

Parents' Testimonies

Our thoughts on Clive, before therapy

“Clive is the younger child of the 2 children that we have. He was a late bloomer compared to his peers and this was noticed by his nursery school teacher when he was 3 and a half years old. However, at that time as most parents would do, we just brushed it aside as unnecessary worries by an over concerned Nursery school teacher. As Clive got older, around 4 years old the teacher together with the school head again warned us about his delayed speech and his learning disability and put it to us in a rather strict tone. We find the advice unsolicited and condescending as we feel that our child is normal and he is just a late bloomer since he is a December baby.”

The initial diagnosis and treatment

“In order to put things in a right perspective we decided to seek a pediatrician and were referred to one. To our horror the doctor diagnosed our child with mild to medium autism, which to us is Greek as it bears no meaning. He also prescribed to us to send our child to a speech therapist, a physiotherapist and to undergo an autism program with a special school. We were more confused as to how to help our child, as when we approached the school that offer such a program and found it to be very disturbing as they lumped everybody in one class without differentiating the level of the child. There was also limited resources in that school. We also found that the only speech therapist available in Ipoh is based in a government hospital and the queue is very long and the therapist can be unavailable for months.”

His improvements after the Feuerstein programme

“Hence by chance we came across a newspaper article on January 2010, about this Feuerstein method in Petaling Jaya and decided to give it a go. Ever since undergoing this program every fortnightly since June 2010, we found immediate improvement in our son’s learning ability.

The first improvement we came across is his writing skills. Before attending the course he could hardly hold a pencil properly. Just after 2 months, with a simple method tying the pencil to his hand we find his writing skills improved and he can hold the pencil properly.

The next stage of improvement we noticed is his spelling ability. His eye and hand co-ordination improved rapidly and could now read words of a book and copy them effectively. This improvement has 2 fold effects, it not only help him to learn to write but also to read. In no time at all he is able read the Lady Bird reading series up to level 4a which before this he could hardly pay attention to a book for more than 5 minutes.”

Clive, today

“Today, Clive is a cheerful and vivacious boy, full of life and have unlimited energy. He is curious about the world around him and very persistent in getting things done in his own peculiar way. He has just turned 6 in December 2010 and is on his way to Standard One, in a Primary School in Ipoh. He can read and write reasonably well, and can sometimes hold a full conversation without any assistance from us. He mixes very well with his peers and likes to play with children older than himself, which goes to show that he has self-confidence.”

Our thoughts now

“Obviously we understand our child still have some more years to go before he can catch up with his peers. With the improvement we noticed over the period of 6 months we had with Ms. Foo we are greatly encouraged and will definitely continue with the program.”

*Kelvin and Loretta, mother to a 6 year old boy,
attending Government School, December 2010.*

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“From shy to brave...
From 'good' to mischievous...
From reactive to proactive...
From whispering basic word to clear full sentence...
From indifference to normal human being's emotion...
From humming to clear and complete song....
From playing like robot to full of action, imagination and sounds....
and many many more...

Summer has transformed to a totally new child! Thanks to KC and Siang Mun for their persistence in cracking their heads to help this challenging boy, the way they look at his weaknesses are totally different from the conventional method. I have never imagined that we can enjoy the bonding as a family 4 years ago... Don't look far, this is it!”

*Lee Meng, mother to a 6 year old boy,
attending Private School, December 2010.*

“Jonathan has serious speech delay problem. When he was 5 and a half years old, his speech capability is only at the level of a 2 years old kid. The Feuerstein therapist has helped me to identify Jonathan's area of weaknesses and how to work on those areas to help Jonathan. After 7 months in the program, Jonathan's speech has improved a lot. He now can express himself better and hold on to a conversation with her sister and family much better too. Being able to be more articulate on what he wants now, the frustration that Jonathan used to exhibit has now reduced tremendously.”

*Joo Fei, mother to a 7 year old boy,
attending Government School, December 2010.*

“Aiman is a 13 year old boy with leaning disability, lack of focus, attention and fairly restless. He started Mediated Learning about 5 months ago, after a few sessions he stopped fidgeting. He began to ask questions and more inquisitive now. He has shown significant improvement in his social interaction with his peers. Aiman has shown good improvement in his understanding of language and focusing within a short period. There is still a lot more rooms for improvement and we are working very hard on it with KC.”

*Puspa Suriati, mother to a 13 year old teenager,
attending Government School, December 2010.*

“My Downs Syndrome son, Muhammad Anas is now 14 yours old. Speech and language development has been slow and laborious for him until recently. When the Mediated Language Development was introduced to him, his overall reading capability in Bahasa Malaysia, English and basic Al-Quran showed a marked improvement. Teaching Anas to read English, Bahasa Malaysia and the Al Quran has been much easier now unlike before. Gone were the incoherent, unintelligible words and phrases. Of late, he has started using abstract terms. He still needs prompting to express himself but has shown increased understanding of spoken language which is being reflected in carrying out his everyday chores.”

*Wan Chik Hanoom, mother to a 14 year old teenager,
attending Government School, December 2010*

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Me, a Downs Syndrome person

“I have more awareness of being a Downs Syndrome person after I had attended the brain therapy with Foo Siang Mun and Soo Kui Chian. Today, I have become a young matured and smart person with normal capabilities.:

My changes after the therapy

“After my therapy using Professor Reuven Feuerstein method, I have modified my language and the way I interact with people. I can communicate with other people with good manners, using a low and melodious voice, like when you are singing a song.

It is amazing that after I modified the way I interact with other people, I find that I can connect with other people's mind. Now, I tend to be more talkative and active, in everything that I do.

The happiest moment in my life was when I stayed over night with my friend Fendi Edip, singing and dancing. He likes to tell me jokes that make me laugh non-stop. He also shared his experiences about school life and working life.”

My future

“I am able to live independently on my own. Nothing is impossible, if we take chances and opportunities. The impossible can be possible.

I dare to say that I am able to take care of my parents. Here, I want to say my deepest thanks to them for their full support and care when I was small. I really appreciate what my parents had done for me, but now I am capable of making big progress and change simultaneously.

My brother Wai Meng is very supportive of me. He gave me all the support and encouragement. He told me to hold my musical instrument in my hand with pride when I am on the stage. I am happy for him that he had found a girl friend, and they got married on 1st January 2011. I am wondering when is my turn to get married.

My future plan is to be a successful part-time musician and photographer. I also want to help other people to change and control their behaviour with the Feuerstein method.”

*Wai Keen, 23 years old, as he describes himself,
an intern with Maya Hotel, December 2010.*

“My son who has both autism and dyspraxia is now 12 years old. Mediated Learning has helped my son in his language and his understanding of language. He now initiates and engages in a brief conversation in a spontaneous manner though his words are not clear. As his level of understanding in language has increased, he is more confident of what is required of him and his responses of "yes" and "no" are more appropriate or accurate. On top of that, he has begun to express his affection for his mother and recently, for his father as well. His audio processing has also improved; he is now able to imitate short speeches. We still need to work hard on the clarity of his words.

*Theresa, mother to a 12 year old teenager,
attending Government School, December 2010*

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I realised Haziq had learning difficulties when he was 5 years old. Since then I have been searching for special needs teachers and child psychologists for help. It has been a frustrating journey for me and for him. At one point I was speechless when he asked "Am I sick? What is my sickness?" after he was asked to take medications for his tantrums. Haziq would be turning fourteen (14) and I was worried that he will pick up all the "bad boys" habits.

All I want is for him to be confident of himself, manage his emotions well and have an attitude of a gentleman. I read Siang Mun's article in the STAR and enrolled in the class with KC six months ago. It raised Haziq's self esteem as it feels normal to go for a one to one tuition rather than taking medication. After 3 years, I dumped the Ritalin pills. I wished I knew about the method earlier but it is never too late.

I'm happy with the progress so far, he is more confident of himself and his self esteem has increased. Recently he took the initiative to organise a birthday BBQ for his grandmother. I watched in amazement as he called everyone to inform and ask them to bring a dish or two. He made a list of things to do (though he still misplaced it several times) and discussed with his uncle how to set up the BBQ set. He was really passionate about ensuring things will be ready as planned. I have to caution him not to be upset if things were not as planned. In fact, he was "cool" the whole evening. It was an enjoyable BBQ and everyone thanked him.

I'm confident there will be more progress in his studies. As for now I'm happy that I'm raising a gentleman.

*Puspa Aziz, mother to a 14 year old boy,
attending Government School, December 2010*

My son is thirteen years old now. He was diagnosed as autism at the age of three. He had only a few single words at that time. We were introduced to a few programs eg. ABA, occupational therapy, speech therapy, gluten and casein free diet etc. He didn't show much improvement as we expected, after some time with the therapies. One of the therapist even told us, by the age of seven if he still has limited speech, he was likely not be able to talk for the rest of his life, he was six then.

As parents, we were so worried. Luckily for us, at that point of time, we were introduced to Feuerstein Program- Mediated Learning Experience. Since then, we have dropped all other therapies and he has been practising and using MLE until today.

We can see that, he is progressing well in his speech, from a few words to a few sentences now. His level of understanding the meaning of words has increased. He likes to read comics eg. Garfield, Jughead, Archie, Koko and May, and books about animals. He has a good sense of humour. He laughs when he reads those comics.

Besides improvement in his language, his thinking has also very much improved. Sometimes, he has some excuses not to do something that he doesn't like to do. The best of all is he can even tell lies and cheat. For example, once he was asked to practise drawing flowers, he traced the flowers and telling that he drew by himself. However, there are still a lot of areas we need to work on for him to improve further and become better."

*Chwee Yong, mother to a 13 year old teenager,
attending Government School, December 2010*

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"The Feuerstein's Method, or the "brain-rewiring method" as I understand it in its simple form appealed to my logic instantly the first time I came across with it. The method works on the premise that learning difficulties are caused by dysfunctional brain connections or synapses, and thus can be resolved by either re-stimulating the particular faulty connection, or by creating alternate pathways in the brain to "reach the intended destination" so to speak. And this is achieved by working regularly on very technical mental and sometimes physical exercises.

Foo and Soo have taken a step further to infuse the Feuerstein Method with their unique technique in behavioural management, which creates a highly effective learning environment with consistently successful learning outcomes. Having gone through the training together with my son has enabled me to appreciate and to understand my son's learning difficulties in a fresh and particularly enlightening perspective.

Through the sessions, I also got more insight into how the brain functions at learning different tasks, and these experiences were often humbling and eye-opening! I really saw marked improvements in my son's learning ability after going through the training, but most importantly I feel assured that I can always rely on excellent guidance from Foo & Soo in the form of concrete and effective ways to help my son with his learning."

*I-Yin, mother to a 6 year old boy,
attending International School, December 2009.*

"My son Joseph was not able to speak, even at the age of nearly 5. He was also a very destructive child who would always cry and throw tantrums. We were concerned for him and people kept asking me to check if there was anything wrong with him. I took him to two ENT specialists - there was nothing wrong with his hearing. I took him to see a psychologist and also a psychotherapist. They both said he was not autistic. He was then recommended to undergo speech therapy. After many months, there was still no progress. I felt like I had hit a brick wall.

I really thank God for bringing Foo Siang Mun and Soo Kui Chiang into the picture - with their Reuven Feuerstein's method. They could accurately assess and identify what was wrong with my child. My son had a problem with his memory. For example, you could show him 3 pictures of common animals such as dog, cat and bird. When the pictures were taken away, he could not even remember what he saw a few seconds ago. Also, he had problems with his 'auditory memory'. He could not repeat after us, even a simple sentence such as "My name is Joseph". That is not normal for a child of that age. No wonder he couldn't talk!! He could not remember what he heard.

They then got cracking on his brains. Besides identifying his 'brain problem', they assessed him from a holistic point of view - any other problems that were affecting his development. They found a few other areas that needed to be worked on.

Today Joseph is 8 years old. He is fine young man - cheerful, loving, outgoing, friendly and always willing to try. He is also doing well academically. In the last exam he was overall top 4 amongst the Standard 2 students. His mental maths is better than mine. He is currently doing Standard 4 level multiplication and division questions. Thank you Professor Feuerstein, Thank you Aunty Siang Mun & Uncle Chiang (that's what my son calls them); and Thank you God!"

*Emi, mother to a 8 year old boy,
attending Private School, December 2009.*

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"The way Siang Mun and KC engage my son has been very good for him, developmentally. Cognitively, he understands much better, hence better behaviour. His memory retention and sight reading have also improved. My son has come a long way since he first started with Siang Mun, six years ago. To see the way he progresses under their care, it is indeed very encouraging."

*Hin Yue, mother to a 12 year boy,
home-schooled, December 2009.*

"Prior to Reuven Feuerstein programme, Nick had to use physical objects to do simple addition and subtraction. After being trained in Organisation of Dots, one of the Feuerstein Instrumental Enrichment tools, he showed tremendous progress. He could do complex addition, subtraction, multiplication and division mentally. I was told that cognitive skills could be developed and they were proven when Nick demonstrated that he could overcome his difficulties in mathematics without rote drilling. That was Nick's experience at the age of 8 years old.

Now, he is the top student not only in mathematics, but also in every school that he goes to. I also introduced this programme to other parents. They were skeptical, at first. But still, they put their child under the programme because they have ran out of options on how to help their child to overcome some aspects of their learning challenges. After going through the Feuerstein programme, these parents are now firm believers of what the programme can do for their children."

*Raymond, father to a 13 year old boy,
attending Private School, December 2009.*

"Feuerstein's method is effective and target key areas of learning difficulties. We notice significant improvement in our son's overall learning and behavior. Once the link is made, results are immediate and tangible. If we were only given one choice of therapy, Feuerstein Method will be our top priority."

*Dorothy and Tony, parents to a 8 year old boy,
attending International School, December 2009.*

"A program that links and connects different pathways to the brain to move the brain function to a different level. The child becomes more aware of surroundings. Language skills are developed. Parents need also to work with child and teacher to see the effectiveness. Parents need to understand the program as everyday situations (the surroundings) become teaching points."

*Wendy, mother to a 11 year old teenager,
home-schooled, December 2009*

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“Working with my child, aged 8 now has mostly be focus on her difficulties in the past. Whilst those are good, I also noted that many areas overlap and are fairly complex in nature and they were never easily unravel all at one go. Since being with Siang Mun, which adopts the Feuerstein’s approach, my child has greatly improved in behavior, self-concept, social functioning and attention.

She is slowly changing from being impulsive to being more analytical in the way she relates to the environment and to new learning areas. Both my husband and I have experience our daughter in a different dimension as she now able to relate better to her environment and her speech is also more relevant.

I truly believe that Mediated Learning Experience programme has not only helped her but, help me to understand her better. Our relationship has turned from one that focused on success to one that builds her up as a person.

I highly recommend this course to anyone seeking answers to assisting children, as it will be a head start to dynamic child development. What I particularly like about this programme also is that it challenges the brain, where then, learning can take place. No doubt, it is hard work, but, the joy and satisfaction to see the changes taking shape is what keeps me going.”

*Rowena, mother to a 8 year old girl,
attending Government School, December 2009*

“Besides ABA, Feuerstein is the obvious and effective program for my 11 years old daughter to improve her learning abilities and interaction. My daughter is able to hold long two-way conversations that are meaningful and within the topic, and in complete sentences. I contribute this mainly to her ability to increase her audio memory, relationships of words and ability to understand cause & effect. ABA gave her the foundation and Feuerstein raised the bar!”

*EJ, mother to a 11 year old teenager,
home-schooled, December 2009.*

My son, Ahmad Shazwan, has always been a difficult child. As a young child he had always been temperamental, defiant and obnoxious. A simple instruction was always met with defiance. Life was difficult for him as he would often face problems with us, his friends and teachers. Shouting, backtalking, name-calling and even cursing are daily occurances at home and they were draining me out. During play time, he would often be ostracised due to his attitude. When he was 8, after a huge fight with one of his aunts, there were talks of suicide and it made me realize how huge the problem was. I took him to a psychologist but that didn't work out. Last year, I attended the Mediated-Learning experience workshop and , Alhamdulillah, what a blessing it has been. My son is currently undergoing sessions and I'm seeing positive progress. He is now able to comply to instructions better and able to be calm in difficult situations. He is more keen in doing his homework on his own and has more effort to help around. Being able to understand his situation and realize that he needed help instead of just the daily dose of discipline we were trying to instill in him has helped me a lot in improving our relationship. I also realized that he doesn't act up on purpose and that has given me the patience in dealing with him. At times we still encounter challenges still but I'll always remember what we were first reminded of at the workshop: HAVE FAITH, THERE IS HOPE!

*Shazreen Zakaria, mother to a 11 year old teenager,
attending Government School, December 2010.*

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我有一对双胞胎女儿，今年六岁。

在我还没有接触 MLE 之前。当时，女儿们三岁，依然少开口讲话，我带她们去过各种课程，如：感统运动（Sensory Exercises），语言治疗（Speech Therapy）以及职业疗法（Occupational Therapy）。但是，女儿们的情绪越来越差，例如：

- 容易被周围的情境影响，导致不安稳，易怒，易着急，爱吵爱闹。
- 非常好动，坐不定，再加上注意力不能集中，没有眼神交流。

我感到很无奈，失落又挫折，直到今年初，我哥哥偶然读到 Foo 女士的报章后，便鼓励我让 Foo 女士为女儿们做治疗。

经过 Foo 女士的细心分析，解释以及指导，女儿们的情绪明显地稳定，平静。在治疗或学习中，没有像以往的治疗那么多的吵与哭闹的情况出现。

令我欣慰的是，女儿们能开始用简单和短的句子与我们沟通了。同时，集中力也能维持大约 30 分钟以及有眼神交流（虽然偶而只有短暂的）。

虽然女儿们仍然有不少困难等待去克服。在此，我心里很感谢 Foo 女士的经验分享，以及她不断地、用心的与耐心的协助我的女儿们克服学习的障碍。

*Angeline Sim, mother to a pair of 7 year old twin girls,
kindergarten, December 2010.*