

SUPPORT FOR ALL LEARNERS

At ISKL, every student's learning journey is as individual as they are.



THE INTERNATIONAL
SCHOOL OF
KUALA LUMPUR

www.iskl.edu.my



ISKL'S GUIDING STATEMENTS

Vision

Know yourself, care for all,
and create a better world.

Mission

We are an inclusive and dynamic community where
passions, values, and competencies are cultivated
to inspire learners to shape their path as
global citizens.

Values

Empathy & Care
Equity & Inclusion
Collective Efficacy
High Expectations

SUPPORTING LEARNING AT ISKL

EVERY LEARNER IS UNIQUE

At ISKL, our approach to learning is based on the premise that every child is unique and learns differently. In any classroom setting, students will have different levels of knowledge, skills, and understanding.

Some subjects, skills, and behaviors come easily to some students. Others may require additional assistance or benefit from extra support in expanding their learning. What remains the same for all children is our focus on ensuring students have the support they need to fulfill their potential.



WHOLE-CHILD APPROACH

ISKL takes a whole-child approach and the support we provide includes academic, behavioral, and social and emotional.



ACADEMIC



- Gaps/boosts
- Reading fluency
- Numeracy skills
- Study habits
- Extension opportunities

BEHAVIORAL



- Organization
- Prioritization
- Time management
- Focus and attention



SOCIAL & EMOTIONAL



- Understanding and regulating emotions
- Self-advocacy
- Peer relationships
- Collaboration skills



SUPPORT TAILORED TO STUDENT NEEDS

Our goal is to ensure students receive the academic, behavioral, and social and emotional support they need, when they need it, for as long as they need it.

Every student is different, and we tailor our support to the needs of each student.

For some, the support may last for a few weeks or a semester; other students may need support for a longer period.



Some students require support across all three areas - academic, behavioral, and social and emotional.



Other students require differing levels of support depending on their individual needs.

LIFE-CENTERED EDUCATION SUPPORT

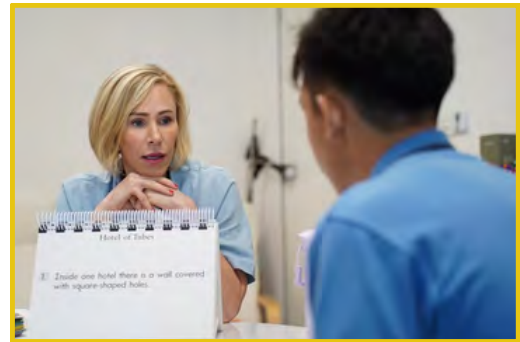
ISKL's Life-Centered Education (LCE) is an extension of our student support services and is designed to meet the needs of students who have more significant intellectual, learning, or developmental differences.

Students receiving this level of support benefit from personalized academic programming with embedded social and emotional learning from highly-trained special educators. Support includes life skills courses, social skills instruction, and modified academics.

Instruction is delivered in multiple locations within the school, including purpose-built LCE learning spaces and multi-sensory rooms, as well as general education classrooms.

Individual Student Success Plans (SSP) help foster student independence and self-advocacy. Each student's SSP indicates the degree of participation in mainstream academic courses, including International Baccalaureate (IB) courses, specialist classes (art, music, and physical education), and after school activities based on the student's abilities and strengths. Opportunities to engage in classes and activities with peers are a key aspect of our inclusion programming.

There is an additional fee associated with this support level and limited capacity.



THE INTERNATIONAL SCHOOL
AWARDS

AWARD WINNER 2019
"Best Initiative to Support Inclusion"

Winner

International School Awards 2019
'Initiative for Inclusion' for our
Life-Centered Education Program



STUDENT SUPPORT FRAMEWORK

To help us ensure each student is successful, we use a framework called a *Multi-Tiered System of Support* based on international best practices and used by schools around the world. The framework uses a variety of classroom data and observations that enables teachers to proactively identify, assess, address, and monitor each student. This means we are able to provide support early on and scale the level of support up or down as needed.

TIERED LEVELS OF LEVELS OF SUPPORT

Support is tiered into three levels - Tier 1, 2, and 3.

A good way to understand how support is provided is to think of the classroom as a garden and each student as a plant that we are nurturing so that they grow and flourish. Each plant has differing needs:

- All plants need soil, sun, and water - this is Tier 1 support
- Some plants need additional sun - this is Tier 2 support
- A few plants need additional sun and water - this is Tier 3 support

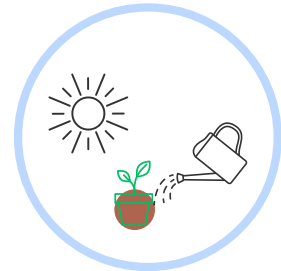


Like a gardener, the classroom teacher is involved in all three tiers to support and nurture each student.

TIER 1

100% of students receive Tier 1 support:

- In-class support for all students



TIER 2

Around 10%-15% of students require Tier 2 support.

In addition to Tier 1 support, students may receive:

- Additional support in small groups
- Additional support or extension from our team of specialists



TIER 3

Around 3%-5% of students require Tier 3 support.

In addition to Tier 1 and 2 support, students may receive:

- Intensive individual support
- Additional support or extension from our team of specialists



Support varies depending on the needs of individual students.

SUPPORTING MULTILINGUAL LEARNERS

ISKL's students comprise more than 60 different nationalities and speak over 30 languages. Most of our students are bilingual or multilingual learners, and **all** of our students are acquiring academic English. Some of our multilingual learners receive English as an Additional Language (EAL) support to help them access the English academic language programming and build their proficiency in the English language.



ENGLISH AS AN ADDITIONAL LANGUAGE PROGRAM OVERVIEW

Our EAL program is designed for students who are learning English as an additional language. Elementary School accepts a managed number of students with a wide range of language proficiency while Middle and High School require a minimum level of proficiency in English. Admission to Middle and High School is subject to a language assessment, available space and the student's ability to meet grade based criteria for acceptance.

ELEMENTARY SCHOOL

- One EAL teacher works with each grade level teaching team.
- EAL teachers provide English language support in the classroom in a variety of ways. Classroom and EAL teachers collaborate closely to promote and assess the student's progress.
- Students may receive small group instruction to develop specific skills or content knowledge. All group work is based on student progress data and is flexible and fluid.
- Progress is reported each semester using the WIDA can-do descriptors.



MIDDLE SCHOOL

- Students receive in-class support through differentiated materials, teaching methods, and assessments.
- Students also receive direct instruction in English during English for Academic Purposes (EAP) or EAP Plus classes.
- Daily structured *What I Need* (WIN) time ensures extra help and support is available for all students. Based on need, target areas may include math gaps, reading fluency, comprehension, decoding, organizational skills, time management, or managing anxiety.
- Student progress is continually monitored through multiple points of data by a grade level team of teachers.
- Progress is reported to parents by a grade level team of teachers.



HIGH SCHOOL

- Students receive in-class support through differentiated materials, teaching methods, and assessment.
- Students also receive direct instruction in English during EAL support classes.
- Targeted interventions include math gaps, content knowledge, organization, time management, self-advocacy, and study skills.
- Regularly structured *Panther Block* time ensures extra help and support is available for all students.
- Student progress is monitored through multiple points of data by a grade level team of teachers and reported on each semester.



SUPPORTING MULTILINGUAL LEARNERS

HOW STUDENTS RECEIVING EAL SUPPORT LEARN

We believe language is best learned in an inclusive classroom setting and our students receiving EAL support participate in classes in order to be in a language-rich environment that affirms their multilingual identities. The role of the EAL teacher is to provide resources, create materials aligned with the grade level curriculum, and collaborate with classroom teachers to make learning accessible to the student. Our EAL and classroom teachers work together as a team to ensure the best academic outcome possible that enables your child to benefit from all our school has to offer.

PROGRESSING THROUGH THE EAL PROGRAM

Throughout the program, students are continually monitored through classroom performance and language assessments, as well as external standardized tests. We use a variety of measures to assess and monitor the progress of English language development.

On average, students gain one level of proficiency per year, yet it's often not all four language domains (reading, writing, listening, speaking) at once. Progress depends on a range of factors including the student's home language and their approach to learning.

Studying more (for example, receiving extra tutoring) does not guarantee students will progress more quickly! Grade level teams of teachers evaluate and discuss student progress on an ongoing basis to determine current support and future placement.

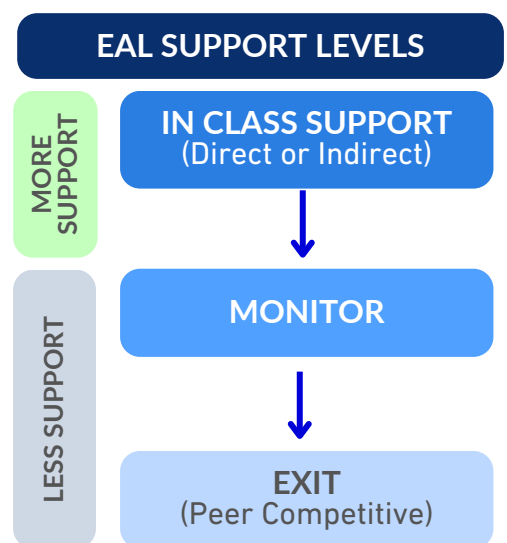
Parents are kept informed of their child's progress via Parent Teacher Conferences, semester reports and one-to-one communication as needed.

THE IMPORTANCE OF MAINTAINING LITERACY IN THE HOME LANGUAGE

It is extremely important to remember your child is learning an additional language, not a replacement language, and to place value on home language learning as well as English. We encourage students to maintain and develop their home language and culture which in turn supports both cognitive growth and additional language development.

Research tells us that knowledge of one language supports the development of another language and studies show that children who have acquired literacy skills in their home language are likely to be more proficient at acquiring those skills in English.

Whilst the vocabulary and grammar of the home language and English are likely to be very different, the cognitive and academic skills acquired in the home language can be transferred to the learning of English.

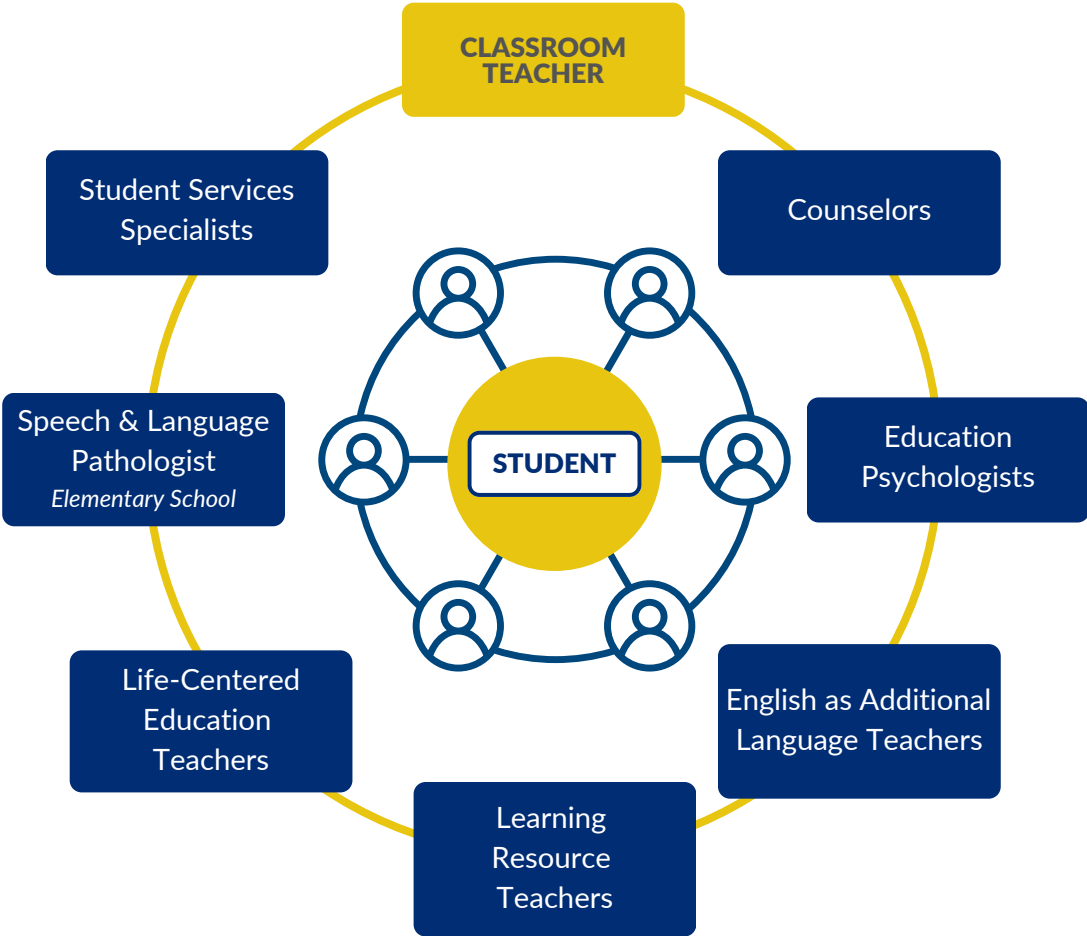


How you can support your child's multilingual learning at home

- Make reading a family activity at home.
- Talk about world events, watch movies and listen to podcasts together.
- Encourage your child to join sports, clubs or after school activities where they can learn English in a relaxed environment.
- Encourage multicultural friendship circles where they can learn and practice conversational English.

ISKL'S TEAM OF SPECIALISTS

Students are supported by a multi-disciplinary team of specialists who work with the classroom teacher to support and monitor the individual needs of each student.



ISKL's school-wide Student Services Team support the needs of all students

ISKL'S TEAM OF SPECIALISTS



COUNSELORS

Our counseling teams provide support with academic and social and emotional health and well-being. Counselors provide a range of services including transition support, navigating peer relationships, managing stress/anxiety, as well as university and career guidance. Counseling extends beyond the classroom to include topical workshops for students and parents.



EDUCATION PSYCHOLOGISTS

Our in-house educational psychologists work with teaching teams and families to support student needs and collaborate with external professionals. When indicated, they conduct educational psychology evaluations to understand the student's learning needs and identify the most appropriate instruction and support services.



ENGLISH AS AN ADDITIONAL LANGUAGE TEACHERS

English as an Additional Language (EAL) and classroom teachers work as a team to ensure the best academic outcome for our English language learners within a happy, social framework that enables students to benefit from all our school offers.



LEARNING RESOURCE TEACHERS

Learning Resource (LR) teachers provide support and guidance to help all students achieve success academically, socially, emotionally, and physically. This includes students who may need extension opportunities. Support is provided for a range of needs, including:

- Diagnosed learning differences such as Autism Spectrum Disorder (ASD-Level 1), ADHD, and Specific Learning Disabilities in reading, writing, or math.
- Students who do not have a diagnosed need but may require a boost to fill in academic gaps or to assist with executive functioning skills, including organization, flexible thinking, planning, and prioritizing.

Support is delivered through collaboration with teaching teams, as well as small group or individual instruction.



LIFE-CENTERED EDUCATION TEACHERS

Highly trained special educators support the needs of students with more significant intellectual, learning, or developmental differences. The team provides instruction in life and social skills, as well as personalized academic programming, social and emotional learning, and career guidance.



SPEECH & LANGUAGE PATHOLOGIST

ISKL is one of the only international schools in Kuala Lumpur with a dedicated, in-house, full-time speech and language pathologist in Elementary School. Speech and language services are provided for individual students or small groups based on their needs in the areas of language, voice, fluency, articulation, and social communication skills.



STUDENT SERVICES SPECIALISTS

Highly trained staff who, under the guidance of Learning Resource and Life-Centered Education teachers, deliver intervention and support students in courses of study skills, life skills, social skills, and within the general education classrooms.

FREQUENTLY ASKED QUESTIONS

ADMISSION

Is there an additional cost for support?

There is no additional cost for students requiring English as an Additional Language, Learning Resource or Counseling support.

There is an additional fee for the Life-Centered Education level of support because of the highly individualized nature of the programming.

What information do I need to provide when applying to ISKL?

Our application includes a request for previous report cards, standardized test scores, any learning plans your child may have such as 504 plans or Individual Education Plans (IEPs), and any external evaluations or reports which may include those from Educational Psychologists, Pediatricians, Occupational Therapists, Speech & Language Therapists, Doctors, etc. We also ask a teacher or counselor at your child's former school to complete a confidential reference. This information helps your child's teaching team to know how to best support a smooth transition for your child. Being honest and transparent during the admissions process is key for your child's success at ISKL.

Is there a waiting list for children requiring learning support?

This depends on the grade level and the support your child requires. Recognizing that every child is unique, we do not have a strict number of students accepted to learning support at each grade level. The support we provide is based on flexible and fluid groupings as well as a co-teacher model. Therefore, we consider the holistic needs of each student and look at what supports are available at the grade level. If the needs of your child can be effectively met and space is available, we would accept your child. If we determine we cannot adequately support your child at this time or space is not available, we may place your child in a waitpool.

How do I apply to ISKL?

Step 1

- Go to iskl.openapply.com or scan the QR code.



- Click on Submit Application button.
- Complete the online form.
- Upload each document listed in the checklist as a single PDF file.
- Pay the application fee (one fee per applicant).
- You will receive confirmation that your application has been submitted!

Step 2

- Our Admissions Committee will review your application once it has been completed.
- Important – applications will remain inactive until all items on the checklist are received.
- Once your completed application has been reviewed, our team will contact you to share the next steps, which may include admissions or placement testing, classroom observation, an interview, or additional supporting reports or documents if needed.

Step 3

- In making our decision, we consider a range of factors, including your child's age, development, and learning profile, as well as whether the school has the resources to meet your child's needs, while maintaining the needs of the wider classroom community.
- We will let you know as soon as an enrollment decision has been made.
- Your application may result in one of three outcomes: an offer of enrollment, placement in a waitpool, or application closure/denial.

FREQUENTLY ASKED QUESTIONS

PROGRAM & PROCESS

How do support teachers work with classroom teachers to ensure success for each child?

Support teachers work with classroom teachers in the designing and development of lessons. They ensure the materials are appropriate for the learners in the room, consult on the learning environment and help with strategies and scaffolds. Support teachers also provide flexible small group support in the classroom. They work with teachers to review assessment data and group students to pre-teach and reteach concepts, provide extra support or provide extension opportunities.

How do teachers work with counselors to support?

Counselors work alongside teachers to provide materials and strategies for teaching social and emotional skills within the counseling curriculum, pastoral programming (morning meeting, home group, advisory), and embedded within content lessons. They also work together to monitor academic progress and student well-being. Should a student be falling behind in their studies or struggling with their well-being, the counselor and teacher develop a plan of support together.

What does differentiated learning look like?

Teachers at ISKL regularly plan in teams and look at student assessment data. The data collected from each class helps to determine their next steps in lessons. Instructions can be differentiated by giving multiple ways for students to engage, represent, and express the content. This, as well as flexible groupings, allows students to get extra support or extension opportunities when needed.

What are the EAP and EAP+ Programs?

English for Academic Proficiency (EAP) and English for Academic Proficiency Plus (EAP+) are terms used to describe the two different levels of in-class English as an Additional Language support for Middle and High School students. The level of support determines the courses for targeted English language development for the student's needs.

What's the difference between WIN time (Tier 1) and WIN Plus (Tier 2&3)?

In Middle School, *What I Need* (WIN) time is a flexible block of 30 minutes daily that is available to all students. WIN Plus is a scheduled 70-minute class every other day for a few students who require more support.

What academic pathway options are available to students at ISKL?

ISKL offers a robust international curriculum and an inclusive education support system designed to meet the differing needs of all learners. When a student enters High School, a dedicated counselor works closely with the student and their parents to create the best pathway with a combination of many different courses specific to the individual. The courses and pathways are highly individualized based on the interests, strengths, abilities and future plans of the student.

All students who meet ISKL's graduation requirements receive an ISKL High School Diploma which is the equivalent to a U.S. High School Diploma. This includes students who complete the International Baccalaureate (IB) Diploma and ISKL's Pursuits Program offered in Grade 11 and 12.

Does having learning support in school impact study options?

ISKL is an inclusive school and we work hard to make all pathways, including the IB Diploma Programme, available to all students. For students with learning difficulties, having learning support can actually improve access for more study options. Having said that, every student is unique and we want to ensure that every student is placed in courses and pathways that will allow them to achieve their potential based on their educational needs.

Why is my child not able to sign up for a world language?

Sometimes a student may be recommended for EAL support or additional learning support as a class or block on their schedule. In these instances, scheduling limitations may mean your child would receive this class in lieu of a World Language class. When the ISKL team recommends this, it is deemed that the support class would be the priority for your child's needs. Often this is a temporary measure in Elementary or Middle School and does not affect your child's ability to get a World Language credit in *High School*.

How is my child's progress monitored? How will I be kept informed about their progress?

If your child is receiving additional targeted learning support, they will have either a Student Learning Plan or a Student Success Plan (SSP) that documents the support they are receiving, their goals and the progress towards these goals. Progress monitoring is done throughout the school year or term depending on the level of support your child receives. Progress is reported each term. You are able to access your child's learning plan at any time through PowerSchool Special Programs.

Is the learning support provided by ISKL recorded on a student's transcript?

Learning support is not recorded on a student's transcript. The only time any denotation would appear on a student's transcript would be if the student was working on a modified course in which the standards are not the same as others on the course. Parental consent is required anytime modified course work is recommended.

What accommodations are available for external exams such as AP, SAT, and IB?

Who applies for them and how does it work?

Testing accommodations for standardized external exams are available for students with documented learning needs. The IB and the College Board have specific requirements in order to qualify for each type of testing accommodation.

If your child has been receiving support services at ISKL and has educational psychological testing on file, we will work with you to ensure testing is up to date and accommodations are applied for. Our educational psychologist, counselors and learning resource teachers work in partnership with families on this process. Sometimes external testing may be required at an additional cost to the family.

It is the family's responsibility to apply for accommodations for any exams written or enrolled in outside of ISKL. Please see your child's counselor for more information.

What external services are available to help my child?

See our list of external providers to learn more about what is available in the community. If you'd like to know more about which provider would be able to best support your child's specific needs, please speak with your child's counselor or teacher. External services would be at an additional cost to families.



FREQUENTLY ASKED QUESTIONS

EAL SPECIFIC

Does receiving EAL support mean my child is being held back?

Not at all. Your child is learning alongside peers their age and working towards the same grade level expectations. If your child is just beginning to learn English, there may be a period of time in which they are not assessed to the grade level standards and are receiving comments only for assessment and reporting purposes.

How soon can my child exit EAL support?

Every child progresses at their own pace. The amount of time it takes a student to become peer-competitive (at the same English proficiency level as their native English-speaking peers) will depend on the level of English they entered ISKL at, their age, their home language, and many other factors. Typically, a student beginning in English takes 2-4 years to exit from English as an Additional Language support.

Can you separate my child from other EAL students from the same country?

Our class composition takes into account equal distribution of nationalities and languages spoken. It is advantageous for your child to be placed in a class with some other students who speak the same home language. This gives them the ability to discuss and process new materials within their home language with peers. Once they have a solid understanding of the topic they will then be able to transfer the knowledge to English.

Teachers strategically use groupings in class so that there is the right balance between students speaking, reading and writing in their home language and in English. This is one of many ways translanguageing is used in the classroom. Research shows that translanguageing improves the ability to learn a new language.

Why is my child in EAL support when they have a strong WIDA result?

The WIDA test is only one point of data. When considering EAL support, teachers are looking at multiple data points including your child's ability to engage in the class and their performance on in-class assessments. The EAL teacher reviews all this data with your child's teachers to determine the level of support needed to ensure your child is successful in the highly rigorous academic environment of ISKL.

How can I help my child's language acquisition at home?

The best way you can help your child with language acquisition at home is to develop their literacy skills in their home language. You can also support your child by making reading a family activity at home, talking about world events, watching documentaries, movies or news together, and listening to podcasts. It is also helpful to encourage your child to join sports, clubs or after school activities where they can learn English in a more relaxed environment.

Extra tuition or courses in English after school are not necessary and may cause your child to come to school too tired to learn.

GLOSSARY OF TERMS



Accommodations

A change to teaching or testing that removes barriers and provides equal access to learning. Instructional accommodations change how students learn but do not change what they learn. Testing accommodations change how students are tested but do not change what a test measures.



Case Manager

The primary support person and point of contact for a student who receives support. The case manager may be a Learning Resource Teacher, Life-Centered Education Teacher, Speech and Language Pathologist, Counselor or Educational Psychologist. The case manager is the main person to communicate with parents about a student's learning plan and progress.



Early Childhood Intervention

In the Early Childhood (Prep Reception, Prep Junior, and Prep Senior) years, all students are acquiring language and skills simultaneously. Therefore, at these grade levels English as an Additional Language and Learning Resource services are combined and offered by an Early Interventionist. Early Childhood Intervention usually does not use the tiered support levels but indicates the domains of support instead (Social/Emotional, Cognitive, Physical, Language, and/or Self-Help).



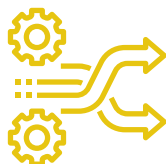
External Providers

Some services are beyond the scope of what ISKL provides. This may include Occupational Therapy, Speech and Language Therapy, family counseling or psychotherapy. Some providers have contractual relationships with ISKL and can operate on campus with students.



Intervention

Intervention is targeted instruction specific to a student's need. Intervention is in addition to the general curriculum, uses evidence-based strategies and techniques, and is delivered in a systematic way with fidelity.



Modifications

Modifications are changes in what a student is expected to learn in order to provide equal access to learning. Modifications are made when the core curriculum expectations (the standards and benchmarks) are either beyond the student's level of ability or readiness OR when the student has already mastered those standards. With modifications, the student is expected to learn something different from the general education standards.



Translanguaging

A process by which multilingual speakers use all their languages to communicate (Sands, 2018).

ACCREDITATIONS, MEMBERSHIPS, AND AWARDS

ACCREDITATIONS



ISKL is accredited internationally through the Council of International Schools (CIS) and the Western Association of Schools and Colleges (WASC)



Authorized in 1989, ISKL is the longest-running IB World School in Malaysia.

MEMBERSHIPS



Association for the Advancement of International Education (AAIE)



Global Online Academy (GOA)



The Association of International Malaysian Schools (AIMS)



International Association for College Admission Counseling (IACAC)



Majlis Sukan Sekolah Wilayah Persekutuan Kuala Lumpur (MSSWPKL)



International School Counselor Association (ISCA)



Association of Music in International Schools (AMIS)



International Schools Theater Association (ISTA)



Eco-Schools organization and The Green Schools Alliance



Interscholastic Association of Southeast Asian Schools (IASAS)



East Asia Regional Council of Schools (EARCOS)



Next Frontier Inclusion (NFI)



Asian Schools Institute for Safety and Security (ASISS)



Principals' Training Center (PTC)



International SOS



Safe Passage Across Networks (SPAN)

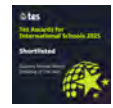


Overseas Security Advisory Council (OSAC)



Special Education Network and Inclusion Association (SENIA)

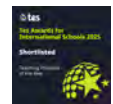
AWARDS



Shortlisted for Student Mental Health Initiative of the Year in Tes Award for International Schools 2025



Shortlisted Innovation in Education Inspiring Co-curricular Activities. Talk Education Awards 2022



Shortlisted for Teaching Initiative of the Year in Tes Award for International Schools 2025



Joint winner Best New Green & Sustainable Academia Building, MalaysiaGBC Leadership In Sustainability Awards 2022



Global & regional recipient, CASE Gold Award Circle of Excellence Marketing | Advertising (online)



Winner 'Wellbeing Initiative' for our community support during the pandemic, International School Awards 2021



Shortlisted Excellence in Education Award. Think Global People & Relocate Awards 2025



Highly Commended 'School Providing Outstanding Relocation Support', Relocate Awards 2020



Recipient of the Global Inclusion Award 2024, International Forums of Inclusion Practitioners



Winner 'Initiative for Inclusion' for our Life-Centered Education Program, International School Awards 2019



Shortlisted Excellence in Environmental, Social & Governance Award. Think Global People & Relocate Awards 2024



Winner 'Sustainability Project Award', Cityscape Global Awards 2019



Winner Excellence in Education Award, Think Global People & Relocate Awards 2023



Green Excellence Award, Edge Malaysia-Pertubuhan Akitek Malaysia (PAM - Malaysian Institute of Architects) 2019



Shortlisted Diversity, Equity, Inclusion, and Justice category, International School Awards 2023



Gold Award for Excellence in Architecture (Education), PAM (Malaysian Institute of Architects) 2019



Shortlisted Innovation in Education Equity, Diversity and Inclusion category, Talk Education Awards 2023



First recipient of Eco-Schools Green Flag Award in Malaysia, for excellence in environmental action and learning



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EXTERNAL PROVIDERS

The International School of Kuala Lumpur (ISKL) has compiled this list of external service providers to provide parents/guardians with some options they may wish to consider for their child. It is ultimately the responsibility of parents/guardians to determine and ensure that suitable providers and services are selected for their child.

ISKL shall not be liable in any manner whatsoever for any losses (including injury), claims, demands, or damages arising pursuant to the provision of services by these providers, and neither is ISKL able to guarantee the results or effectiveness of the services provided.

This list is current as of November 2025.



Autism Behavioral Center (ABC)

Malaysia's largest 1:1 ABA (Applied Behavior Analysis) centre offering diagnostic assessments, personalized ABA programs, early intervention, feeding therapy, school-shadow support, parent training, social skills groups and centre-based or home-based services. Centers located in Bangsar, Sunway, and Ampang. www.abcautism.com.my



Blueprinsm

Child and adolescent consultancy based in Kuala Lumpur, supporting learners aged 0-21 through assessments, coaching and inclusive-education services. Provides child and adolescent support services including psychological assessments, counseling, early intervention, occupational therapy, speech and language therapy, social skills work and academic support. www.blueprinsm.com



BRIDGING HOPE

Group programme, individual and group therapy, job coaching and learning consultation and training. Core modules focus on: Social-Emotional, Functional Academics, Independent Living, Vocational/ Career Education, Self-management and daily living, and recreation and leisure. www.bridginghope.co | bridginghopekl@gmail.com



BRIGHTSTARS

Nurturing development with holistic education for children with autism, ADHD and learning challenges. www.brightstars.my | info@brightstars.my



DYSLEXIA POWER UP

Provides intensive reading intervention services using the Orton-Gillingham approach. Rachel is a certified Special Educator who has worked at international schools as a Learning Support specialist and now has her own business specializing in reading intervention. www.dyslexiapowerup.com



EARLY AUTISM PROJECT

Early Autism Project Malaysia (EAP) is the pioneer of the Applied Behavioural Approach treatment in Malaysia. EAP provides intensive behavioral treatment programmes that are comprehensive, holistic and result in almost 50% of children catching up to their typical peers. At present 75% of students have emerging to fluent speech and 62% are in schools or preparing for schools (mainstream international schools, homeschools and special education schools). www.autismmalaysia.com



ENERGY SOURCE

A child development centre based in Bangsar, Kuala Lumpur that offers an early intervention programme, assessments, and therapy services. Occupational therapy and speech and language therapy are among the services available. www.theenergysource.com.my



HILS LEARNING CENTRE

Provides school entry preparation, social thinking, learning support, lego and play therapy, educational testing and academic intervention programming. www.hilslearning.edu.my



KIN & KIDS

Marriage and Family Therapy, Psychological Testing, Assessment, Child Psychology, and Play Therapy. www.kinandkids.com



OASIS PLACE

Malaysia's largest transdisciplinary intervention center. Assessments and therapy services are offered onsite at their center, offsite at schools, and online through OPConnect. Services available include occupational therapy, speech and language therapy, psychology, and music therapy. www.oasisplace.com.my



SENIA (Special Education Network & Inclusion Association)

An association of educators, professionals, and parents whose mission is to provide advocacy, connection, and inclusion. www.seniainternational.org | info@seniainternational.org



SHARE RESOLVE

Share Resolve's primary aim is to help as many people as possible to live happier, more fulfilling lives. Its team of clinical psychologists are trained to be 'scientist practitioners' who offer help based on the best scientific evidence available. www.resolve.my



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