Editor's Preface

The Journal of Special Needs Education, vol. 2, 2012 is the second issue by the Persatuan Pendidikan Khas Kebangsaan, or the National Association of Special Education from Malaysia. This second issue comes with a new journal title, a replacement of the first issue, namely the Journal of Special Education.

The Journal of Special Needs Education invites articles from concerned educators and parents in the area of special needs education from all over the world. It is published annually. Articles submitted can be of any nature, such as research-based, experience-based, a review of books, a conceptual paper, a meta-analysis of past articles, and a review of conference papers. This wide variety of articles is to serve a diverse range of readers for this journal. To further enhance the quality of the journal, we invite interested academicians from all over the world to join us either as a member of the international advisory board, editorial board, article reviewer, or manuscript contributor.

In this second issue, the Editorial Board has proposed eight themes for inclusion, namely: Reading Disorder and Communication, Learning Environment, Inclusion Practice, Counselling for Special Needs, Hearing Impairment, Visual Impairment, Gifted Education, and Teacher Training. A total of twelve articles have been included in this journal.

In the Reading Disorder and Communication section, Akila Sadasivan, Julia J. Rucklidge, Gail Gillon, and Malavika Kapur revealed the role of executive functions in improving reading accuracy in Indian children with reading disorder. Kamarulzaman Kamaruddin and Abu Bakar Nordin investigated the levels of communication levels in families of children with intellectual disability and identified some variables influencing those levels.

In the Learning Environment section, Hazreena Hussein looked at how children with special educational needs and their adult carers engage with attributes in a sensory garden during their literacy session.

For the Inclusion Practice section, Sufean Hussin, Loh Sau Cheong, and Quek Ai Hwa explored the success of inclusion practice through smart partnership between non-governmental organisations and the government.

In the section on Counselling for Special Needs, Quek Ai Hwa aimed to create awareness among career counsellors in: (1) understanding the integration of values for facilitating clients with disabilities in the counselling process; and (2) using this insight for enabling clients to integrate into their society as productive and valued individuals. In another article, Hanani Harun Rasit, Hasnah Toran, and Salleh Amat identified the level of implementation as well as various hindrances faced in their implementation for both the counselling service...


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**CHALLENGES AMONG INDIVIDUALS WITH VISUAL IMPAIRMENT IN AN INSTITUTION OF HIGHER LEARNING IN MALAYSIA**

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Students with disabilities face physical, social, and emotional barriers in their postsecondary education. Some barriers may include obstruction in the environment, lack of awareness in the university community and peer participation. This article explores the experiences and challenges faced by visually impaired students in a public university in Malaysia. The article delves into the feelings and aspirations of the students as they study in the University. It gives an insight into the lives of the students with disabilities and how they cope throughout their stay in the university.

**Keywords:** Visual impairment, challenges faced by visual impaired, institution of higher learning

Postsecondary education is an important transition towards attaining a successful adulthood and positive employment outcomes. Although students with disabilities have shown a greater participation in postsecondary education, the rate of students with disabilities enrolled in postsecondary institutions are below their peers without disabilities (Powers, Gil-Kashiwabara, Greenen, Powers, Balandran, & Palmer, 2005). The involvement in postsecondary degree courses is a critical part of the transition process stipulated in the Individual with Disabilities Education Act 2004 (IDEA). The Act mandates that appropriate support services need to be provided for students with disabilities in postsecondary education settings to enable them to live in an inclusive community. Attainment of post-secondary education is often a transition goal.