Taarana team working together, is absolutely awesome! Regular PTA and parent support meetings, having guest speakers to talk to parents and teachers is a way we can continue to improve, learn and grow as a well-established special needs education centre.”

Activities for special needs kids

Experiential programme improves team and learning abilities

EXPERIENCE AND LEARNING

FORTY-THREE students from Fort Tarrant, a school for children of military families, had a rare chance at learning about learning when they took part in a special program recently.

Co-organized with programme managers Gabriella, the one-and-a-half-day course comprised outdoor challenges, such as camping, and experiential learning, such as rope course and team-building.

Tarrant was established by the Fort Tarrant Foundation, the largest

tributors to improving their write of understanding and comprehension," she said.

Tarrant deputy principal Christina Tarrant said to the long-term, experiential learning, which is important to Tarrant's students, who are aged between 12 and 12, and have a positive influence on them.

"It will help them learn and explore their own capabilities and experiences, and they will be a series of challenges, failure and achievement," she said.

The course of the 43 students took part



No.1, Jalan SS3/39,
47300 Petaling Jaya,
Selangor Darul Ehsan
Tel +603 7865 7207/8207
Fax +63 7865 9207

www.taarana.org.my

To learn more about the
Vijayaratnam Foundation,
please visit **www.vf.org.my**



A colorful sign that says "THANKS TEACHER" in large, multi-colored block letters. Two red apples are placed on the sign, one on the 'A' and one on the 'C'. The sign has a white scalloped border at the bottom.



PUSAT PENDIDIKAN KHAS SINARAN-WSA 0002

For Children with
Special Learning Needs





About Us

Taarana means 'Awakening' in Sanskrit and was established by Vijayaratnam Foundation as a center for children with special learning needs. We are located at No 1, SS3/39, Petaling Jaya. Taarana currently is catering up to 50 children with the age group of 3-15. These children are having developmental delay and finding it too challenging in following the regular school curriculum.

Taarana is dedicated to helping these students who are facing problems academically and socially due to their learning disabilities. We provide programs appropriate to all students by understanding their potentials and strengths. Interventions will be designed to modify their undesirable behaviours. Thus each student follows Individualized Educational Plan (IEP) that allows themselves to make progress at their own pace. We also consult, discuss and negotiate the educational plans with parents; hence it is named Negotiated Educational Plan (NEP).

We provide suitable, tailor-made programs for all students who enroll into our center. We also provide 1:1 therapy sessions for students to prepare and upgrade their readiness for school.

Our Early Intervention Programs are designed to provide intensive interventions in recognizing the great importance of early intervention. We also provide academic programs which prepare our students both academically and socially by modifying international special education curriculum and the mainstream curriculum.

Our Mission

We believe that every child can achieve. Our mission is to ensure that we tap into their potential and help them to develop their strengths and gain confidence to face the future challenges with the help of a specially designed curriculum and dedicated trained teachers.

Our aims and objectives of Taarana are as follows:

- To provide special education with a holistic approach.
- To enhance the learning process of the child by engaging in specially designed activities.
- To nurture children in a safe and conducive environment.
- To provide support, encouragement, information, counselling and resource facilities to family members and care givers.
- To promote disability awareness and community involvement by organizing outreach programs in the community.
- To support parents in their advocacy for the rights of their children with special learning needs.



Taarana components and policies:

- **Child-centred learning:** is an approach to education focusing on the needs of the students.
- **Child friendly Approach:** The teacher behaves in a safe and respectful manner towards the children, regardless of their gender or disability, without any abuse or physical punishment. The children feel safe, encouraged and happy in school.
- **Social validity Model:** Our teaching procedures, goals and interventions are effective, acceptable and socially appropriate.
- **Positive Behaviour Support:** Positive Behaviour Support (PBS) is a process for understanding and resolving the problem behaviour of children that is based on values and empirical research.

1 At Taarana we follow internationally acclaimed programs and curriculums: Programs are:

- Visual Strategies
- Teacch : Structured teaching program
- PECS Picture Exchange Communication System
- Sign Language
- Communication models (Hanen, AVB, RDI)
- ABA (Applied Behavior Analysis)

The curriculums used are:

- TEACCH
- ABLLS-R
- Modified IGCSE (Cambridge curriculum)
- Life skills curriculum

2 Therapies provided at Taarana:

- Speech Therapy
- Occupational Therapy
- Taekwondo
- Music

3 Salient features at Taarana:

- Well balanced nutritious vegetarian lunch.
- Field Trips and Outdoor Activities.
- Sports day
- Sensory Camp
- Creative arts- followed by Annual concert
- Social skills camp- followed by Taarana Bazaar day.
- Annual Concert

