

# FACETS

A PUBLICATION OF THE DYSLEXIA ASSOCIATION OF SINGAPORE  
ISSUE 1 — JANUARY TO MARCH 2017 MIC (P) 108/02/2017

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**PRESCHOOL SEMINAR 2017**

# FACETS

## Dyslexia Association of Singapore

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**DYSLEXIA ASSOCIATION  
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<b>Bedok BDK</b>	Fengshan Primary School T: 6444 6910
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<b>DAS International Services</b>	73 Bukit Timah Road #05-01 Rex House T: 6643 9600/1 www.dasint.org.sg
<b>DAS Specialist Assessment Services</b>	Chinatown Point, #04-01 T: 6538 1658





## Welcome

This issue of FACETS celebrates the wonderful work undertaken by our Preschool Team and the successful Preschool Seminar held at the Lifelong Learning Institute last month. Our Preschool programme endeavours to provide early intervention to young learners to “catch them before they fall”.

FACETS also features the UNITE SpLD 2017 Conference to be held in June. Register soon if you wish to be involved in the DAS Learning Journey as we only have 70 tickets for this preconference event.

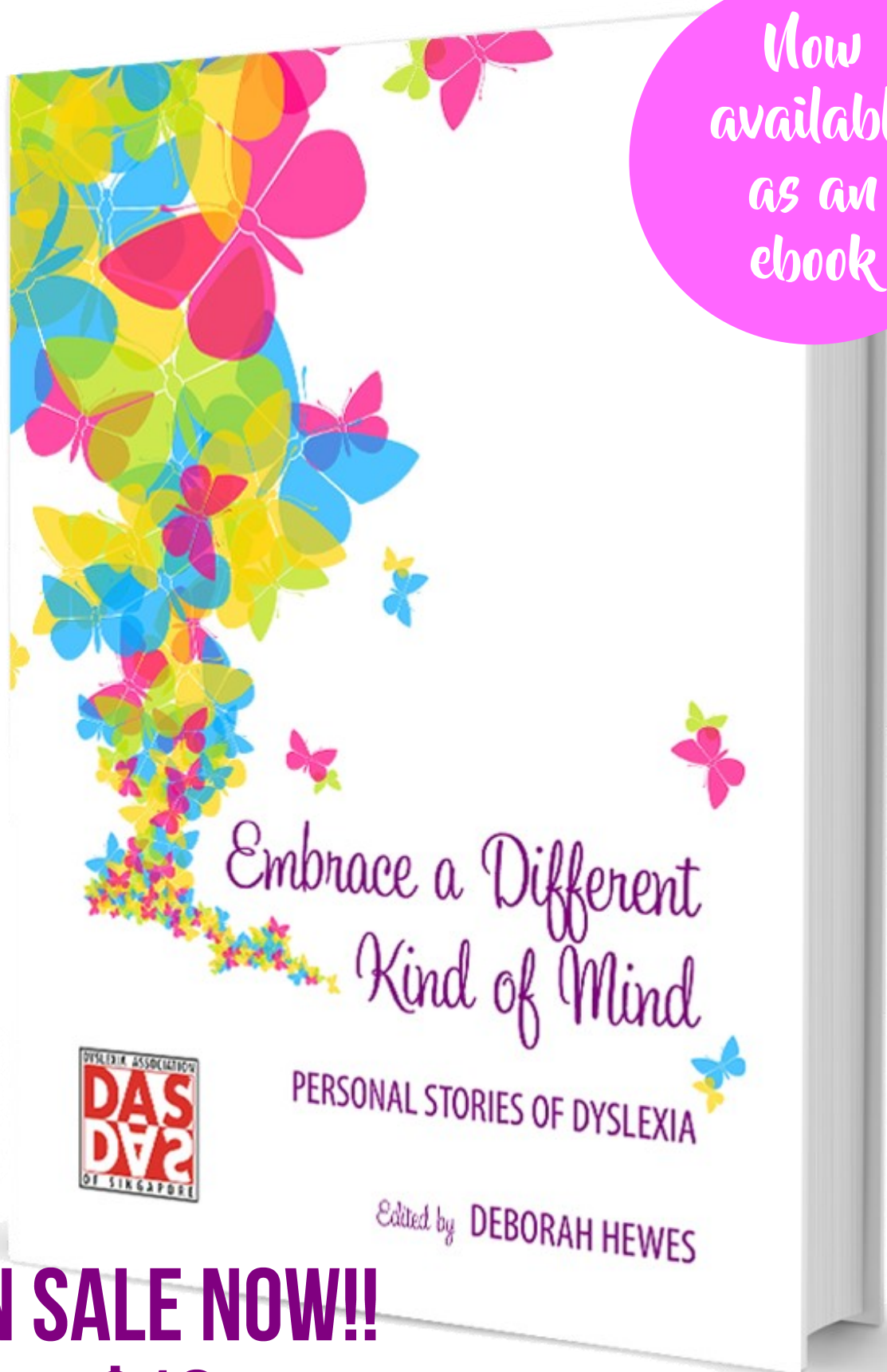
I hope you enjoy FACETS and the information we bring to you. Please share this magazine with someone you think might benefit from this information when you have finished with it!

Best wishes

## Deborah Hewes



Now  
available  
as an  
ebook



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# FACETS

## FUN AND FEATURES



## APPLAUSE



## COVER STORY



## EDUCATION EXCHANGE

52 REACH AND MATCH®

54 Problem Sums for Primary

58 Tips for Teachers

60 Specialist Tutoring

## TIPS

63

Dyslexia Screening

66

DAS Academy Courses & Workshops

68



75

## STUDENT GALLERY

76 Writers Corner

83

Word Finder and Matchstick Puzzles

# SPOTTING DYSLEXIA

## READING



- Needing to re-read
- Moving or overlapping texts
- Losing place in text

## SPELLING



- Can't remember what words look like
- Difficulty 'hearing' sounds
- Similar sounds cause confusion

## MEMORY DIFFICULTIES



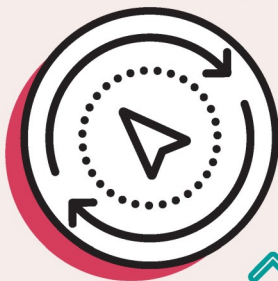
- Dates
- Sequences
  - Times table
  - Alphabet
  - Phone numbers

## WRITING



- Difficulty getting ideas on paper
- Organisational problems
- Can't find the right word

## SPATIAL/TEMPORAL



- Gets lost easily
- Difficulties with telling the time
- Left / Right confusion

## MOTOR CONTROL



- Co-ordination problems
- Handwriting difficulties

## LISTENING



- Problems with note taking
- Finds background noise distracting



# WHAT IS DYSLEXIA?

Dyslexia is a specific learning difference that makes it difficult for people to read, write and/or spell.



It has nothing to do with the person's intelligence. Often, weaknesses may be seen in areas such as language development, memory and sequencing. Having dyslexia does not mean that the child's ability to learn is below average. In fact, many people with dyslexia are smart and motivated to learn but not being able to read will make many areas of learning a problem. Dyslexia describes a different kind of mind, sometimes gifted and productive, that learns differently.

## SIGNS & SYMPTOMS OF DYSLEXIA:

### EARLY SIGNS

- Difficulty remembering nursery rhymes
- Difficulty listening to and pronouncing sounds
- Problems learning connections between sounds and letters
- Trouble remembering words they have seen many times
- Unable to remember two or more instructions in sequence
- Uncertain of left or right
- Difficulty learning the alphabet despite repeated teaching

### AT SCHOOL LEVEL

- Difficulty learning alphabets, numbers, days of the week, colours, shapes etc
- Difficulty learning to spell and write his/her name
- May have difficulty telling and/or retelling story in correct sequence
- Often has difficulty separating sounds in words and blending sounds to make words
- May be slow to add new vocabulary words
- May be unable to recall the right word



If your child has one or two of the following signs, it does not mean that he/she is dyslexic. A formal psychological testing is the only way to confirm a diagnosis of suspected dyslexia. Visit [www.das.org.sg](http://www.das.org.sg) for more details.

### OTHER COMMON SIGNS

- Poor fine motor control e.g. holding a pencil
- Poor, immature handwriting
- Copying from a board or book is difficult and inaccurate
- No idea of punctuation when reading or writing a story
- Attention problems - child appears to have short attention span
- Daydreaming and switching off in class and at home
- Difficulty transferring ideas in their head into a written form in clear and well-organised way
- Confuses maths signs and symbols
- Difficulty in counting, playing sequencing and matching games
- Difficulty understanding the concept of time
- May forget date of birth, home address etc
- "Frog" short-term memory

Dyslexia Association of Singapore | [www.das.org.sg](http://www.das.org.sg) | 6466 2700



# WHAT WE DO



## GOOD TO KNOW

The Dyslexia Association of Singapore (DAS) supports over 1,000 children in 17 learning centres nationwide. These children range from preschool age to secondary school students.

Having dyslexia is not a weakness. It is a different way of thinking. We can help you understand your child's strengths and weaknesses, and provide the right support for them.

## 1. SUPPORT



**THE DAS SUPPORT:** The MCE asked DAS Library Programme (DASLP) provides a comprehensive curriculum to support dyslexic students with literacy challenges. The key components to DASLP are Phonemic Awareness and Phonics, Reading Fluency, Reading Comprehension, Vocabulary and Writing.

Beyond literacy skills, DAS also offers other school subjects such as Maths, Science and Chinese through 'Specialised Educational Services' (SES). SES helps to further develop the skills and confidence of a child with learning differences.

## 2. ASSESSMENT

Before enrolling into the MCE asked DAS Library Programme (DASLP), every child must be assessed for dyslexia. The child is tested for intelligence, literacy abilities and ability to use psychological processes of imagination, creativity, reasoning with language. An assessment is vital as not two individuals with dyslexia are the same or have the same 'typical' pattern of abilities.



## 3. TRAINING

For more than 10 years, DAS has trained many parents, educators, organisations and individuals in the field of special educational needs through the DAS Academy. DAS Academy conducts their workshops and certificate courses as well as higher education programmes such as special diploma and masters' programmes.







— RESEARCH WORTH SHARING —  
**SINGAPORE**

# Join us for 2017 UnITE SpLD Conference 19-21 June 2017

Learn about  
effectively  
supporting  
students with  
Learning  
Differences

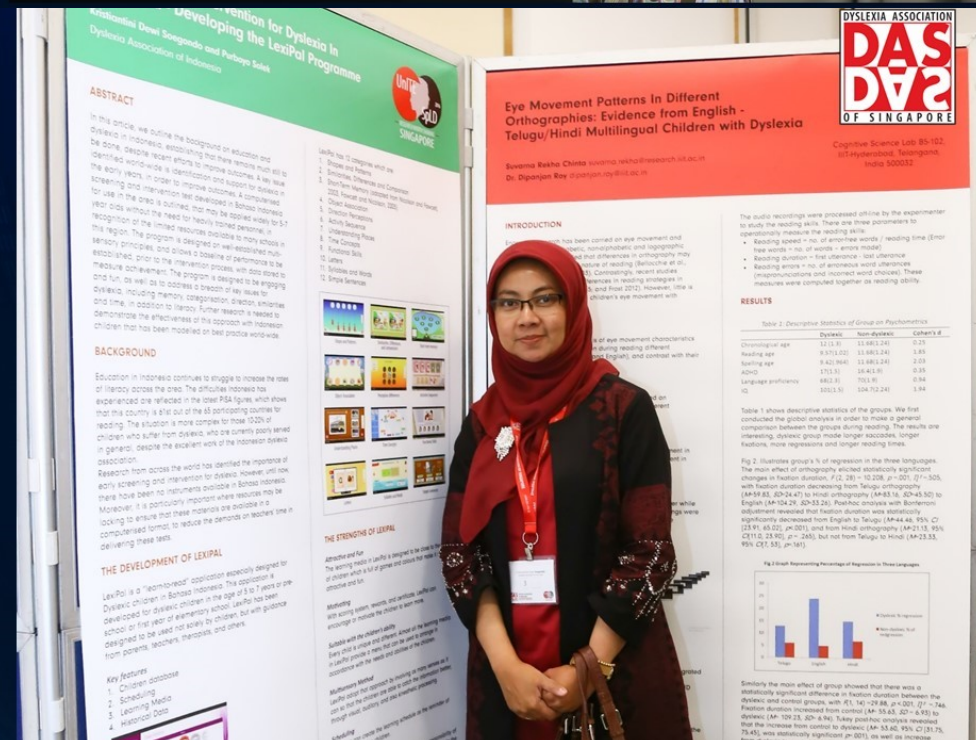


— RESEARCH WORTH SHARING —  
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Poster  
Presentations  
and  
Researcher  
Interaction



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**SINGAPORE**



## Eye Movement Patterns in Different Orthographies: Evidence from English - Telugu/Hindi Multilingual Children with Dyslexia

Swarna Besha Chitra [swarna@research.sii.ac.in](mailto:swarna@research.sii.ac.in)  
Dr. Dipanjan Ray [dipanjn.ray@iiit.ac.in](mailto:dipanjn.ray@iiit.ac.in)

### INTRODUCTION

Eye movement research has been carried out on eye movement and reading in different orthographies. It is well known that differences in orthography may affect reading performance. For example, recent studies have shown that reading performance is lower in Hindi and Telugu (Ray and Ray, 2012). However, little is known about eye movement in children with dyslexia.

The audio recordings were processed offline by the experimenter to study the reading skills. There are three parameters to objectively measure the reading skills:

- Reading speed = no. of alphabetic words / reading time (200 ms words = no. of words × average word length)
- Reading duration = total utterance - total utterance
- Reading error = no. of alphabetic word differences (mispronunciation and incorrect word choice). These measures were computed together as reading ability.

### RESULTS

Table 1. Descriptive Statistics of Group on Psychometrics

	Dyslexic	Non-dyslexic	Cohen's d
Orthographic age	12.12 (SD = 1.18)	12.68 (SD = 1.11)	0.31
Reading age	9.71 (SD = 1.18)	11.68 (SD = 1.11)	1.83
Reading age	9.42 (SD = 1.18)	11.68 (SD = 1.11)	2.03
Adapt	17.51 (SD = 1.18)	18.42 (SD = 1.11)	0.35
Language proficiency	18.21 (SD = 1.18)	19.12 (SD = 1.11)	0.84

Table 1 shows descriptive statistics of the groups. We first conducted the global analyses in order to model a general comparison between the groups during reading. The results are summarized in Table 2. The main effect of orthography was significant for reading speed,  $F(2, 26) = 10.208, p < .001, \eta^2 = .305$ , with reading duration decreasing from Telugu orthography (M = 18.24, SD = 1.18) to Hindi orthography (M = 16.43, SD = 1.11) to English orthography (M = 14.42, SD = 1.11). Post-hoc analysis with Bonferroni adjustment revealed that reading duration was significantly decreased from Telugu to Hindi (M = 18.24, SD = 1.18; M = 16.43, SD = 1.11;  $p < .001$ ) and from Hindi to English (M = 16.43, SD = 1.11; M = 14.42, SD = 1.11;  $p < .001$ ), but not from Telugu to English (M = 18.24, SD = 1.18; M = 14.42, SD = 1.11;  $p = .145$ ).



Similarly the main effect of group showed that there was a significant difference in reading duration between the dyslexic and control groups, with  $F(2, 26) = 29.88, p < .001, \eta^2 = .746$ . Post-hoc analysis revealed that reading duration was significantly increased from control to Telugu (M = 14.42, SD = 1.11; M = 18.24, SD = 1.18;  $p < .001$ ) and from Telugu to Hindi (M = 18.24, SD = 1.18; M = 16.43, SD = 1.11;  $p < .001$ ), but not from Hindi to English (M = 16.43, SD = 1.11; M = 14.42, SD = 1.11;  $p = .145$ ).





# UnITE SpLD 2017 CONFERENCE PROGRAMME

## PRE CONFERENCE "DAS LEARNING JOURNEY" — Monday, 19 June 2017

8:30	Pre-Conference Registration @ REX HOUSE LEARNING CENTRE, 73 Bukit Timah Rd, #05-01 S/229832			
9:30	<b>1</b>	<b>MOE-aided DAS Literacy Programme</b> A peek into how we expand the minds of our students	<b>2</b>	<b>Preschool Programme</b> Our Literacy World: The Preschool Class at DAS
11:00	<b>3</b>	<b>EdTech@DAS</b> Literacy and Assessment using the iPad	<b>4</b>	<b>English Exam Skills</b> Insights: Strategies in the Exam Skills Classroom
14:00	DAS Learning Centre Sharing. Travel by bus to DAS Learning Centres			
16:00	DAY ENDS — Bus returns to Rex House			

## UnITE SpLD CONFERENCE DAY 1 — Tuesday, 20 June 2017

8:30	CONFERENCE DAY ONE—HDB HUB CONVENTION CENTRE, HDB HUB, TOA PAYOH			
9:30	Welcome Address			
9:45	<b>Keynote Presentation 1: Geetha Shantha Ram</b> <i>The Promise of an Education</i>			
10:15	<b>Keynote Presentation 2: Dr Sharifah Mariam Aljunied and Dr Vivien Yang</b> <i>More than meets the eye: Understanding the holistic needs of children with dyslexia and bridging research with practice</i>			
11:05	<b>1</b> Identification	<b>2</b> Early Intervention	<b>3</b> Beyond Basic Literacy	
13:50	<b>Keynote Presentation 3: Dr Tan Wah Pheow and Lois Lim</b> <i>An Investigation on the Teaching Practice of Reading Comprehension Skills for Individuals with Dyslexia in Singapore</i>			
14:25	POSTER PRESENTATIONS AND NETWORK WITH RESEARCHERS			
15:05	<b>4</b> Identification	<b>5</b> Technology and Resources	<b>6</b> Multilingualism	
16:55	CLOSE DAY ONE			

## UnITE SpLD CONFERENCE DAY 2 — Wednesday, 21 June 2017

9:30	CONFERENCE DAY TWO COMMENCES		
9:55	Keynote Presentation 4: Emeritus Professor Angela Fawcett <i>Procedural Learning and Co-morbidity in Dyslexia</i>		
10:30	<div>7</div> Reading, Writing and Motor Skills	<div>8</div> Visual Strategies	<div>9</div> Professional Development
12:00	PANEL DISCUSSION: THE PROMISE OF AN EDUCATION <i>Moderator: Geetha Shantha Ram</i> <i>Panel comprises of local and international guests</i>		
13:00	CLOSE OF CONFERENCE		
14:00	INTERNATIONAL DELEGATES NETWORKING MEETING <i>(BY INVITATION ONLY)</i>		

## PRE CONFERENCE EVENT "DAS LEARNING JOURNEY"

This pre-conference event is open to **Conference Attendees only**. It is an additional event for those who would like to experience the unique teaching methods DAS uses when supporting students with learning differences. DAS also offers the opportunity to visit some of Learning Centres. *(Limited tickets available)*

## PRE REGISTRATION

for the Conference is available @ Rex House Learning Centre  
73 Bukit Timah Rd,  
#05-01 Rex House  
on Monday, 19 June 2017

## BREAKOUT SESSIONS

On registration, select the breakout streams you would like to follow during the conference. The presentations for the breakout sessions are detailed on the next page.

## VISIT OUR WEBSITE

to find out more  
about our presenters,  
their profiles, presentation  
summaries & research

**WWW.DAS.ORG.SG**

**6444 5700**

*(Office Hours 9:00am to 5:30pm)*



# UnITE SpLD 2017 CONFERENCE

20 TO 21 JUNE 2017

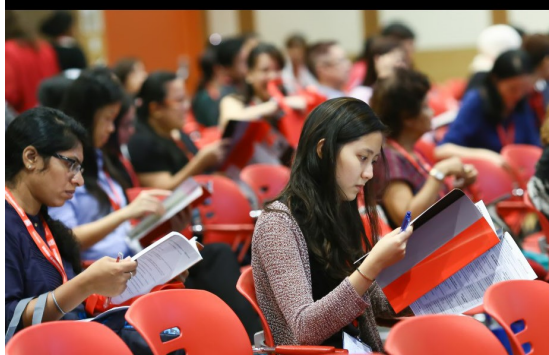
HDB HUB CONVENTION CENTRE

BASEMENT 1, HDB HUB, 480 LORONG 6  
TOA PAYOH SINGAPORE 310480

**PRE CONFERENCE "DAS LEARNING JOURNEY" 19 JUNE @ REX HOUSE**

## Uniting Ideas in Teaching Excellence—Research Worth Sharing

The UnITE SpLD Conference seeks to bring together parents, teachers and practitioners working with children with specific learning differences and special educational needs. This conference will showcase research that covers aspects of behaviour, identification, early intervention, technology, multilingualism, assessment and much more for children with special learning needs. Research will be presented in short, engaging and entertaining sessions accompanied by poster presentations and the chance to talk directly with researchers who are making a difference in the Asian region.



*Join us to hear current research from presenters from  
Singapore, Malaysia, Indonesia, India, Japan, Italy,  
New Zealand, Australia, USA and UK!*

**PRE-CONFERENCE TICKETS @ \$52\***

MONDAY 19 JUNE 2017

## "DAS LEARNING JOURNEY"

Attend our Workshops and Learning Centre Visits to experience what DAS does to help students with learning differences.

*\* Only available to conference attendees—tickets limited*

**CONFERENCE TICKETS @ \$ 124**

TUESDAY & WEDNESDAY 20 - 21 JUNE

## "RESEARCH WORTH SHARING"

**Group Discounts Available - Early Bird ends 2 May 2017**



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**REGISTER NOW!**

[WWW.DAS.ORG.SG/NEWS-EVENTS/UNITE-SPLD-CONFERENCE-2017](http://WWW.DAS.ORG.SG/NEWS-EVENTS/UNITE-SPLD-CONFERENCE-2017)



# CONFERENCE STREAMS

## BREAKOUT PRESENTATIONS



DAY 1  MORNING BREAKOUT SESSION	1	IDENTIFICATION	2	EARLY INTERVENTION	3	BEYOND BASIC LITERACY
	Denis Burnham & Marina Kalashnikova <i>The seeds of literacy: The earliest indicators of reading ability</i>		Angela Fawcett <i>Early screening and intervention: preventing failure</i>		Edmen Leong & Siti Asjamiah <i>Exploring the classroom practices of the English Exam Skills Programme for Singaporean primary school children</i>	
	June Siew <i>Understanding Executive Dysfunction in Children with Reading Difficulties: Why Performance-Based and Ecologically Valid Measures Both Matter</i>		Ho Shuet Lian <i>Evidence-based Vocabulary Instruction for Early School-Aged Children</i>		Kong Yun Rui <i>The Effectiveness of a Chinese Intervention Programme for Dyslexics in helping struggling learners</i>	
	Liu Yimei <i>Trends in Assessment at DAS</i>		Wong Kah Lai <i>The positive impact of early literacy intervention</i>		Aishah Abdullah Albel & Roslan Saad <i>DAS Maths Curriculum: The Challenges of Maths Problem Sums</i>	
	James Smith-Spark <i>Failing to remember to remember: Prospective memory problems in dyslexia</i>		Kristiantini Dewi <i>Indonesian Dyslexia Early Identification System</i>		Nor Ashraf Bin Samsudin & Farhana Muliadi <i>Metacognition and Transitioning for Post Secondary Students</i>	
DAY 1  AFTERNOON BREAKOUT SESSION	4	IDENTIFICATION	5	TECHNOLOGY AND RESOURCES	6	MULTILINGUALISM
	Kong Yun Rui <i>Reliability and Validity of a Chinese Literacy Assessment for school learners in Singapore</i>		Yang Wen-Si <i>Good Children's Literature Matters: Digital Reading as an Early Intervention Support for Children with Learning Disabilities</i>		Suvarna Rekha Chinta <i>Perceptual and Phonological difficulties in multilingual children with dyslexia: evidence from Telugu native speakers</i>	
	Sharen Ong <i>Perspectives of Adolescents with Dyslexia: An Insight through Images</i>		Chashna Sachan Kumar <i>Neuroeducation and its impact on learning for children with special needs using clay as a medium</i>		John Everatt <i>Early assessment and intervention of specific literacy learning difficulties within multilingual learning contexts</i>	
	Lhannie D. Estrera <i>Investigation of cognitive and environmental factors affecting spelling of third-grade Filipino children</i>		Patricia Mui Hoon Ng <i>Learning All (Articulation, Language and Literacy) through echo poems for young children</i>		Priscillia Shen <i>Assessing &amp; Supporting English-Chinese Bilingual Learners With Dyslexia In Singapore</i>	
	Muzdalifah Hamzah <i>The effectiveness of using drama as a tool to build social-emotional development of children with dyslexia in Singapore</i>		Anaberta Oehlers-Jaen <i>Online Specialist Tutoring</i>		Dr Tan Ah Hong & Kong Yun Rui <i>Reliability and Validity of a Chinese Literacy Assessment for school learners in Singapore (Repeated from Stream 4 - presented in Chinese)</i>	
DAY 2  BREAKOUT SESSION	7	READING, WRITING AND MOTOR SKILLS	8	VISUAL STRATEGIES	9	PROFESSIONAL DEVELOPMENT
	Eleonora Palmieri & Piero Crispiani <i>Executive Dysfunction, Dyslexia and Treatment of Cross Patterns. Outcomes of a Research Study</i>		Tuty Elfira Abdul Razak <i>Engaging learners with dyslexia through picture books</i>		Hani Zohra Muhamad, Sujatha Nair & Sumathi Krishna Kumar <i>A comparative analysis of two mentoring approaches at DAS</i>	
	Mary Mountstephen <i>Retained Primitive Reflexes, Dyslexia and the Development of Writing Skills in Primary Aged Pupils: From Assessment to Intervention</i>		Angelica Benson <i>Neurological and Behavioral Research Validates Imagery-Language Connection to Dyslexia, Weak Reading Comprehension, and Autism Spectrum Disorder (ASD)</i>		RETA CASE MANAGEMENT SESSION  <i>RETA Case Management discussions, when done right, result in the most satisfying and comprehensive support for clients, whose lives we aim to enrich and empower. With the benefit of a multidisciplinary team and their varied perspectives, we can plan, coordinate and review the care of an individual.</i>	
	Serena Abdullah & Rosalyn Wee <i>Structured Writing Instruction and Writing Checklist aid Learners with Dyslexia in their Narrative Writing: A Comparative Case Study</i>		Bayanagari Malavika <i>Alternative strategies for students who are unresponsive to phonics instruction</i>			

UnITE SpLD 2017 RESEARCH WORTH SHARING	EARLY BIRD TICKETS <i>Closes on 2 May 2017</i>		STANDARD TICKETS <i>After Early Bird 2 May 2017</i>	
	SINGLE	GROUP (MIN 5)	SINGLE	GROUP (MIN 5)
<b>PRE-CONFERENCE WORKSHOPS<sup>#</sup> — 19 June</b> <small><sup>#</sup> Only available with Conference ticket purchases—limited to 70 tickets</small>	\$ 52	\$ 49	\$ 58	\$ 55
<b>CONFERENCE SINGLE TICKETS — 20 &amp; 21 June</b>	\$ 124	\$ 106	\$ 138	\$ 131
<b>TOTAL PRICE FOR THREE DAYS—19 to 21 June</b>	\$ 176	\$ 155	\$ 196	\$ 186

***SPECIAL RATE CONFERENCE TICKETS FOR DAS MEMBERS\* \$100<sup>+</sup>***

**\* DAS PARENTS & STUDENTS, DAS STUDENT ALUMNI, RETA MEMBERS & HIGHER LEARNING STUDENTS<sup>^</sup>**  
<sup>+</sup> For the Conference tickets only (20 to 21 June), does not include Pre Conference tickets (19 June).    <sup>^</sup> Student Identification Required



#### PRE CONFERENCE "DAS LEARNING JOURNEY" — Monday, 19 June 2017

9:30 to 4:00pm

REX HOUSE LEARNING CENTRE,  
73 Bukit Timah Rd, #05-01 Singapore 229832

#### UnITE SpLD CONFERENCE — Tuesday & Wednesday, 20 – 21 June 2017

DAY 1  
9:30 to 5:00pm

DAY 2  
9:30 to 1:00pm

HDB HUB CONVENTION CENTRE  
Basement 1, HDB HUB, 480 Lorong 6  
Toa Payoh, Singapore 310480

**REGISTER NOW!!**

**[WWW.DAS.ORG.SG/NEWS-EVENTS/UNITE-SPLD-CONFERENCE-2017](http://WWW.DAS.ORG.SG/NEWS-EVENTS/UNITE-SPLD-CONFERENCE-2017)**

**FOR MORE INFO CALL US ON 6444 5700**

(Mon to Fri—9:00am to 5:30pm)



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Discover the research that is happening in our region



Network with Researchers and Practitioners in the SpLD Field



Join us for the 2017 UnITE SpLD Conference 19-21 June 2017







## FREE DYSLEXIA AWARENESS TALKS FOR PRESCHOOLS

### "Catch them before they fall"

By Wong Kah Lai  
Preschool Programme Manager  
Specialised Educational Services

*DAS Preschool Programme provides free awareness talks to help kindergartens and childcare centres raise awareness for dyslexia amongst teachers and parents.*

Ongoing efforts seem to have gained traction and buy-in based on consistent enrolment of K1 and K2 students coming forward seeking early literacy intervention from DAS.

Over the years, outreach initiatives has helped hundreds of children between ages 4 to 6 attending mainstream kindergartens and childcare centres. The Preschool Programme saw its enrolment doubling from 135 students (mostly K2s) in 2013 to 268 students in 2014 and 280 students in 2015 (DAS Handbook 2016, p. 121), 2016's figures appear to be quite consistent with 2015's.

Since the programme started publishing its annual programme evaluation retrospectively in DAS Handbooks 2014, 2015 and 2016, a pattern is

emerging. More K2-students and their families (i.e. an estimate of two hundred students out of a population of 280) are coming forward to seek early literacy intervention. This could possibly be attributed to teacher advocates who had attended our Preschool Teachers' Awareness Talks.

There were instances when parents, after having attended DAS Preschool Parents' Awareness talks, registered their children for Preschool's free public screening. Some subsequently signed up for early literacy intervention. One and all came to realise that DAS Preschool Programme doesn't require a formal assessment of dyslexia but extends help to struggling learners to reduce and/or close the widening early literacy learning gap.

In 2015, out of 271 K2 students (i.e. 6 year olds), 183 opted for school age assessment to formally determine if their children have dyslexia. Out of the 183 children assessed 125 were diagnosed dyslexic by psychologists, 58 non-dyslexic (DAS Handbook 2016, p.112).

I am really glad that children in Singapore are able to receive help, in the form of early literacy intervention, without having to prove that they are a failure in order to qualify for educational learning support.

**"Catch them before they fall (fail)"**

- Joseph K. Torgesen (1998)

**"We helped them.**

**With everyone's help."**

~ Wong Kah Lai (2017)



*Pictured above left: Wong Kah Lai at Swallows and Amazons Kindergarten with Director, Jackie Barkham (2nd row, first person from the right) and her team of Preschool teachers.*

*Pictured above : Jane Wong a pre-schooler who has enjoyed the DAS Preschool programme and continues to improve with intervention.*





## Learning journeys for the EARLY YEARS FRATERNITY IN SINGAPORE

By Wong Kah Lai  
Preschool Programme Manager  
Specialised Educational Services

*What started as a simple ad hoc request for a short learning journey in early 2015, gradually grew from 1 into 2 talks. From twenty over participants per Learning Journey, to thirty over participants over the years.*

SEED Institute, Singapore's first national Continuing Education and Training (CET) for early childhood education, requests for Learning Journeys from 2015, into 2016 and 2017, inspired Programme Manager, Kah Lai, into thinking about supporting fellow educators working with young children,

especially those who may be at risk of early literacy learning difficulties.

How would you know? How do you tell when they are still so young? When to panic and when relax? What are some activities that one can do with young ones to promote/stimulate development age appropriately in a mainstream classroom setting? How can DAS Preschool Programme serve to be their nearest community resource?

These were just some of the practical concerns addressed during one of the many learning journeys conducted over the last few years.

Alongside learning journeys, Kah Lai crafted what fondly she named as "Project Talks". These talks were meant to provide information for students (polytechnics), or trainee teachers, seeking information for their course assignments. This opportunity came about when a sudden influx of requests came, all from preschool trainee teachers, everyone seeking similar information for their project assignments

To date, the Preschool Programme had conducted numerous project talks. Interested parties were trainee teachers coming from SEED Institute, Advent-Link SAUC, including Ngee Ann Polytechnic.

In all, DAS Preschool Programme is happy. An incidental opportunity gave rise to greater opportunities to serve and support fellow early years educators in my own country. Such fun!



*Pictured above left: Preschool Programme Manager, Wong Kah Lai, (centre front) with a cohort of teachers from SEED Institute led by Ms Nadhira Koyakutty, Associate Lecturer, on a Learning Journey to DAS Bishan Learning Centre*

## BE A PART OF THE DAS PARENTS' SUPPORT GROUP



Benefits of DAS Parents' Support Group (PSG):

### **Be more engaged**

As a PSG member, you are more likely to be an informed and involved parent. You will also be building rapport with educators and supporting DAS's initiatives.

### **Be part of a network**

We understand that parenting a child with learning differences is challenging. The PSG provides a platform for you to share ideas, concerns and experiences with other parents.

### **Increase your knowledge**

Gain valuable experiences and grasp new opportunities, to support your child more effectively.

### **Make a difference**

Provide DAS with feedback to make positive recommendations for change in our organisation.

### **Be a role model**

By becoming a PSG member, you will demonstrate the importance you place on education and enhance your bond with your child.

**If you would like to join the PSG, please contact the Centre Managers.**



[www.facebook.com/groups/dasparents](https://www.facebook.com/groups/dasparents)





## Art Workshop MARCH SCHOOL HOLIDAYS

By Gopal Givanandam  
Chinatown Point Centre Manager

*It was a unique and colourful experience for our students who took part in the paper and glue art workshop during the March school holidays at Chinatown Point Learning Centre.*

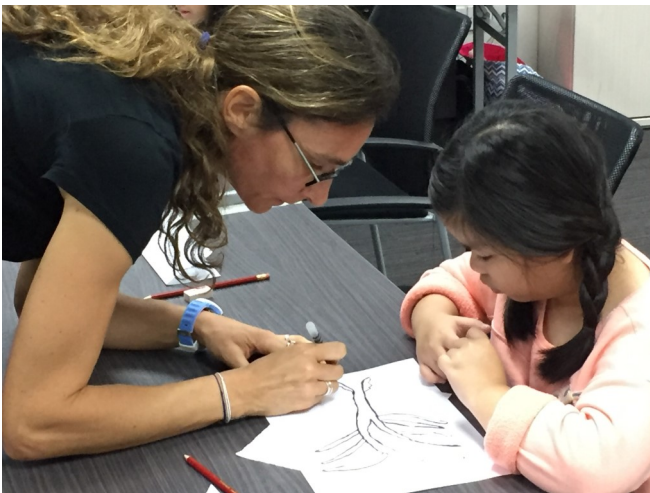
Karine Salomon, a freelance artist, volunteered her time to conduct the art workshops for our DAS students. The students enjoyed drawing and

decorating their drawings with colourful shapes and designs, which created an art piece with a two dimensional effect.

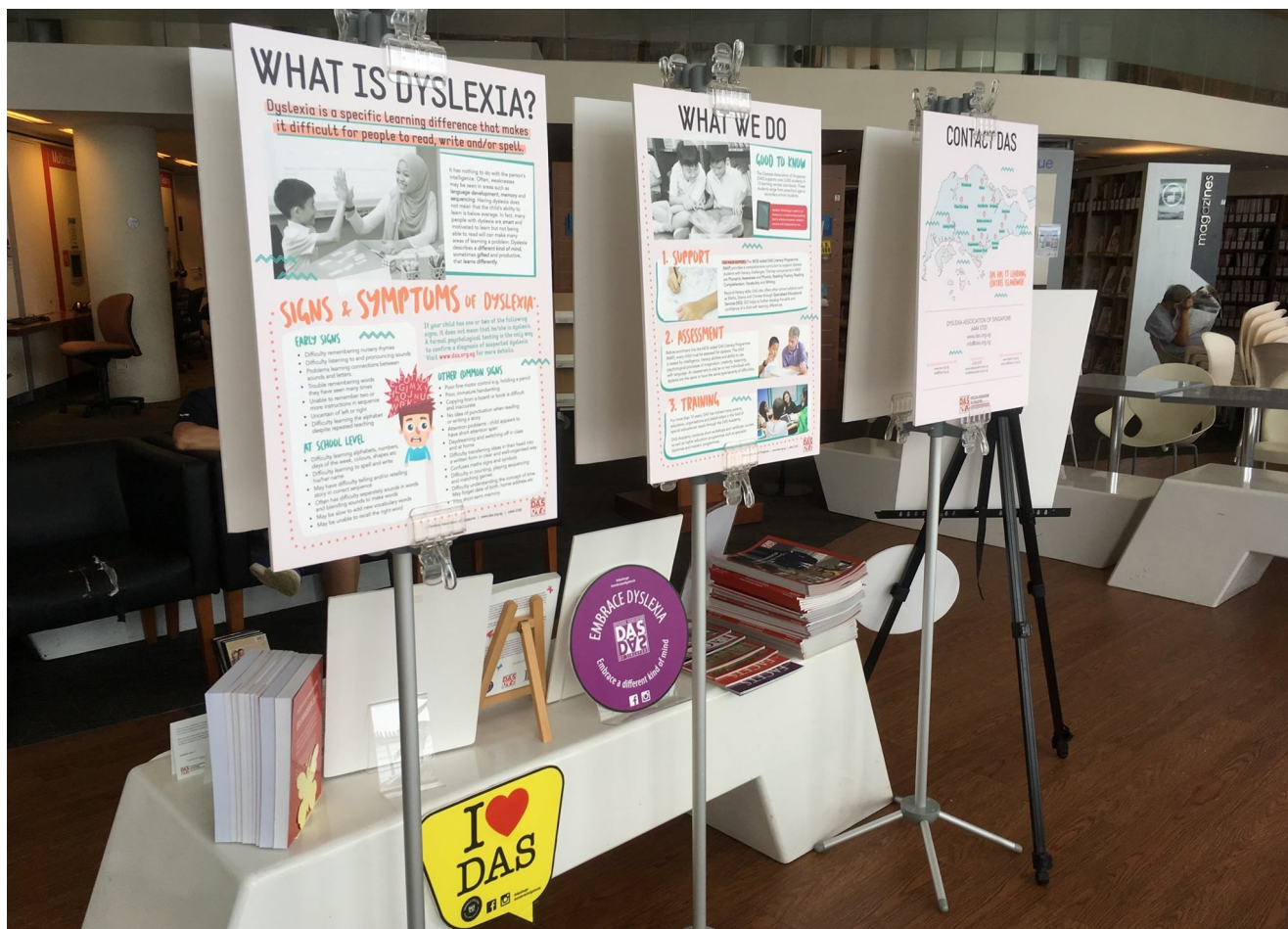
Karine guided all students to successfully complete their artwork and they shared work with their parents at the end of the session.











# Dyslexia Awareness Exhibition at MARINE PARADE LIBRARY

By Deborah Hewes  
Head of Publicity and Publications

*Part of our dyslexia awareness outreach efforts this year is a positive partnership with community libraries. This year we will see 4 dyslexia awareness exhibitions held at libraries*

The first exhibition was held at Marine Parade Library for the month of March. Along with a poster exhibition, DAS was given space to display its publications and dyslexia information.

The exhibition was well received and we look forward to setting up the exhibition again at Chua Chu Kang Library in May.





## DAS in the News

### VIEWS FROM THE TOP

By Deborah Hewes  
Head of Publicity and Publications

*DAS CEO, Lee Siang contributes to the Business Times, Views from the Top. This section is published every Monday and contains CEO's views on a wide range of topics.*

*The Business Times, 23 January 2017*

### WHEN AGE IS JUST A NUMBER

"THE saying "a day older, a day wiser" is certainly the experience of the Dyslexia Association of Singapore (DAS), which provides educational services to children and people with dyslexia and specific learning differences. In the past year, DAS has offered contract renewals to a 65-year-old educational therapist and a 67-year-old educational psychologist without changes to their remuneration. This is in recognition of their wealth of experience and excellence in contributions to DAS. Both have maintained a high level of performance highly valued by DAS. Performance and expertise rather than age will continue to be our criteria in offering contract renewals.

*The Business Times, 20 February 2017*

### AIMING FOR A NIMBLE, SMARTER, MORE INNOVATIVE SINGAPORE

I AM heartened that our efforts correspond with CFE's strategies. Like a social enterprise, DAS evokes the vibrancy and entrepreneurial spirit of private business to innovate and scale up to achieve social objectives. We invest in staff's acquisition and use of deeper skills in a wider range of programmes and services and building strong technological capabilities through projects such as our digitised student progress monitoring system. We also engage communities of practice to increase partnerships locally and have expanded global connections through the Global Partners of the International Dyslexia Association. DAS is working towards the transformation of our organisation and special educational needs industry by developing a holistic range of services for clients.

*The Business Times, 27 March 2017*

### NEW WAYS TO PAY

GOING cashless is an inevitable trend as it saves time and costs for all parties. The Dyslexia Association of Singapore (DAS) has been encouraging non-cash fee payment. We have reduced cash payments to less than 10 per cent of total receipts and are striving to lower it further.

Our experience suggests that lower income families have the most difficulty in going cashless. Many do not own cheque accounts or credit cards. They are also unwilling to set up GIRO payment facilities due to the uncertainty of maintaining sufficient funds in their accounts. While pushing for a cashless approach, it is important to help and accommodate the needs of lower income families.

Mr Lee Siang  
CEO

Dyslexia Association of Singapore

[WWW.DAS.ORG.SG/NEWS-EVENTS/](http://WWW.DAS.ORG.SG/NEWS-EVENTS/)

**DAS-IN-THE-NEWS**

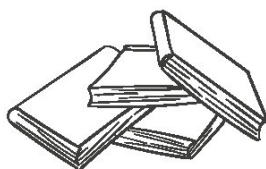


## Preschool Literacy Profiling Test For K1 - K2 Students 2017

**Free!**

# Does your child have difficulty with reading, spelling or writing?

teh or the?  
saw or was?



Is your child creatively avoiding activities related directly to reading, spelling and writing? Has difficulty in learning letters of the alphabet or even sight words?



Is your child having problems with letter formation or sequencing, or learning of sight words? Does he/she have poor handwriting or have trouble following multi-step directions or routines?

### Come for our **FREE** Literacy Profiling Test\*!

The screening will be conducted by our preschool early literacy intervention team. Our professionals will address your concerns about your child's literacy development and share with you help that is available.

**To register, call 6444 5700**

(Office hours: Monday to Friday, 9am - 5:30pm)

Limited slots available! Registration is required.

Screening details:

Monday, 13 March 2017

9:00am - 5:00pm

Tampines Community Centre  
Block 163 Tampines Street 12, #01-257  
Singapore 521163

**COMPLETED**

Wednesday, 31 May 2017

9:00am - 5:00pm

Chua Chu Kang Learning Centre  
Block 17 Teck Whye Lane  
#01-167 Singapore 680017

Wednesday, 22 November 2017

9:00am - 5:00pm

Bishan Learning Centre  
9 Bishan Place, #06-03  
Bishan Junction 8  
Singapore 579837

*\*This screening test is not meant to serve as a diagnosis for dyslexia but it will give you a picture on the learning needs of your child.*



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE



# Reading Comprehension Enhancements

## MOE-AIDED DAS LITERACY PROGRAMME

By Serena Abdullah  
Assistant Director MAP Curriculum

*We are pleased to inform and update you on the enhancements made to our Reading Comprehension Curriculum for the MAP programme.*

- ◆ scaffold and guide students in a structured, cumulative and sequential manner to enhance learning
- ◆ provide opportunities for students to be independent in applying the concepts/ skills learnt

### Reading Comprehension Curriculum

1. Includes essential reading comprehension skills that are closely aligned with the mainstream curriculum
2. Consists of skills that are taught and delivered according to the PPP (Presentation, Practice, Production) stages to:
  - ◆ facilitate the pre-activity discussions through modelling

With the enhancements made to the Reading Comprehension Curriculum, the use of educational technology coupled with a robust integrated curriculum that covers key tenets of an effective literacy instruction (Language and Vocabulary, Phonics and Phonemic Awareness, Reading Fluency, Reading Comprehension and Writing), we hope to empower students to be confident and competent individuals.





LIKE US ON

**facebook**

Parents, you can now connect with other parents to share your experience and knowledge of raising a child with dyslexia.

Join us on Facebook now.

**DAS Parents Network**

[www.facebook.com/groups/dasparent](http://www.facebook.com/groups/dasparent)

**Dyslexia Association of Singapore**

[www.facebook.com/dysSG](http://www.facebook.com/dysSG)

**DAS Academy Ltd**

[www.facebook.com/dasacademy](http://www.facebook.com/dasacademy)

**DAS International Services**

[www.facebook.com/dasinternational](http://www.facebook.com/dasinternational)

**DAS Student Alumni**

[www.facebook.com/DasStudentAlumni](http://www.facebook.com/DasStudentAlumni)

**You Tube**



**Watch our videos  
on the  
DAS YouTube Channel**

[WWW.YOUTUBE.COM/USER/DYSSG](http://WWW.YOUTUBE.COM/USER/DYSSG)





A

APPLAUSE





## Conjunct Consulting A DAS BRANDING EXERCISE

By Deborah Hewes  
Head of Publicity & Publications

*DAS has embarked on a branding exercise with Conjunct Consulting over the last few months. It has been a rewarding exercise working with students from NTU and industry consultants who have volunteered their time.*

Conjunct Consulting facilitate programmes to help Singapore's non-profit organisations and social enterprises solve problems, providing recommendations that are sustainable and allow for long-term growth.

### PRO BONO CONSULTING PROJECTS

Projects span over a 10 – 12 week period, during which a team of five student consultants together with working professionals, volunteer their time and expertise to help a non-profit partner to solve a problem.

The project engagement ends with a report and a presentation outlining recommendations, potential risks and challenges, sustainable long-term solutions, and implementation strategies. During this project we asked for DAS Parents' opinion on our current branding strategies. DAS would like to thank all those parents who gave us their honest opinion of what we do at DAS and how this is viewed by them.

An incentive was offered to complete the survey. More than 300 parents took the time to complete the survey and we thank you for helping us with this. The survey responses were placed into a draw and one parent was lucky to win a \$100 Capitaland Shopping Voucher.

Nor Aidah Bte Matnor a parent from our Tampines Learning Centre (Pictured to the right with her son, Aniq) was pleased to hear that she had won this shopping voucher.

## Please take the DAS BRANDING SURVEY



**Specialised  
Educational  
Services**

UNLOCKING POTENTIAL

DAS has engaged Conjoint Consulting to review its current branding strategies for the MOE-aided DAS Literacy Programme (MAP) and programmes provided by Specialised Educational Services (SES) a division of DAS.

All survey responses will be placed into a draw and one parent has the chance to win a \$100 shopping voucher.

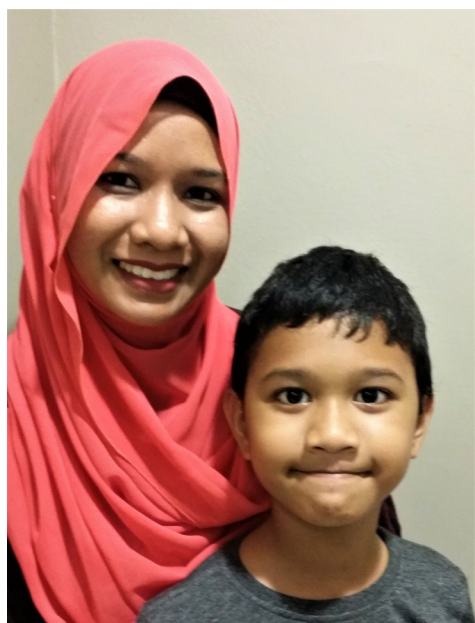
For more information contact:  
Deborah Hewes [deborah.hewes@dass.org.sg](mailto:deborah.hewes@dass.org.sg)

We thank you for your  
support of this survey.  
We have a winner!



You have a chance  
to a win \$100  
Shopping Voucher  
by completing this  
survey

COMPLETED



"My son has always enjoyed his classes and I would like to thank Lynette, his Preschool Teacher, and Pauline and Sze Ying his Educational Therapists. DAS has always shared with me how I can help my son at home. It has been a good experience for all of us all around at DAS!, Thank you!"

~ Nor Aidah



# Congratulations Tobias Siow

## A MILESTONE OF ACHIEVEMENT IN 'N' LEVEL ENGLISH DISTINCTION

By Karen Wong  
Senior Educational Therapist  
Bedok Learning Centre



*Heartiest congratulations to Tobias Siow in obtaining an A1 distinction in English for his recent GCE level NA level examinations.*

Tobias joined DAS when he was in St Stephens Primary and later moving on to St Patricks Secondary School. Besides the MOE-aided DAS Literacy programme (MAP), he was also attending the DAS Maths programme since Primary school.

Tobias will be joining Nanyang Polytechnic in April specialising in a Diploma in Info communications and Security for Polytechnic Foundation course.

We are all proud of Tobias and I am confident with his resilience and positive attitude he will continue to strive to greater heights!

I would like to make a special mention to Tobias' parents, Michael and Shelley Siow, who have been very supportive in Tobias' learning journey over the years. Working in partnership with Tobias' parents has helped him to succeed with flying colours!

I started attending DAS when I was Primary 1 and from there I had slowly developed a love for books and reading. It was thanks to this, that I was able to do well in my GCE 'N'- level English paper. However, I would never have had discover how much I enjoyed reading if I had not joined DAS and developed my literacy skills. For all that, I will always be grateful to all my teachers, Ms Karen Wong, Ms Hani Zohra Muhamad and Mr Samunn Caffoor at DAS for their constant help and patience.

*Tobias Siow*



## 91<sup>ST</sup> CADET INSPECTOR BASIC TRAINING COURSE INVESTITURE CEREMONY

Guest-of-Honour

MR VICTOR OWYONG

PRINCIPAL, PRESBYTERIAN HIGH SCHOOL

NPCC COUNCIL MEMBER



Indeed it was a long humbling 10 year journey for our son Tobias, having to struggle in managing his dyslexic condition. However, witnessing his baby steps progression was our only encouraging factor. We are ever thankful for the great help and assistance rendered through DAS with its dedicated teachers and staff in nurturing Tobias in every step of his formation. This is evident in his recent N-Level results where he was placed among the top in his cohort. He now has a head start to pursue in another new academic phase and should he hold on to what was gained and implanted through DAS, I have confidence he will open another fruitful chapter. Thank you once again for all your efforts showered on Tobias.

Mr Michael Siow :

## Thank You

"Ms Karen, many many thanks for your care, guidance and concern all these years. Tobias came out top few in his cohort. He has an A1 for his English and a B3 for his Math and a big happy smile. Can't help but to express our gratitude for all your efforts and care."

~ Mr Michael Siow



# A Fruitful Collaboration

## NGEE ANN POLYTECHNIC AND DAS

By Wong Kah Lai  
Preschool Programme Manager  
Specialised Educational Services



*Ngee Ann interns with DAS CEO and Preschool Programme Manager after their project presentation—The development of a teacher's teaching toolkit: READIT shown in the picture, (left to right) Taffy Yap, Lydia Chan, Mr Lee Siang (DAS CEO), Ms Wong Kah Lai (Preschool Programme Manager), Cheryl Chee and Cherith Wong.*

# NGEE ANN POLYTECHNIC STUDENTS' ANNUAL INTERNSHIP AT THE DAS PRESCHOOL PROGRAMME

*DAS has been collaborating with Ngee Ann Polytechnic since 2013, in offering internship to final year students undertaking Diploma in Child Psychology and Early Education from the School of Humanities.*

The internship experience has been a fruitful one. Selected interns were given training from DAS Academy with Certificate in Dyslexia Studies, and the preschool team in teaching practices within a typical intervention classroom setting in DAS Learning Centres.

After completing their training attachment and full fledged practicum with a regular group of students, they proceed to work on the next part of their attachment, creating a project deliverable for the DAS preschool programme.

Intern initiated, fully supported by key members of the preschool core team, the interns extended the phonogram kit created by their seniors last year with the development of READIT! BEV and READIT! SMACK! This versatile two part teaching kit, used in-house by Educational Therapists on the DAS Preschool Programmes aims to support the varied literacy learning needs of K1 and K2 students who come in for early literacy intervention through the year.

*DAS has been in partnership with the Diploma in Child Psychology & Early Education's Final Year Internship programme for five years now. The interns have benefitted a lot from their attachment and training.*

*It was a good experience for them to get an opportunity to work in a preschool setting and working with children with learning difficulties.*

*At the same time, attending the basic training on dyslexia is very helpful in enriching their understanding of children with dyslexia. We are grateful for DAS' continued support of our Internship programme.*

*Shelby Reyes Hiadan  
Lecturer and Internship Manager, Coordinator of Earn and Learn Programme, Ngee Ann Polytechnic*





READIT! BEV is a reading readiness resource kit on Beginning, Ending and Vowel (BEV) sounds while READIT! SMACK! focuses on blending skills.

Both sets come with an independent user manual and differentiated worksheets catering to varied learning abilities of children within the same classroom. It also come with a game set each, Milky Way, a game that fosters sound identification and SMACK! that promotes blending skills.

The aim of this particular kit is to enhance children's ability to accurately identify beginning, ending and ending sounds in words and effectively blend words for reading.



**MILKYWAY  
READIT! BEV**

**GAME SET ON  
BEV SOUNDS  
ACTIVITY  
BOOK**

**READIT!  
SMACK!**

**GAME SET  
ON  
BLENDING  
ACTIVITY  
BOOK**



# BE **RECOGNISED** FOR YOUR **EXPERTISE** IN THE FIELD OF **SPECIAL EDUCATIONAL NEEDS**

## Join the Register of Educational Therapists Asia (RETA)

### Benefits:

- Bi-annual RETA Chronicles, an exclusive members only magazine
- Bi-annual Asia Pacific Journal of Developmental Differences (APJDD)
- 10% discount on the resources sold by DAS
- 10% discount on courses and workshops conducted by DAS Academy
- 10% discount on full age assessments for dyslexia
- Access to DAS Academy library & e-journals
- Invitation to workshops/talks/sharing sessions by guest speakers
- Invitation to speak at conferences, workshops and courses
- Research consultancy
- Opportunity to be listed on RETA website for private consultation (not applicable to DAS Staff & AEDs)

### Please note:

- Membership fee will be charged for 2017 (free for 2018). Your membership will be valid till 31 December 2018
- If you renew your membership between 30 November 2016 and 30 June 2017, the fee should be paid in full as per your membership level and no admin fee will be charged (full 2 years membership)
- If you renew your membership between 31 July 2017 and 31 December 2017, the fee will be prorated by 50%, but membership will only be valid till 31 December 2018 (less than 2 years membership)
- In the case where you decide to upgrade your membership level, an additional admin fee of \$20 will apply and your new membership level will still be valid till 31 December 2018.

**6643 9600 | [www.reta.sg](http://www.reta.sg) | [info@reta.sg](mailto:info@reta.sg)**



**Register of Educational  
Therapists (Asia)**

73 Bukit Timah Road  
#05-01 Rex House  
Singapore 229832





# STUDENT ALUMNI

## STAY CONNECTED

PRIDE



NETWORK



FUN



MENTORSHIP



CONNECT



DASStudentAlumni



DYSLEXIA ASSOCIATION  
OF SINGAPORE

HELPING DYSLEXIC PEOPLE ACHIEVE









# DAS PRESCHOOL TEAM

*Early Intervention is Vital*



## THE PRESCHOOL SEMINAR TEAM

Pictured from left to right:

**Front Row:** Tan Shi Jia (Specialist Psychologist), Natasha Mastura Malek (Senior Educational Therapist—EdT), Joanne Tan (Senior EdT), Wong Kah Lai (Preschool Programme Manager), Thilakam Renganathan (EdT), Mathana Subhas (EdT), Rahayu Binte Rahiman (EdT), Janitha Panicker (EdT).

**Back Row:** Nor Ashraf Bin Samsudin (Director of Specialised Educational Services), Elizabeth Lim (Speech-Language Therapist), Cheryl Yeo (EdT), Kelly Bijay (Senior EdT), Weng Yiyao (EdT), Jacklyn Tso (EdT), Raihana Hashim (EdT), Sandra Ngan (EdT), Sharon Reutens (Speech-Language Therapist), Roseline Mairon (EdT), Lee Er Ker (Speech-Language Therapist), Safina Bte Hassan (Senior EdT)

*Proudly organised by DAS Learning Centres and Outreach Division.*



# PRESCHOOL SEMINAR 2017



*The Preschool Seminar 2017 was a resounding success! Now in its 5th year, over 200 participants joined us at Lifelong Learning Institute on 18 March 2017 to pick up practical tips and strategies on supporting preschool children in their literacy development.*

Participants had the choice of two workshops from a line up of Educational Technology, Executive Functioning, Interactive Reading and Developing Speech and Language in young learners. In addition there were two keynote presentations, Readiness for School and Facilitating Better Social Communication.

The Preschool seminar was sponsored exclusively by Income Orangeaid. OrangeAid is Income's community development and involvement arm. OrangeAid works with community partners through social investment in programmes that contribute to securing the future of children and youth from disadvantaged circumstances. We thank OrangeAid for their continuing support of the DAS Preschool Programme.



Our post-event feedback showed that participants enjoyed the workshop format, with some hoping that the 1-hour workshop could be even longer!



*Functional games I can try out in my classroom immediately"*

*~ Preschool Teacher*

*The Big Picture: Executive Functioning Workshop*



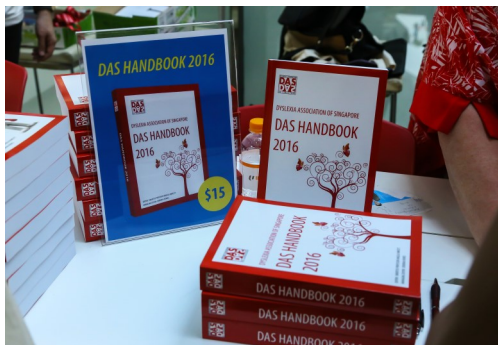
*"The techniques taught to lengthen sentence structure when conversing with a child was helpful."*

*~ Preschool Teacher*

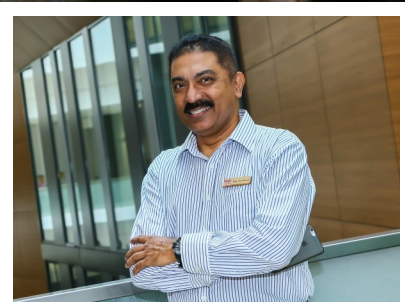
*Strategies to Promote Children's Speech and language development in the Early Years Workshop*















## SCHOOL READINESS

### Is your child ready to transit to Primary School

By Tan Shi Jia  
Senior Specialist Psychologist  
Dyslexia Association of Singapore

*The Preschool Seminar commenced with a keynote presentation from Tan Shi Jia, a Senior Specialist Psychologist at DAS, who spoke about a preschoolers readiness for primary education.*

Transition can be difficult for some young learners and support strategies can be employed to help ease transition into primary School. Shi Jia made the following recommendations to prepare for this transition:

- ★ Communicate with the school about child's issues
- ★ Make special arrangements early
- ★ Commencing school a few days later
- ★ School readiness programmes
- ★ Learning Support Programme (LSP)

- ★ Learning Support for Maths (LSM)
- ★ Educate child to set/manage expectations
- ★ Practise routines & instil independence
- ★ Seek professional help – Paediatricians, Psychologists, Speech Therapists, Occupational Therapists
- ★ Deferment

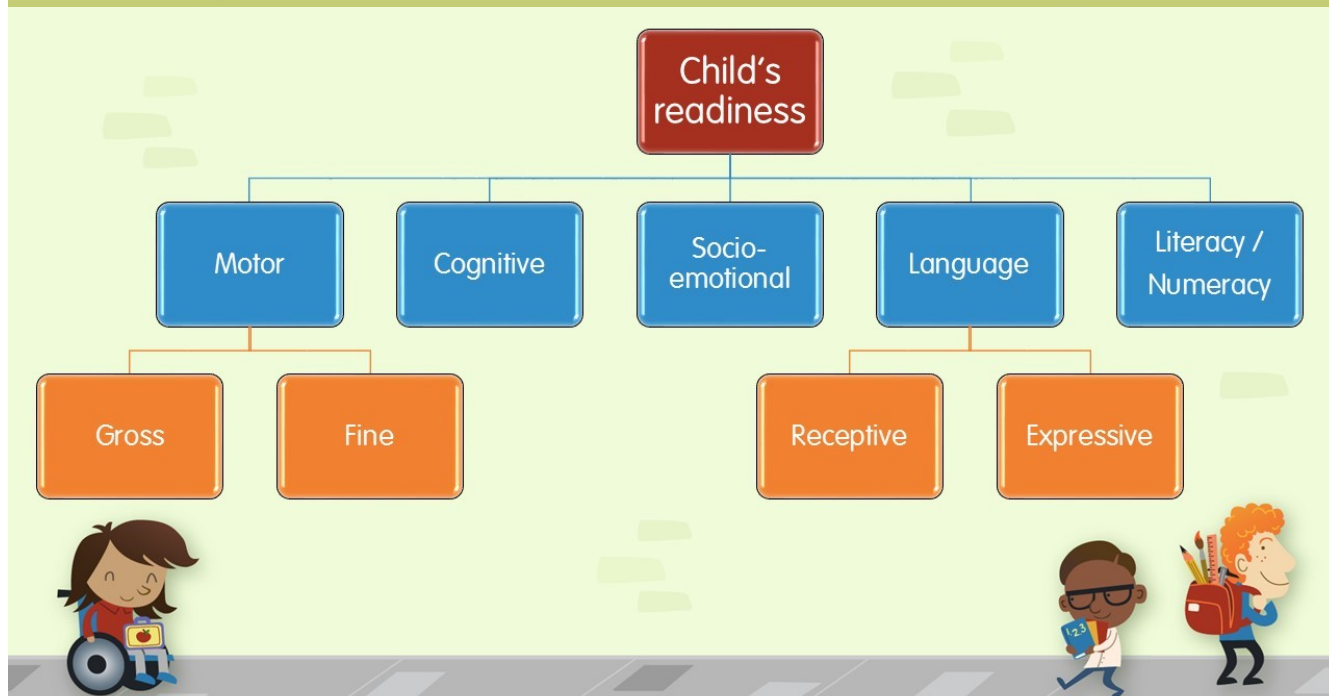
“First day jitters are helped by early planning, for instance Oasis Primary School did not schedule formal lessons in the first week to allow pupils to get used to their new environment. Parents were allowed into the school premises, where they could attend workshops. This helped them to be more involved in their children's education.”

# School Readiness: Is your child ready to transit to primary school?

Tan Shi Jia

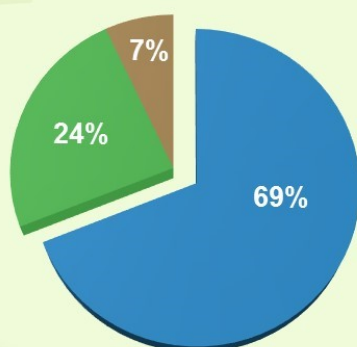
Senior Specialist Psychologist

Dyslexia Association of Singapore

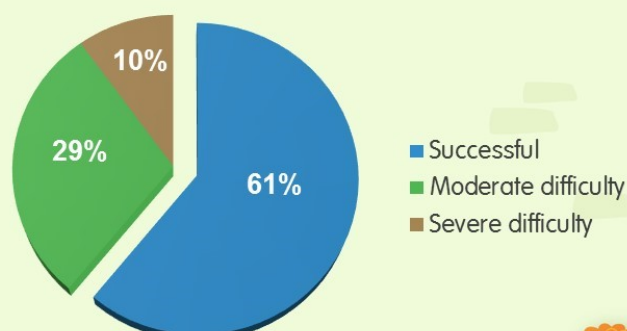


## An estimation by teachers about transition to school difficulties

Preschool teachers

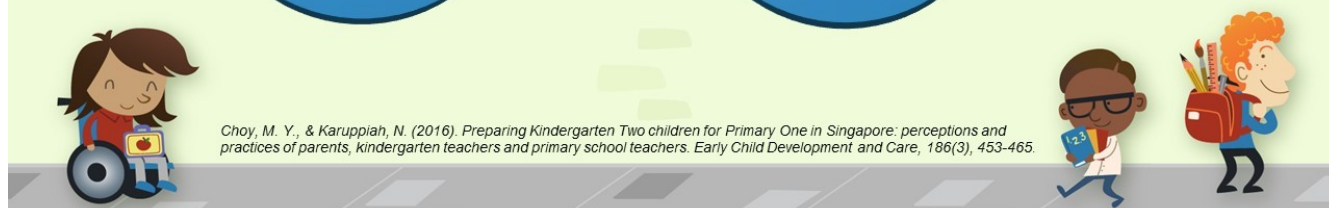


Primary School teachers



■ Successful  
 ■ Moderate difficulty  
 ■ Severe difficulty

Choy, M. Y., & Karupiah, N. (2016). Preparing Kindergarten Two children for Primary One in Singapore: perceptions and practices of parents, kindergarten teachers and primary school teachers. *Early Child Development and Care*, 186(3), 453-465.







### WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

## INTERACTIVE READING

By Janitha Panicker, Raihana Hashim, Roseline Mairon and Sandra Ngan  
Educational Therapists and Preschool Teachers  
Dyslexia Association of Singapore

*The Interactive Reading workshop was conducted by four passionate and engaging reading enthusiasts ready to inspire their participants to have meaningful interactive reading sessions with young readers.*

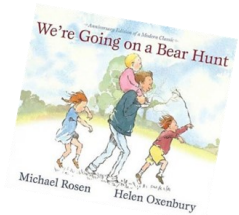
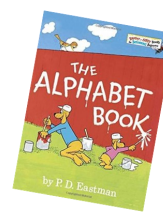
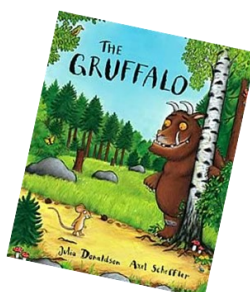
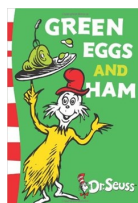
When choosing a book you need a **PLAN!**

**P POWERFUL ILLUSTRATION:**  
Illustrations are captivating and can convey the story before the text, they are also a point for conversation, enhance vocabulary

**L LANGUAGE AND LITERACY**  
Stimulate language development in children, books with rhyme, repetitive text enhance listening and vocabulary skills.

**A ADVENTURE**  
A story that brings children on an adventure e.g. We are going on a lion hunt, stories that children can relate to.

**N NURTURE**  
Books that have multipurpose usage - learning numbers, colours, shapes etc.



It is the reading team's sincere hope that participants went away with inspiration and motivation to embark on an interactive reading journey with their children.

*During interactive reading, it was nice how we were able to brainstorm the different ways we can use to make a book interesting.*

*~ Preschool Teacher*

*The hands-on application of storytelling in an engaging manner made the workshop more purposeful and enjoyable.*

*~ Preschool Parent*

## BENEFITS OF READING

"As parents, the most important thing we can do is to read to our children early and often. Reading is the path to success in school and life. When children learn to love books, they learn to love learning."

*Laura Bush*



## BENEFITS OF READING TO CHILDREN



naeyc



Ministry of Education  
SINGAPORE

...is the single most important activity in the building of skills and knowledge essential for eventual reading success.

### STRATEGIES FOR INTERACTIVE READING

Preview the book

Scaffolding on prior knowledge

Emphasising elements of the story

Ask purposeful questions

Extension of activities





## STRATEGIES TO PROMOTE SPEECH & LANGUAGE Development in the Early Years

By Elizabeth Lim and Lee Er Ker  
Speech and Language Therapists  
Dyslexia Association of Singapore

*Our Speech and Language Therapists Elizabeth and Er Ker presented a lively workshop to help participants understand the importance of daily interactions with our children and shared strategies to make these interactions as linguistically rich as possible, so as to provide children with as many opportunities to communicate and learn language.*

The power of productive engaging everyday interactions is obvious. Interactions are not merely functional expressions of wants and needs. Research has shown that even before they learn their first word, very young children actually learn the basic rules of conversation through interactions.

A naturalistic approach to language stimulation helps us to support children's language development in naturally occurring social

interactions, especially during routines, conversations, and play activities chosen by the children themselves.

A naturalistic approach allows the adults to use almost intuitive, naturalistic strategies. However, these days, with our busy lifestyles and constant engagement with our work and communication devices, it can be easy to lose touch with our inner, intuitive caregiver.

“The presenters were enjoyable and interactive and the workshop allowed participants to be aware that when it comes to speech development there are more important aspects that a speech and language therapist works on than just supporting a student to speak in sentences.

~ Preschool Teacher

# WHY DO WE NEED TO INTERACT WITH OUR CHILDREN?

Parents, carers and teachers are the **most important** people in a child's life so they can **make a significant difference** to their child's speech and language development.



## A NATURALISTIC APPROACH TO EARLY LANGUAGE STIMULATION

**Early language stimulation** refers to a **range of naturalistic strategies** that parents, carers and teachers can use to **encourage their children to learn and use language.**

## ADDING LANGUAGE TO INTERACTIONS







## EDUCATIONAL TECHNOLOGY

### *Apps in the Classroom*

By Yiyao Weng, Safinah Bte Hassan, Rahayu Binte Rahiman, Jacklyn Tso, Mathana Subhas  
Educational Therapists  
Dyslexia Association of Singapore

*Educational Technology is meant to complement our curriculum and teaching. Adding Apps to our teaching adds fun, increases student engagement and brings to our lessons much more vibrancy than just paper and pens.*

The Educational Technology (Ed Tech) workshop was delivered by five experienced Educational Therapists who have successfully used Ed Tech in their classrooms with preschoolers. They recommend Ed Tech because the games increase their students cognitive skills. The wide screens enable children to effectively practice reading and writing skills and it exposes their students to social situations for language abilities.

They had many apps to share with the participants that they use with their young learners. Apps for letter formation, sight words, reading and phonics as well as some interesting websites were shared.

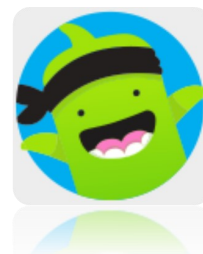
They also shared an app for Parent / Teacher communication. Class Dojo connects teachers to students and parents to build amazing classroom communities!

**Class DoJo**

By Class Twist Inc.

Available in:

App Store & Google Play



“ *The presenters were enjoyable and interactive and the workshop allowed participants to see app examples and details of recommended apps and sites that we can use as a teaching aid*  
~ Preschool Teacher



## USING TECHNOLOGY IN LEARNING

### PROS

- Complements teaching
- Multisensory teaching
- Appeals to the current generation
- Easily available

### CONS



## CLASSROOM MANAGEMENT

Ensure active participation during the learning process

### IMPORTANT QUESTIONS TO ASK BEFORE INTEGRATING TECHNOLOGY INTO LEARNING

- ✓ How will IT help children in their learning?
- ✓ How will IT help them achieve their goals?
- ✓ What is the comfort level for integrating IT?

TO **SUPPORT AND REINFORCE** THE LEARNING PROCESS

## CLASSROOM MANAGEMENT

When there is the use of technology, Keep these 3 points in mind.

### #1 WHAT IS YOUR PLAN B

What happens if there is a glitch in technology?

Prepare a written lesson before that happens!

### #2 KEEP IT SMART & SIMPLE

Does not mean it is good. Go with what is comfortable with you and your children.



### #3 LEARNING GOALS

Make sure the use of technology aligns with the intended goals





## THE BIG PICTURE: *Executive Functioning*

By Joanne Tan, Natasha Mastura Malek and Cheryl Yeo  
Educational Therapists  
Dyslexia Association of Singapore

*Executive Functioning is a set of cognitive processes that are required when controlling behaviour and inhibitory control, pay attention and using working memory as well as cognitive flexibility in making decisions and acting.*

The Big Picture workshop gave a number of tips to help children develop their executive functions.

### FOR TEACHERS & CLASSROOMS:

- ★ Have daily routines
- ★ Highlight on important point
- ★ Post schedule / lesson plan for the day
- ★ Give clear and simple instructions, repeat and follow up for understanding
- ★ Give student coloured strips or ruler to place under sentences when reading
- ★ Keep a daily (weekly) to do list
- ★ Break down project / task into smaller components (build to succeed!)
- ★ Create checklist for task completion

### DAILY ACTIVITIES:

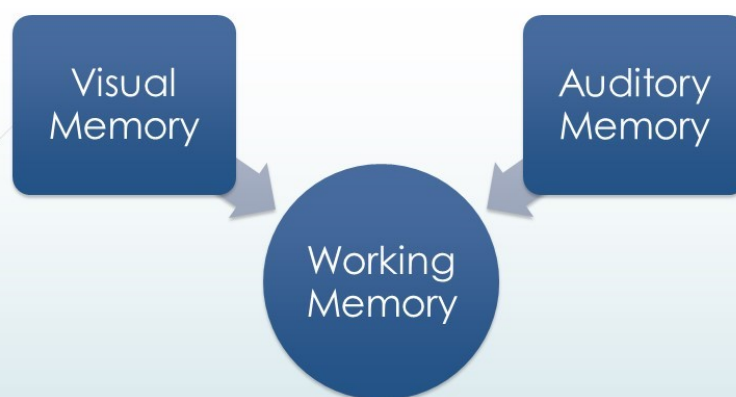
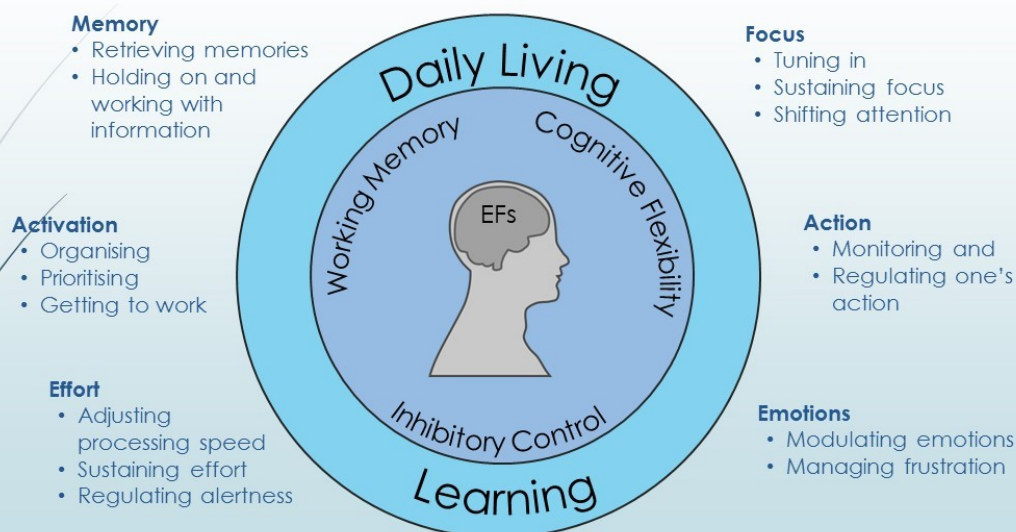
- ★ Setting the table (during meals)
- ★ Helping up with grocery shopping
- ★ Packing up the toys (after play time)
- ★ Making the bed (every morning routine)
- ★ Baking or cooking with an adult
- ★ Packing your own school bag
- ★ Planning a family picnic or outing
- ★ And the list goes on.....



*The presenters helped us to understand how Executive Functioning affects learning and games to play with the kids to improve this area. I can try out these in my classroom immediately!*

*~ Preschool Teacher*

## WHY EXECUTIVE FUNCTIONS ARE IMPORTANT DURING EARLY YEARS?



“Without early intervention, memory deficits cannot make up over time and will continue to compromise a child’s likelihood of academic success.”

*Research by University of Durham and University of York  
(How does working memory work in the classroom?)*

## GAMES AND STRATEGIES TO IMPROVE EXECUTIVE FUNCTIONS

“Executive Functions depend on the brain, BUT they can be improved.”

*-Adele Diamond*

*(2014, Principles and strategies for improving Executive Function Skills)*

Children with the weakest Executive Functions benefit the most from any Executive Functions Intervention or program.

*(Flook et al., 2010; Karbach & Kray, 2009; Lakes & Hoyt, 2004)*





## FACILITATING YOUR CHILD TOWARDS BEING A Better Social Communicator

By Sharon Reutens  
Speech-Language Therapist  
Dyslexia Association of Singapore

*The second keynote presentation was delivered by our Speech-Language Therapist, Sharon Reutens. Sharon informed us on helping the pre-schooler become a better social communicator.*

Social success at school relies on the ability to be a good communicators, children who have difficulty in doing this are more likely to be rejected by their peers and this impacts negatively on their success at school.

Ten schools in Singapore have introduced a mindful breathing programme which helps children to become more focused, calm and alert.



*Mindfulness is a state of being aware of one's thoughts, sensations and surroundings in the present, and accepting them without judging them. Mindfulness can be achieved by taking deep breaths and focusing on them, has been known to calm people down and reduce stress in their daily lives."*

*HOME SECTION, Straits Times, 14 March 2017*

# WHAT IS SOCIAL COMMUNICATION?

SOCIAL COMMUNICATION CAN BE DEFINED AS...

“THE SYNERGISTIC EMERGENCE OF SOCIAL INTERACTION,  
SOCIAL COGNITION, PRAGMATICS (VERBAL AND NON-VERBAL),  
AND RECEPTIVE AND EXPRESSIVE LANGUAGE PROCESSING”

ADAMS, 2005, P.182

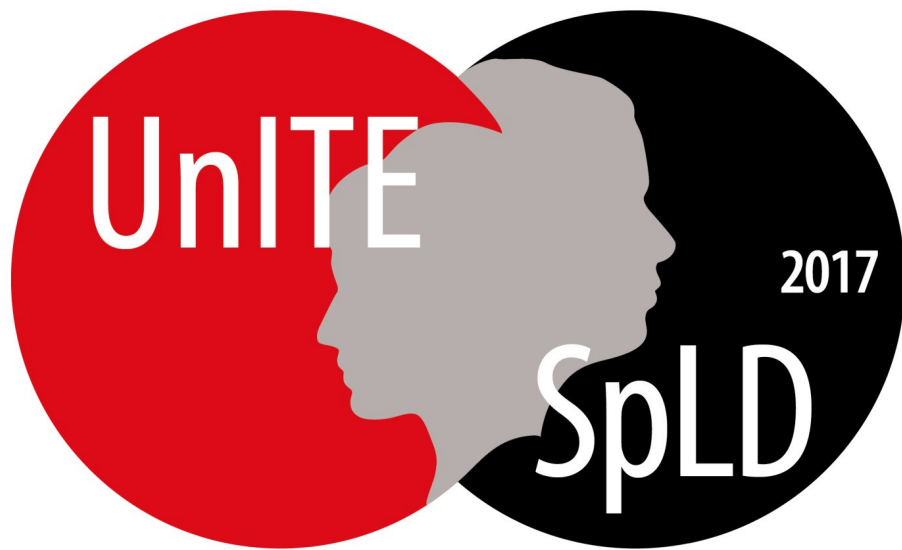
## WHY STRENGTHEN CHILDREN’S CAPACITY TO MANAGE THEIR EMOTIONS AND BEHAVIOUR?

- Research has indicated that children’s **emotional, social, and behavioural adjustment** is as important for school success as cognitive and academic preparedness.  
(Raver & Zigler, 1997)
- Children who have **difficulty paying attention, following teacher directions, getting along with others, and controlling negative emotions**, do less well in school.  
(Ladd, Kochenderfer, & Coleman, 1997)
- They are more likely to be **rejected by classmates and to get less positive feedback from teachers** which, in turn, **contributes to off task behaviour and less instruction time**.  
(Shores & Wehby, 1999)

## THREE-PRONGED APPROACH

- Parent Education Programmes
  - Crucial role that parenting style and discipline effectiveness play in determining children’s social competence and reducing externalising behaviour problems at home and in the classroom.  
(Patterson, Degarmo, & Knutson, 2000)
- Teacher training
- Child social skills and problem-solving training



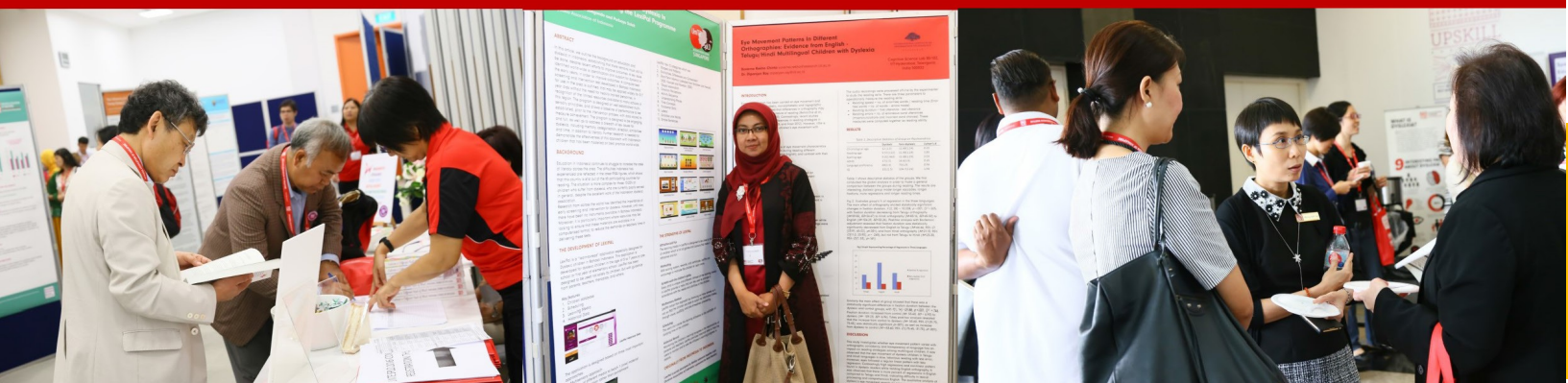


— RESEARCH WORTH SHARING —  
**SINGAPORE**

- ♦ Join Educators, Researchers, Professionals, Parents and Caregivers
- ♦ Learn about effectively supporting students with Learning Differences
- ♦ Discover the research that is happening in our region
- ♦ Poster Presentations and Researcher Interaction
- ♦ Network with Researchers and Practitioners in the SpLD Field

*Registration Open!*  
19 to 21 June 2017

[WWW.DAS.ORG.SG](http://WWW.DAS.ORG.SG)





**E** EDUCATION EXCHANGE





# REACH AND MATCH<sup>®</sup>

"If a child can't learn the way we teach.  
Maybe we should teach the way that they learn."  
~ IGNACIO ESTRADA

by Kelly Bijay  
Senior Educational Therapist  
Woodlands Learning Centre



An innovative way to  
learn, interact and share joy

Images from the Match and Reach website: [www.reachandmatch.com](http://www.reachandmatch.com)



**BRAILLE  
LEARNING**



**COGNITIVE  
SKILLS**



**SENSORY  
INTEGRATION**



**SENSE OF  
SATISFACTION**



**BODY  
MOVEMENT**



**LANGUAGE  
ENRICHMENT**



**SOCIAL  
INTERACTION**

*Inclusion is not about physical proximity.  
It is about intentionally planning for the success  
for all pupils and understanding diversity.*

Staff from the Dyslexia Association of Singapore (DAS) had the opportunity of attending a workshop conducted by 'Match and Reach' creator Mandy Lau during her recent visit to Singapore.

The 'Reach and Match ®' learning kit weaved very thoughtfully braille, early literacy, hands-on learning, communication and social skills development into a tailor-made educational learning kit. Through its sensory and interactive features, children with varying abilities can learn alongside each other and create fun memories together.

Versatile and engaging learning kits such as the 'Reach and Match ®' along with other tools and intervention strategies complement a jump start for child development.

At DAS, our SES Early Literacy Intervention Programme aims is to help preschoolers who are potentially at risk of having dyslexia or developmental delay, develop early literacy skills and strategies. We find that some kids often have difficulty in remembering the order of letters, how to read and write the alphabet.

We know that learning through play, active participation and exploration is an excellent way to learn about the alphabet!

Furthermore, hands-on, minds-on learning, aids memory retention and sustainability which is critical for any early intervention programme. The 'Reach and Match ®' learning kit bolsters early literacy development in a fun and engaging way, and supports differentiation during intervention.

According to research, if a dyslexic child is identified and given effective teaching before the age of 7, he/she may improve to a point that brings the child back to the normal range of literacy achievement. Therefore, early Intervention is critical .

As Educational Therapists we need to match intervention strategies to the learner's specific needs and therefore we must keep up with evidence based intervention strategies and sound judgement is paramount as it ultimately benefits the wonderful children whom we serve. Positive learning experiences has a direct effect on self esteem and future learning successes.

It was eye opening to work collaboratively with Mandy Lau from Reach and Match ®, to support diversity, early literacy intervention and inclusion in education.



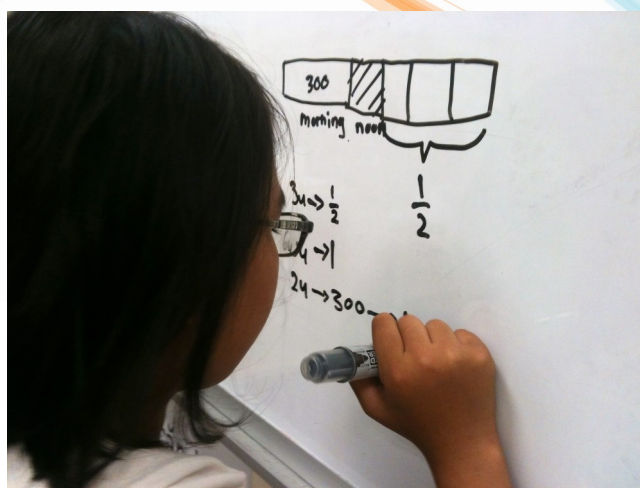
DAS Staff pictured with Mandy Lau (Centre on the right next to 'Fun for All' sign and Kelly Bijay on the extreme right)



# PROBLEM SUMS FOR UPPER PRIMARY

by Aishah Binte Abdullah  
Lead Educational Therapist

*In Singapore, maths problem sums make up more than 60% of a child's school Maths Exam paper. Problem Sums can be challenging for dyslexic learners, especially when trying to decode and gain meaning from the language of Maths. If your child in Primary 5 or Primary 6 standard maths is struggling with maths problem sums then the DAS Problem Sums for Upper Primary curriculum can help them.*



Our Maths curriculum helps students with the skills to solve word problems systematically and logically. The Maths curriculum is in line with the Ministry of Education Mathematics syllabus and is delivered as per the school textbooks.

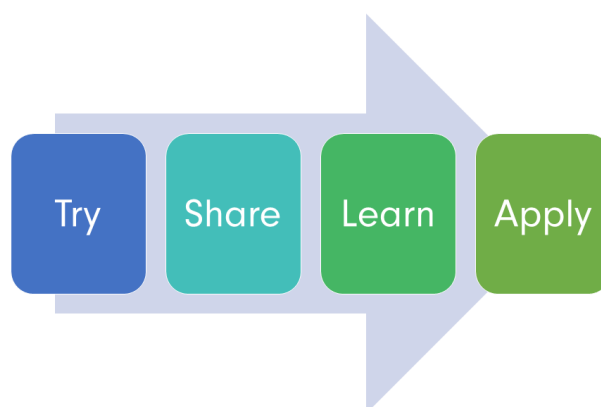
We use manipulatives to enable students to visualise and understand the concept being taught. Using manipulatives helps students to be more confident in selecting and documenting the right methods to work out the problem sum to arrive at the right answer.

## CURRICULUM OBJECTIVES:

- **THINKING SKILLS**  
The maths problem sums curriculum develops our students thinking skills to solve a variety of routine and non-routine problems in the Upper Primary school syllabus.
- **STRENGTHEN MATH SKILLS**  
Provides our students with the skills to strengthen their Maths concepts they have learned.
- **CONFIDENCE**  
Enable students to confidently work out Word Problems.

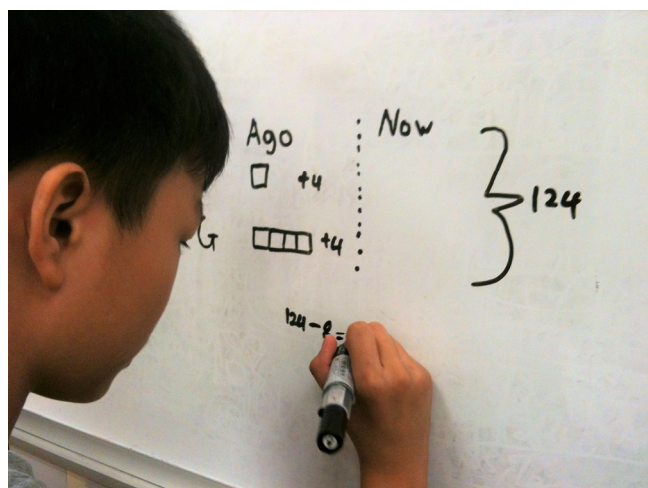
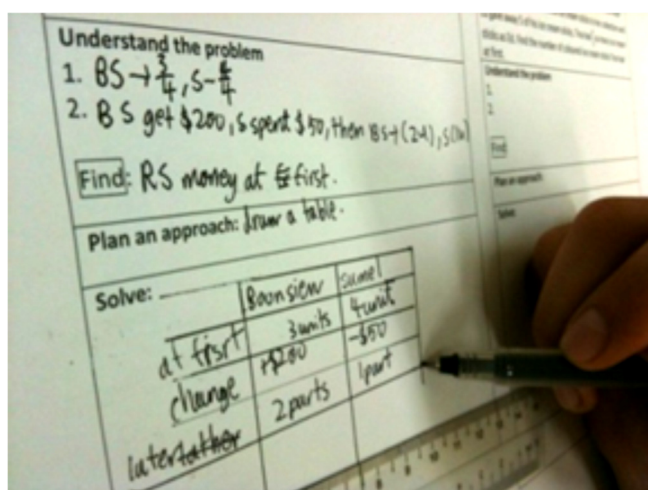
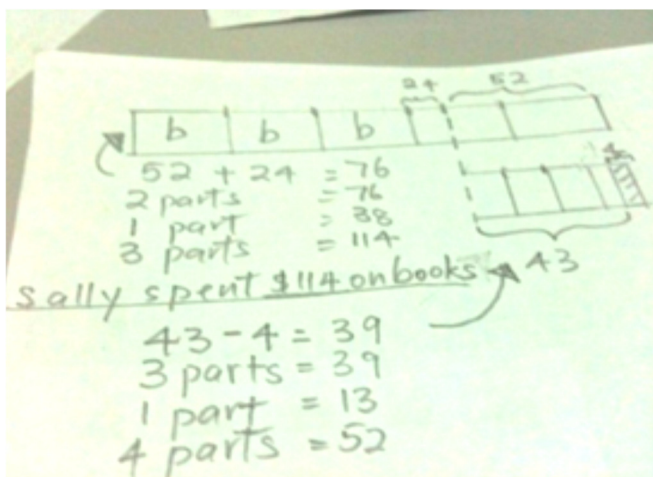
## OUR MATHS PROGRAMME:

- Small class size (not more than 5 per class).
- Dyslexia-friendly teaching.
- Evidence-based.
- Bursary is available for eligible students.
- Eligible P5 and P6 students who fit the entry criteria can enter into the curriculum at any stage.



## UNIQUE TEACHING APPROACH:

The TRY—SHARE—LEARN—APPLY approach is unique to our programme and is used to help students walk through the process of problem solving in a collaborative and interactive way.



## CAN YOU SOLVE THIS?

### PROBLEM SUMS FOR PRIMARY 5

A restaurant charges \$75 per person for a banquet dinner. For every 4 people, the fifth person will dine for free. Mr & Mrs Lee celebrated their wedding anniversary with family and friends at the restaurant and paid a total of \$600. What is the maximum number of people who could have been present at Mr and Mrs Lee's wedding celebration party?

## PROBLEM SUMS FOR UPPER PRIMARY

OUR MATHS CLASSES EMPOWER STUDENTS WITH THE CONFIDENCE TO WORK OUT MATHS CONCEPTS AND STRENGTHEN THEIR THINKING AND MATHS SKILLS

### THE STRUCTURE OF OUR CLASSES

- Lesson Structure:**  
2 lessons per concept
- Execution Procedure:**
  - First lesson—Review relevant content skills on the concept.
  - Second lesson—Introduce routine and non-routine problem types related to the concept
- Home Practice:**  
One word problem as homework practice
- Review:**  
Go through and check homework sum at next lesson
- Mastery Test:**  
After homework checking and correction done, students do the mastery test on the concept

### ENROLMENT DATES:

Term 1, 2017 for P6 Standard students  
Term 3, 2017 for P5 Standard students

### ENTRY CRITERIA :

- Current or ex-student of DAS
- Need to be taking Standard Mathematics in mainstream school.
- Possess strong computational skills.
- Pass in Paper 1 - 20 marks and above out of 40 marks AND obtain an overall score between 50% and 74% in the latest school exam paper.
- Students who demonstrate a firm understanding of the basic maths concepts and are passing in Paper 1 can be recommended by their Maths Educational Therapists.



**WORD PROBLEM**

A restaurant charges \$75 per person for a banquet dinner. For every 4 people, the fifth person will dine for free. Mr and Mrs Lee celebrated their wedding anniversary with family and friends at the restaurant and paid a total of \$600. What is the maximum number of people who could have been present at Mr and Mrs Lee's wedding celebration party?

**UNDERSTAND THE PROBLEM:** (write the given essential information)

1 person -> \$75

Every 4 people -> 5th person eats for free

Paid -> \$600

**WHAT I NEED TO FIND:**

Possible number of people at the party?

**HOW I AM GOING TO FIND THE ANSWER:**

Part-whole model, comparison model, before- after model; Unit Calculation; Guess and Check; **Make a table**; Draw a diagram; Make a systematic list; Look for a pattern; Branch out; State the problem in another way. State other approaches:

**SOLVE:** Write your working sentences and work out the solution

Number of persons	Amount charged	Free	Total Number of People
1	\$75		
4	4 x \$75 = \$300	1	5
Row x 2 $\$600 \div \$300 = 2$			
8	\$600	2	10

**Answer: 10 people**

*I can check my working in this way:*

10 people – 2 people (free) = 8 people

$\$600 \div 8 = \$75$

1 person = \$75

**CHECK:**

*Tick the sentence that describes how you checked your work.*

✓	I can use another method to check my answer.
✓	I have copied the numbers from the question accurately.
✓	I have used the right units in my sum.
✓	I calculated my answer accurately.

New curriculum for SES Maths Programme

**Specialised  
Educational  
Services**  
UNLOCKING POTENTIAL

# Does your child need help solving maths word problems?

**NEW**

## PROBLEM SUMS FOR UPPER PRIMARY

Our Maths Programme can now support students in **solving word problems** which is vital for students in Primary 5 and 6.

**Common difficulties a child may face in the structured / long-answer section include:**

- Weakness in short term memory
- Understanding the vocabulary of mathematics
- Problems with sequencing
- Challenges following multi-step calculations

**Problem Sums for Upper Primary can help your child tackle challenging word problems using our systematic approach.**  
**Classes are available now!**

**Expanded Entry Criteria:**

- Students in Primary 5 and 6 (Standard) scoring between **50 and 74%**
- Passing paper 1 in the latest Maths exam paper
- **Non-DAS students** with a valid diagnosis of dyslexia and meet the above criteria



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**  
HELPING DYSLEXIC PEOPLE ACHIEVE

**For more information, contact us at 6444 5700.**

Specialised Educational Services is a division of the Dyslexia Association of Singapore.





# TIPS FOR TEACHERS

## *Have fun while learning!*

by Sharyfah Nur Fitriya  
Educational Advisor  
Woodland Learning Centre

*The preference-based teaching approach aims to help the teacher reduce challenging behaviours in the classroom and at the same time help students to have an enjoyable lesson by including students' preferred activities.*

Preference-based teaching starts with the teachers setting the stage for an enjoyable student experience. The first step in the process requires

teachers to conduct a simple interview with the student to investigate their preferred activities. This interview aims to find out the students hobbies and interests. The next step is to incorporate student preferences within the teaching process.

The preference-based lesson plan consists of students' hobbies and interests (Reid & Green, 2006) so as to keep students on-task and engaged during lesson delivery (Johnson et al., 1994). The preferred activities adopted in



preference-based teaching approach are in line with the multisensory activities that Educational Therapists at the Dyslexia Association of Singapore (DAS) include during lesson planning.

The preferred activities can include activities such as arts and crafts, listening to music, watching movies and playing video games.

The teachers will design a lesson plan in accordance with these preferred activities to increase on-task behaviours and active engagement during a lesson delivery (Vaughn and Thompson, 2003). This helps teachers to build rapport with their students during lesson which makes the lesson delivery more fulfilling as students are fully interested and engaged during a lesson.

The preference-based teaching approach supports the success of enhancing student enjoyment and reduces problem behaviours resulting in benefits for both the student and teacher.

*Have Fun while Learning*



#### References

- Reid, D. H., & Green, C. W. (2006). Preference-based teaching: Helping students with severe disabilities enjoy learning without problem behaviour. *Teaching Exceptional Children Plus*, 2 (3) pp: 1 - 11
- Fostm-Johnson, L., Feauo, J., & Dunlap, G. (1994). 'Preferred Curricular Activities and Reduced problem behaviours in Students with Intellectual disabilities', *Journal of Applied Behaviour Analysis*, 27(3) pp. 493 - 504
- Vaughn, S, and Thompson, S. L. (2003). 'What is special about special education for students with learning disabilities' *Journal of special education* 37(3) pp.140-147





# Specialist Tutoring WITH DAS INTERNATIONAL



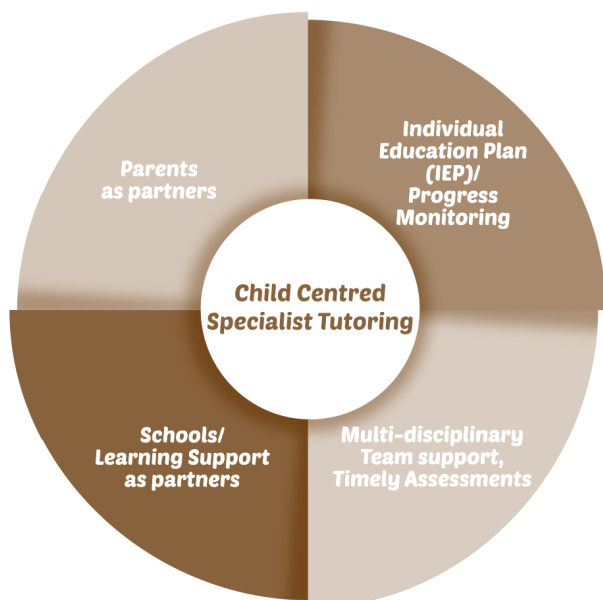
***DAS International***

**EMPOWERING SUCCESSFUL LEARNING**

by Anaberta Oehlers-Jaen  
Head of DAS International

## What is the Specialist Tutoring approach?

The aim of Specialist Tutoring is to effectively support the development of each child. Each child is seen as an active, competent learner, especially children who have Specific Learning Differences (SpLD), wanting and in need of a value-added programme/specialist support through experienced and qualified Specialist Teachers.



*Adapted from Bronfenbrenners' Ecological Framework (1970)*

## Specialist Tutoring

We teach students from 4 to 18 years old and the instruction is in English in the following areas:

### Preschool to Post-Secondary

- Literacy
- Comprehension
- Oracy
- Writing Skills
- Study Skills

### Preschool to 12 years old

- Mathematics
- English Exam Skills

Individual needs will determine how many sessions of specialist tutoring is required. For example, if preparing for exams multiple sessions may be needed. If students are experiencing significant gaps in their learning, then more classes per week would be recommended. Tutoring can also be arranged to take place in your child's school where available.

## Specialist Tutoring is an Individualised Programme offering:

- Individual Education Plans
- Progress Reports
- Multi-sensory and emotionally sound lessons adapted to the learning styles of the student.
- Specialist tutors aim to work closely with schools and parents, and the schools and parents will know that there is support for their child from the initial full comprehensive psychological assessment, to Specialist Tutoring.
- The assigned tutor will focus on what is necessary for the child. This could be focussing on current concerns within their curriculum, exam preparation and strategy, study skills or basic literacy, numeracy, oracy and writing skills.
- All sessions will take a problem solving approach to ensure that the child succeeds

## Our Specialist Tutors/Educational Therapists

- Our Specialist tutors are experienced and knowledgeable in their area of expertise and teaching.
- The current DAS tutors have the Senior Educational Specialist status with a minimum of a first degree.
- They would also have a professional qualification in Specific Learning Differences or a teaching qualification, some of our tutors have also achieved the academic status at the Masters level.

Our Specialist tutors cater to the learning needs of both International and Singaporean students with specific learning differences, who attend either International or Ministry of Education (MOE) schools in Singapore. Our tutors are well versed in the curriculum of both International and MOE schools.

To learn more about Specialist Tutoring, please visit our website at [www.dasint.org.sg](http://www.dasint.org.sg).



**DAS International**

EMPOWERING SUCCESSFUL LEARNING



# EMBRACE DYSLEXIA

Raising awareness about **dyslexia** and to highlight the **strengths and challenges** that individuals with dyslexia face everyday.

Students with dyslexia are struggling in the education system each and every day. We believe that each student is **unique** in their own way and have the strengths that will see them through their education and into a successful career.

One way to provide **hope** is to raise awareness about dyslexia and to have role models for them to **aspire** to. Another is to have companies advocate for dyslexics in Singapore and to actively support DAS and its students.

**EMBRACE DYSLEXIA. SIGN THE COMMITMENT TODAY.**



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**  
HELPING DYSLEXIC PEOPLE ACHIEVE

The Dyslexia Association of Singapore (DAS) is a vibrant organisation serving the specialised educational needs of over 2,900 students with learning differences. DAS has over 240 professional staff offering a wide array of services and operates 13 learning centres across Singapore.

T 6444 5700 | F 6444 7900 | [www.das.org.sg](http://www.das.org.sg)

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T

TIPS



FOR STUDENTS IN PRIMARY 1 TO 3

SES SPEECH AND DRAMA ARTS PROGRAMME

# CREATIVE DRAMA

EVERY SATURDAY STARTING

7 JANUARY 2017

## Module 1: Exploring Voice and Emotions Through Choral Reading

This module provides an opportunity for students to develop fluency through reading of poems and using vocal and physical expressions. The main emphasis will be learning how to express feelings through body language and developing speaking skills such as projection, clarity, expression and speaking in harmony which are needed in choral speaking presentations.

**\$321** (incl. GST) for **10 LESSONS / 15 HOURS**

Bursary available for students receiving bursary for MAP

To sign up: [www.ses.org.sg](http://www.ses.org.sg)

For enquiries: **6444 5700**

(Office hours: 9am - 5:30pm)

**BISHAN  
LEARNING CENTRE**

**10:30AM - 12PM**

**QUEENSTOWN  
LEARNING CENTRE**

**10:30AM - 12PM**

**TAMPINES  
LEARNING CENTRE**

**10AM - 11:30AM**

**About SES Speech and Drama Arts Programme** Our innovative and highly interactive modular drama programme is packed with stimulating activities which empowers children to express ideas and thoughts confidently. The programme encourages children to participate in both guided and self-directed activities that will engage them kinaesthetically and cognitively.



FOR STUDENTS IN PRIMARY 4 TO 6

SES SPEECH AND DRAMA ARTS PROGRAMME

# LITERACY THROUGH DRAMA

EVERY SATURDAY STARTING

7 JANUARY 2017

## Module 1: Let Idioms and Phrases Do the Talking

***Idioms and Phrases*** In this module, students will explore the use of idioms and phrases in the English Language. Through drama tools such as dialogues, tableaux, story crafting and reader's theatre, students will learn to make meaning and apply idioms and phrases in appropriate areas of language usage. Term 1 2017 will introduce children to a host of new speech and drama skills to support their language and literacy skills further.

**\$321** (incl. GST) for **10 LESSONS / 15 HOURS**

Bursary available for students receiving bursary for MAP

To sign up: [www.ses.org.sg](http://www.ses.org.sg)

For enquiries: **6444 5700**

(Office hours: 9am - 5:30pm)

**BEDOK  
LEARNING CENTRE**

**12:30PM - 2PM or  
2PM - 3:30PM**

**BISHAN  
LEARNING CENTRE**

**1PM - 2:30PM**

**QUEENSTOWN  
LEARNING CENTRE**

**1PM - 2:30PM**

**About SES Speech and Drama Arts Programme** Our innovative and highly interactive modular drama programme is packed with stimulating activities which empowers children to express ideas and thoughts confidently. The programme encourages children to participate in both guided and self-directed activities that will engage them kinaesthetically and cognitively.





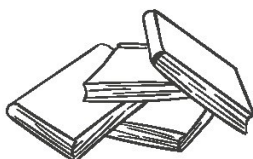
Screen your child for dyslexia

**For Primary School Students**

**Free!**

# Does your child have difficulty with reading, spelling or writing?

teh or the?  
saw or was?



**Is your child frustrated about school and studying or has difficulty understanding text passages?**



## Come for our FREE Computerised Screening\*

We understand your concerns and would like to invite you to meet our multi-disciplinary team of professionals. We will explain the results of your child's computerised screening test thoroughly and advise you on the suitable support available.

*\*This screening test is not meant to serve as a diagnosis for dyslexia but it will give you a picture on the learning needs of your child.*

**To register, call 6444 5700**

(Office hours: Monday to Friday, 9am - 5:30pm)

Limited slots available! Registration is required.

Screening details:

Thursday, 16 March 2017

9:00am - 5:00pm

**Tampines Learning Centre**  
Block 163 Tampines Street 12, #01-257  
Singapore 521163

**COMPLETED**

Thursday, 1 June 2017

9:00am - 5:00pm

**Chua Chu Kang Learning Centre**  
Block 17 Teck Whye Lane  
#01-167 Singapore 680017

Thursday, 7 September 2017

9:00am - 5:00pm

**Woodlands Learning Centre**  
Block 165 Woodlands Street 13  
Singapore 730165

Thursday, 23 November 2017

9:00am - 5:00pm

**Bishan Learning Centre**  
9 Bishan Place, #06-03  
Bishan Junction 8  
Singapore 579837



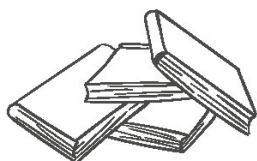
**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

Screen your child for dyslexia

## For Secondary School Students

# Does your child have difficulty with reading, spelling or writing?

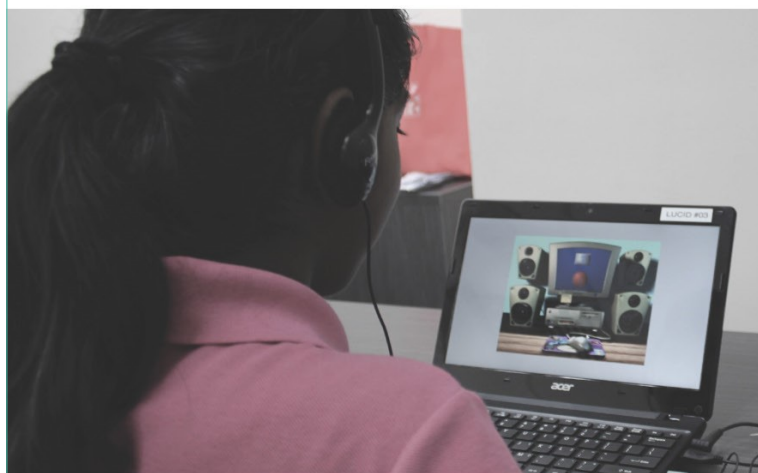


Is your child frustrated about school and studying or has difficulty understanding text passages?

## \$60

Screening Fee  
Screening fee can be used to offset the full cost of assessment.

teh or the?  
saw or was?



## Take our Dyslexia Screening Test\*!

Our **DAS Specialist Psychologists** will test your child for reading, spelling and phonological skills using standardised achievement tests. They will also speak with you about the results and a brief report will be provided. The test and discussion should take about 30 minutes.

*\*This screening test is not meant to serve as a diagnosis for dyslexia but it will give you a picture on the learning needs of your child.*

**To register, call 6444 5700**

(Office hours: Monday to Friday, 9am - 5:30pm)

Screening details:

Thursday, 16 March 2017

9:00am - 5:00pm

Tampines Learning Centre  
Block 165 Tampines Street 12, #01-257  
Singapore 521163

COMPLETED

Thursday, 1 June 2017

9:00am - 5:00pm

Chua Chu Kang Learning Centre  
Block 17 Teck Whye Lane  
#01-167 Singapore 680017

Thursday, 7 September 2017

9:00am - 5:00pm

Woodlands Learning Centre  
Block 165 Woodlands Street 13  
Singapore 730165

Thursday, 23 November 2017

9:00am - 5:00pm

Bishan Learning Centre  
9 Bishan Place, #06-03  
Bishan Junction 8  
Singapore 579837



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE



# You can **SUPPORT** children with Specific Learning Differences!

The DAS Academy is a Private Education Institution (PEI) registered with the Council for Private Education (CPE), and has achieved a 4-year validity period, under the council's Enhanced Registration Framework.

Led by a multi-disciplinary team that has extensive experience in providing direct support to people with specific learning differences (SpLD), the lecturers are able to use their skills and expertise in the design and delivery of the programmes offered by the DAS Academy. These programmes provide an academic pathway in the field of SpLD from foundation to postgraduate levels.

Having established a good professional standing in the field of SpLD, Das Academy works in collaboration with the government, educational and professional bodies to empower individuals who wish to make a difference in the lives of people with SpLD.

- ✓ Certificate Courses
- ✓ Workshops\*
- ✓ Specialist Diploma
- ✓ Masters

*\*Caregivers Training Grant (CTG) is available for some workshops. Caregivers can tap on to a \$200 annual subsidy to attend the courses, with a co-payment of \$10 required. Please call 6336 2555 to find out more.*



[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)



**DAS Academy**  
ENABLING EXCELLENCE



# Upcoming Workshops

[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)

Workshops	Date	Time
Vocabulary-building Strategies for Better Language Skills	22 April	9.30am to 12.30pm
Study Smart: Effective Study Skills for Your Child	27 May	9.30am to 12.30pm
Mind Your Grammar	1 July	9.30am to 12.30pm
Understanding Phonics Instructions	22 July	9.30am to 12.30pm
Coping with Spelling	29 July	9.30am to 12.30pm





# Upcoming Certificate Courses

[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)

## Certificate Courses

Certificate in Understanding Speech and Language Impairment

20 & 27 May 2017 - 9.30am to 4.30pm

Certificate in Understanding SpLD in a Preschool Classroom

29 & 30 May 2017 - 9.30am to 4.30pm, 31 May 2017 - 9.30am to 12.30pm

Certificate in Supporting SpLD Learners in FEHE

5 & 6 June 2017 - 9.30am to 4.30pm, 7 June 2017 - 9.30am to 12.30pm

Certificate in Dyslexia Studies

1, 8, 15, 22, 29 July 2017 - 2.00pm to 5.00pm

Certificate in Supporting SpLD Learners in Advanced Literacy

5, 12, 19, 26 July & 2, 16, 23 Aug 2017 - 6.30pm to 9.30pm

Certificate in Dyslexia and Chinese Language Support

11, 13, 18, 20, 25 July 2017 - 9.30am to 12.30pm



Visit [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg) for more details



# CERTIFICATE IN DYSLEXIA AND LITERACY TEACHING



**1**  
Appreciate the literacy needs of a dyslexic child and acquire knowledge of the phonology and structure of the English Language.

**2**  
Be equipped with skills to support persons with language processing problems associated with dyslexia.

**3**  
A theoretical, practical and experiential learning for personal and professional development.

## WHAT OUR STUDENTS SAY ABOUT THE COURSE

"Some of the English rules that I have never come across were introduced, and this has helped me to support my learner when needed." - Educator, 2015 April

"It helps parents of dyslexic kids to teach them in a more systematic way." - DAS Parent, 2014 August

"Gives me a very clear understanding to improving the language usage." - Educator, 2014 August

"It is useful for someone who needs to support her child as it answers the 'why' that surfaced during the learning process." - DAS Parent, 2015 April



**DAS Academy**  
ENABLING EXCELLENCE

CPE Registration No.: 201003689Z | Validity: 30 December 2013 - 29 December 2017

DAS Academy Ltd: 73 Bukit Timah Road, #05-01 Rex House, Singapore 229832

T 6336 2555 | F 66439643 | [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)



# Specialist Diploma in Specific Learning Differences (SpLD)

## MODULES

Dyslexia and Literacy Teaching  
Educational Psychology  
Supporting SpLD learners in Advanced Literacy  
Dyscalculia and Numeracy Teaching  
Understanding Speech and Language Impairment  
Specific Learning Differences (SpLD) Teaching Practicum



The Specialist Diploma in Specific Learning Differences (SpLD) is designed by the DAS Academy to meet the increasing demands for higher education in the field of specific learning differences.

Offering a platform that promotes interactive and collaborative learning, this Specialist Diploma will engage students in the learning process as they explore, reflect and share knowledge and experiences as an individual and as a group.

For the award of the Specialist Diploma in SpLD, students have to successfully complete six modules which includes a 10-hour Teaching Practicum with a struggling learner whom they have chosen to support.

### Fees (inclusive of GST)

Course Fee: \$5,029.00  
Application Fee (non-refundable): \$32.10  
Accreditation of Prior Learning Fee  
(non-refundable): \$53.50

### Graduation

To attain the Diploma in Specific Learning Differences, the student must have obtained a pass for all module assessment(s). Students have minimum of 1 year and up to 3 years (from commencement of the first module) to complete the Specialist Diploma in SpLD.

**SIGN UP NOW! VISIT [WWW.DASACADEMY.EDU.SG](http://WWW.DASACADEMY.EDU.SG)**



**DAS Academy**

ENABLING EXCELLENCE

DAS Academy Ltd: 73 Bukit Timah Road  
#05-01 Rex House, Singapore 229832  
T 6336 2555 | F 6643 9643  
[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)

CPE Registration No.: 201003689Z  
Validity: 30 December 2013 - 29 December 2017



# MASTER OF ARTS IN SPECIAL EDUCATIONAL NEEDS

University  
of South  
Wales

DAS Academy is a collaborative partner of the  
University of South Wales.



**DAS Academy**  
ENABLING EXCELLENCE



A unique collaboration between the University of South Wales and the DAS Academy, the Master of Arts in Special Educational Needs (MA SEN) provides an intellectually rigorous platform for practitioners to engage in critical reflection and enhance their research skills.

Delivered at the DAS Academy, the programme has its foundation in the University's well established SEN framework and is enhanced with local perspectives to ensure relevance to the Singaporean context, bringing together quality SEN practices from the East and the West.

The programme enables practitioners working with people with special educational needs, or those in education-related fields to develop professionally and distinguish themselves in the growing field of special educational needs.

T 6336 2555 | F 6643 9643 | [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)

CPE Registration No.: 201003689Z | Validity: 30 December 2013 - 29 December 2017



## SPEECH AND DRAMA ARTS PROGRAMME

### Specialised Educational Services

UNLOCKING POTENTIAL

The aim of the SES Speech and Drama Arts Programme is to develop literacy, communication and presentation skills and boost the self-esteem of learners with dyslexia. Drama can be a powerful tool to help students with learning differences.

#### OUR APPROACH

Using drama activities, students have the opportunity to enhance their persuasiveness and confidence in communication and is designed to help:

- Freedom of expression
- Use of imagination and creativity
- Communication skills
- Role-playing and stage performances
- Learn to understand, interpret and process script
- Exercise their working memory and processing speed

The students will also learn the fundamentals of stage directions, character dialogues, music and light cues. Class sizes are kept to a maximum of 10 students and are conducted once a week in a 1.5 hour session.



Find out more:

**[www.ses.org.sg](http://www.ses.org.sg)**  
**6444 5700**



#### RECOMMENDED FOR

Students with low self-esteem or low self-confidence, students who have difficulties expressing themselves as well as students who enjoy drama.

#### ENTRY CRITERIA

All primary school students are welcome to enrol.

*Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore.*



*Bird By Daryl Chang Woo Hieng, P5,  
Submitted by Susan Liang  
Chua Chu Kang Learning Centre*





# Writers' Corner

## Singapore Zoo By Darius Lin (Sec 4)

Singapore Zoo is hailed as one of the world's most beautiful zoos. One of the attractions is the award-winning breakfast programme with Wildlife. It is not every day you get to have breakfast with the charismatic orang utans. It is known Singapore is the only zoo that has made this possible. Visitors, while savouring a sumptuous buffet spread, can take pictures with the orang utans, watch the Asian elephants take their morning bath and feed them as well. The Singapore Zoo will create a truly memorable experience for people from all walks of life.





## *Sentosa*

*By Kimberly Jeremiah (Sec 3)*

Sentosa – turquoise waters, green-clad hills and white-sand beaches are just the start of this legendary getaway. It is also known as Asia’s favourite playground where there are endless activities to indulge your every interest. Some of the exciting attractions are Cable Car ride, Tiger Sky Tower and the Luge. The Cable Car ride offers a magnificent view of the Sentosa island and Singapore’s city skyscrapers. The Tiger Sky Tower, Singapore’s tallest public viewing tower, enables tourists to take in fabulous 360 degrees of the Singapore skyline and the neighbouring islands. Last but not least, hop onboard the luge cart and race off for an adrenaline ride. Sentosa, a unique Singapore icon, promises something for everyone – the old and the young alike.





# Singapore Flyer

## By Joshua Sim (Sec 3)

The Singapore Flyer is the world's largest observation wheel, towering at 165 metres above the city with a waterfront attraction like no other. Its unique giant observation wheel provides a breathtaking panoramic view of Singapore and beyond from sunrise till sunset. There are a number of different flights which offer a spectacular view at the height of luxury above the glittering Singapore cityscape. At the Singapore Flyer, the experience comes complete with dining at the Singapore Food Trail and the waterfront dining promenade. The Singapore Food Trail is the first 1960s-themed food street, housing some of the nation's best and well-known hawkers under one roof. The waterfront dining promenade is a magnet for food junkies – visitors can feast on the finest fare from around the world as well as sample the regional delicacies. So ... why wait? Feel free to visit the Singapore Flyer any time soon!



*Footnote: To retain authenticity, minimal editing was done to these three articles. Source: Brochures "Places of Interest" - Singapore Zoo, Sentosa and Singapore Flyer  
Submitted by Shenmee, Senior Educational Therapist, Bedok Learning Centre*

# Passion

## By Joshua Tang

Passion. This is a word that we often hear and read about, but what does it really mean? The definition of passion in the dictionary is: a strong or extravagant fondness, desire for anything and sometimes it is also seen as a powerful or compelling feeling or emotion. Well, how do you acquire it then? There are many ways to acquire passion, but one that I feel that is the best way is to first reflect and see what motivates you into action. That way, you are able to better discover your passion.

As simple as it sounds, passion comes in various forms. Some people view passion as a sport, some a hobby and for some, it is in the form of work! Passion is normally an invisible pushing force for people, subconsciously driving them to do things and affecting their decision making. What happens if this word 'passion' does not exist in the world? Well, if passion didn't exist, human beings would be like a tape recorder, continuously doing the same stuff over and over again. Furthermore, having passion allows people to focus on their goals and not get overly stressed when they hit a roadblock.

Passion is widely seen in sports. One prominent figure that is well known on a global scale is the man Michael Jordan. When he was young, he had a huge passion for sports, especially basketball, but he did not make it into the high school team. Did he stop there? No, he did not. He continued practicing and practicing until he made it into the high school team. As we all know, what followed was history in the making. Jordan started winning games in his high school team, until he was invited by NBA Bulls to play for them. Following that, he claimed 6 NBA championship trophies, 5 times Most Valuable Player Award and 3 times All-Star Player award. Now even though he is retired from basketball, he is still known as the greatest basketball player of all time. The story of Michael Jordan is a big example of an undying passion which led him to fame and glory.

In my life, I found passion in basketball too. This passion was discovered in late Secondary 3 when I saw a YouTube video on the best NBA plays of the year. It intrigued me to test out those beautiful moves too, but I soon hit a wall as I could not jump as high as the NBA players nor run as fast as them. However, I continued practicing, training my shooting, dribbling and building up my stamina. Even though I still cannot jump as high as them, I am now able to shoot rather well and this passion for basketball drives me to experiment various ways of dribbling and shooting. I aim to be best on the basketball court I normally patron at.



# Dyslexia

## By Ivan Chin

Dyslexia is a reading disorder that some people have. Personally, I only found out that I have dyslexia when I was 11 years old. I enjoyed reading novels even though it took a long time to complete the entire book. For almost my whole primary school education, I went through it without the knowledge that I was dyslexic. I did well in school but realised that I had some difficulty in spelling. I also had difficulty in memorising. Thus, I struggled with Chinese as I could not recognise the characters and remember how to write them. But I had no problem communicating in Chinese though.



However, at a young age, I realised that I was much better in pictures and puzzles than most of my peers in school. I just thought that I was born with it but it was not until much later that I realised that it was due to the fact that I was dyslexic and that my visual perception was much better than most people. I am able to recognise the pictures and form shapes faster than most of my friends.

But that did not really help me in my academic work in school. From around primary 4, I started to really struggle with my school work. When my parents brought me to see a psychiatrist, she diagnosed me as dyslexic. It was then when I started to go to Dyslexia Association of Singapore (DAS).

There, I learned phonics and how to use it to help me spell. They also taught me different ways to make writing easier like learning the root word to help me guess the meaning of words and things like the "magic e-rule" where you drop the e at the back of the word when adding a suffix like 'ing'.

I really enjoyed my time at DAS. They helped me to learn how to overcome my difficulties with dyslexia and I got to meet many new friends and teachers that understand the difficulties that I am going through and were very encouraging in my journey in trying to find a way to overcome dyslexia.



*Dyslexia, by Ivan Chin (16 Years old) submitted by Andy Wang, Senior Educational Therapist Sengkang Learning Centre*

# Dyslexia

## By Joshua Tang

Dyslexia. This is a word where people think of it as a mental illness, but what is it really about? Lets go deeper and find out more. The definition of dyslexia in the dictionary is various reading disorders associated with impairment of the ability to interpret spatial relationships or to integrate auditory and visual information. Dyslexia was first discovered by Adolph Kussmaul whom first named dyslexia as 'word blindness'. However, in 1887, Rudolph Berlin used the word dyslexia to describe 'word blindness'.

Dyslexia comes in many ways, but generally it comes in 3 forms which is writing, reading and spelling. Many people treat their dyslexic condition as a weakness that pulls them backwards, but there are those who turned their



weakness into their strength. One prominent person who is really famous that we all know of is 'Mr Lee Kuan Yew'. He was a man who shaped Singapore to what it is today, but in his younger days he had difficulty in speed reading. Did that stop him? No, he decided to overcome it and he turned a weakness into his own strength. This action of his brought both him and Singapore to what it is today.

I had many difficulties in my younger days too, having taken a really long time to learn to catch up with my peers. I thought that I will always be behind my peers, until i went for a dyslexic assessment in primary 5. After the assessment I found out I was dyslexic. I thought I was stupid, but I was reassured by my DAS teacher that being a dyslexic does not mean stupidity, but just a difficulty in reading. During my 7 years in DAS, I made many friends; It was fun and enjoyable being with everyone else. There was even once, my class went for dinner together! Although I am graduating from DAS, my dyslexic condition is not cured. I still have difficulties in reading but not as much as before. I strongly believe in the days ahead that it will become better and not affect me anymore.

To end off, dyslexia has no cure for it, but if you are willing to overcome it you will!



# Dyslexia

By Benjamin Thong

For years upon years  
I was one of them;  
dressed like cavaliers  
but yet, inside – glum.

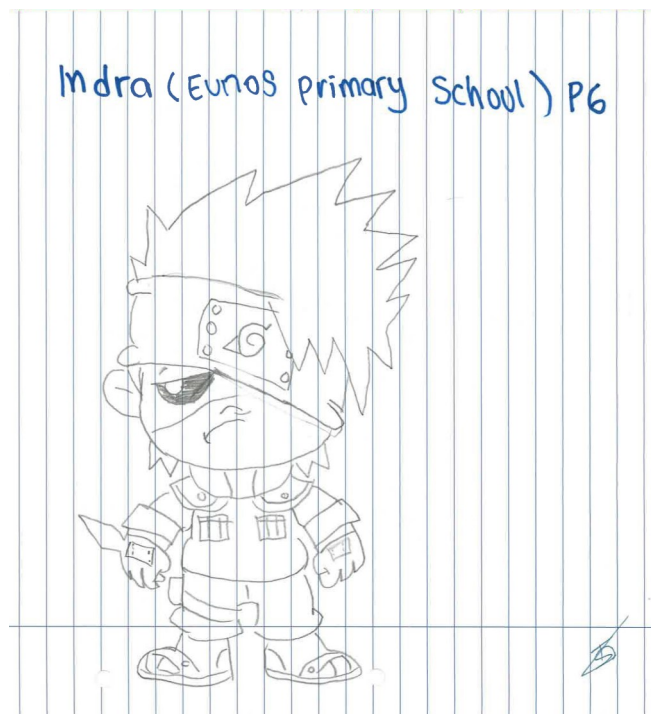
Figures  
trampled over me,  
crushing precious buds.  
Nay, I say to them –  
unsheathing my blade.

Resilience  
pulsated from it;  
ignited with zeal.  
They burnt to the ground;  
retribution brought.

Wealth  
fell upon our hands.  
Eyes sparked with delight.  
Arrows on the boss.

Success  
is never forlorn.

*Dyslexia, by Benjamin Thong (16 years old) submitted by  
Andy Wang, Senior Educational Therapist Sengkang  
Learning Centre*



*Mohd Indra Kesuma bin Mohd Samir submitted by  
Karen Wong Tsing Tsing, Senior Educational Therapist  
Bedok Learning Centre*



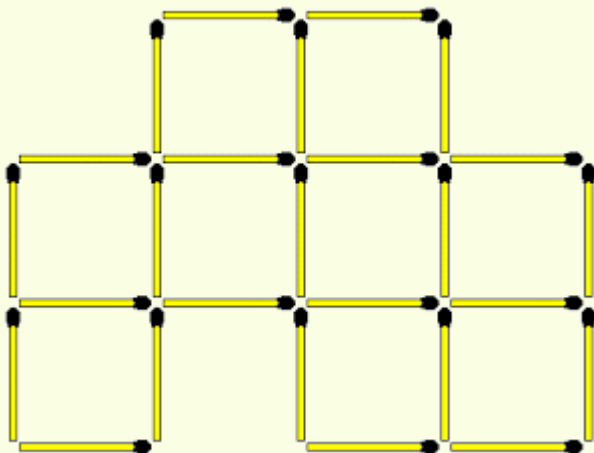
# Dyslexia

N	L	E	F	T	G	N	I	L	L	E	P	S	T	DYSLEXIA
L	O	R	D	A	N	M	S	C	I	N	O	H	P	BRAIN
I	S	E	E	Y	D	U	E	I	R	I	M	E	S	LEARNING
G	E	S	Y	Y	S	N	M	M	R	U	L	E	S	READING
N	T	I	A	Y	W	L	R	B	O	I	R	B	W	WRITING
I	A	L	S	S	O	S	E	E	E	R	S	R	C	SPELLING
N	D	I	S	R	R	H	E	X	A	R	Y	A	R	CREATIVE
R	V	E	E	Y	D	Y	E	D	I	D	S	I	N	INVENTIVE
A	E	N	A	M	S	M	P	V	O	A	I	N	P	RESILIENT
E	T	T	E	V	I	T	A	E	R	C	F	N	L	WORDS
L	T	H	M	T	E	S	T	U	D	Y	E	R	G	NUMBERS
E	Y	G	N	I	T	I	R	W	R	T	E	D	I	PHONICS
M	E	E	V	I	T	N	E	V	N	I	L	R	D	RULES
E	E	I	L	C	E	V	I	R	I	I	V	L	O	MEMORY
														DATES
														ESSAY
														LEFT
														STUDY
														TIME
														DECODE

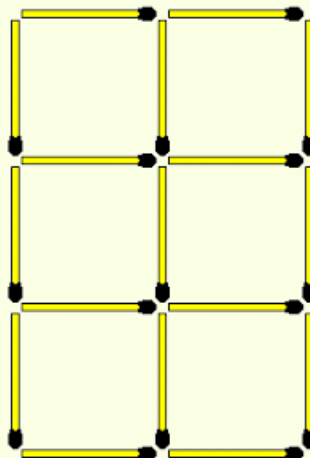
<http://thewordsearch.com/puzzle/174135/dyslexia/>

## MATCHSTICK PUZZLES

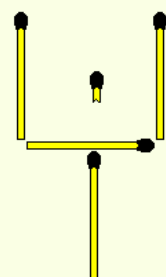
**EASY:** Takeaway 1 matchstick to leave you with only 9 squares.



**MEDIUM:** Move 3 matchsticks to create only 5 squares in equal size.



**HARD:** This is a fly in a wineglass. Move 2 matchsticks to place the fly outside of the glass. The glass stays in its original shape.





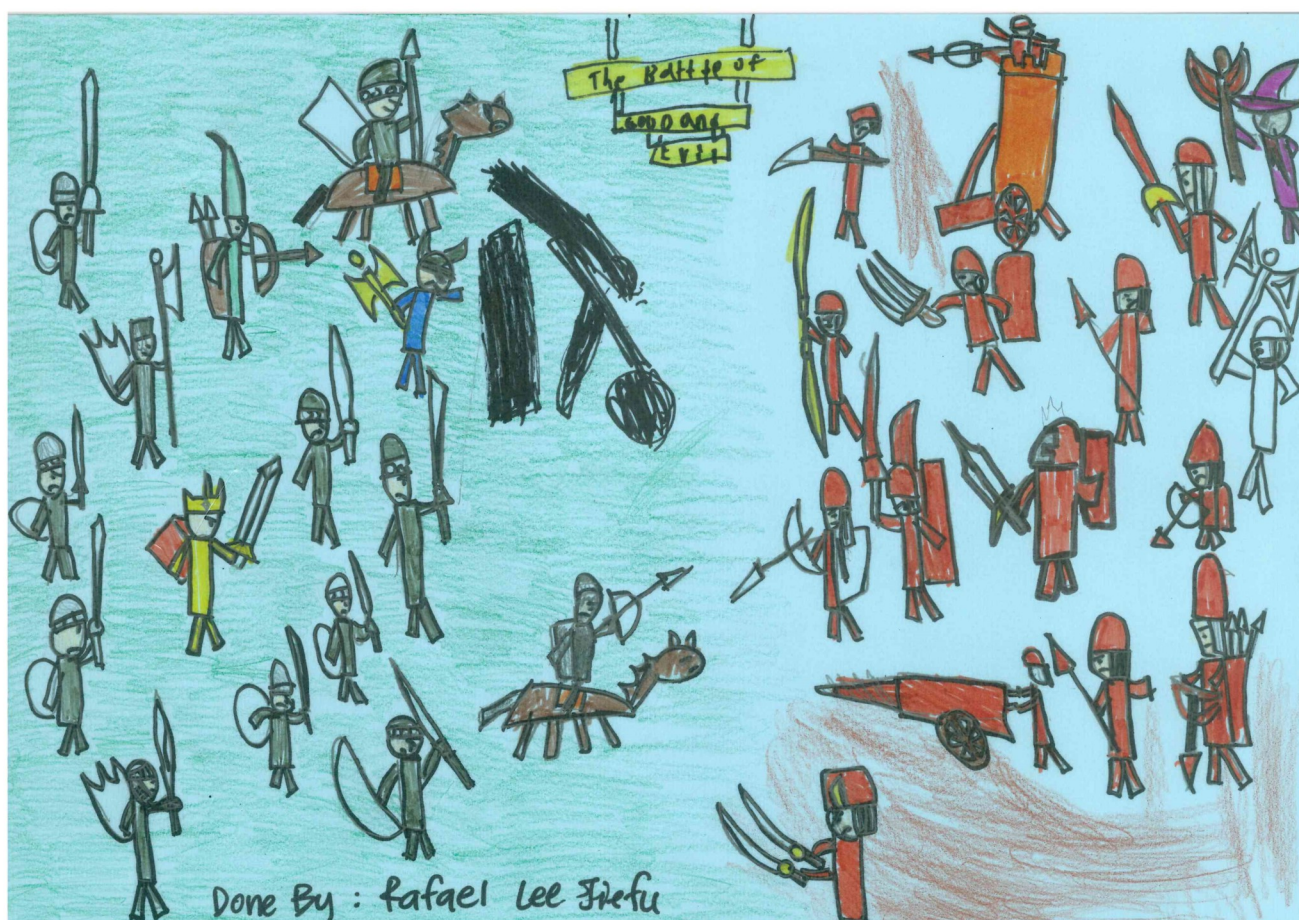


Above : "Cherry Blossom" By Daryl Chang Woo Hieng, P5, Submitted by Susan Liang, Chua Chu Kang Learning Centre





Above : "Peacock and Dragon" By Daryl Chang Woo Hieng, P5, Submitted by Susan Liang, Chua Chu Kang Learning Centre  
 Below "The Battle of Good and Evil" by Lee Jiefu Rafael P6, Submitted by Sng Sze Ying, Educational Therapist, Tampines Learning Centre







Give a gift of education  
to children with  
**dyslexia.**

We need your **help!** Please donate.



Many children are still struggling with dyslexia and attending classes at DAS. Many of these children come from low-income families and receive financial aid from DAS. Although our main remediation programme is co-funded by the Ministry of Education (MOE), we still need to raise more than \$600,000.00 this year to run services and programmes that are not funded by MOE.

We hope that you will support us in raising awareness about dyslexia and funds for DAS programmes. The donations raised will be used to subsidise the fees of programmes or services for low-income families. Eligible students currently receive bursaries between 30% and 100%, depending on the family's household income.

Dyslexia Association of Singapore: 1 Jurong West Central 2 #05-01 Jurong Point Singapore 648886  
T 6444 5700 | F 6444 7900 | **Hotline 6444 5700** | [www.das.org.sg](http://www.das.org.sg)



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**  
HELPING DYSLEXIC PEOPLE ACHIEVE



## Give the Gift of Education Your Donation Will Change a Child's Life

Of the DAS student population, almost 40% receive part or full waiver of their fees in view of their family's financial circumstances. In our continuous effort to provide the necessary support to dyslexic Singaporeans, DAS regularly incurs annual operating deficits in the hundreds of thousands of dollars, even with assistance from the Ministry of Education's funding on a per capita basis. This is mainly due to the high teacher to student ratio. It is through public donations that we have been able to reduce this deficit.

**Thank you for considering a monthly donation plan by GIRO**

### How to complete your GIRO Application

You only need to complete **PART 1** of the GIRO form.

Billing Organisation: <b>DYSLEXIA ASSOCIATION OF SINGAPORE</b>		Date:	Please insert the current date or the date this GIRO is to take effect.
Donor Details:		Donor Bank Details:	
Name:	Please print in clear letters your full name and underline your surname.	Financial Institution:	The name of your Financial Institution where the GIRO debit will be activated from.
NRIC:	We require your NRIC so that we can send you a tax receipt for your kind donation. All donations to DAS attract a 2.5 times tax receipt.	Account Name:	The account holders name where the GIRO will be deducted.
Address:	The address where we can contact you about this GIRO and send your tax receipt.	Account Number:	The Bank account number where the GIRO will be deducted.
Contact No:	Your phone number where we can contact you for enquires about this GIRO.	Donation Amount:	The amount that you would like to donate each month to DAS.
Email:	Your email address where we can contact you for enquires about this GIRO.		

#### Terms and Conditions of the GIRO

1. I/We hereby instruct you to process the Billing Organisation's instructions to debit my/our account.
2. You are entitled to reject the Billing Organisation's debit instruction if my/our account does not have sufficient funds and charge me/us a fee for this. You may also at your discretion allow the debit even if this results in an overdraft on the account and impose charge accordingly.
3. This authorisation will remain in force until terminated by your written notice sent to my/our address last known to you or upon receipt of my/our written revocation through the Billing Organisation.

Signature(s): The signature (s) or thumbprint (s) as per your Financial Institutions records held for the account.  
Please note: For Thumbprints, please go to the branch with your identification.

**Please return the completed GIRO application form to the address on the top of the form (overleaf) or to any of our DAS Learning Centres. You will be notified by post when this GIRO arrangement is activated. (Please Note: it can take approximately two (2) months to process).**

**We thank you for your kind support and generosity.**







**DYSLEXIA ASSOCIATION  
OF SINGAPORE**  
HELPING DYSLEXIC PEOPLE ACHIEVE

1 Jurong West Central 2  
#05-01 Jurong Point  
Singapore 648886  
T: +65 6444 5700  
F: +65 6444 7900  
Email: info@das.org.sg

## DONATION FORM – GIRO APPLICATION

### PART 1: APPLICANT TO COMPLETE: (See notes about completing this form overleaf)

Billing Organisation: <b>DYSLEXIA ASSOCIATION OF SINGAPORE</b>		Date:	
Donor Details:		Donor Bank Details:	
Name:		Financial Institution:	
NRIC:		Account Name:	
Address:		Account Number:	
Contact No:		Donation Amount:	
Email:			
<p>1. I/We hereby instruct you to process the Billing Organisation's instructions to debit my/our account. 2. You are entitled to reject the Billing Organisation's debit instruction if my/our account does not have sufficient funds and charge me/us a fee for this. You may also at your discretion allow the debit even if this results in an overdraft on the account and impose charge accordingly. 3. This authorisation will remain in force until terminated by your written notice sent to my/our address last known to you or upon receipt of my/our written revocation through the Billing Organisation.</p>			
Signature(s):			

### Part 2: For the Billing Organisation's Completion

SWIFT BIC	Billing Organisation's Account No.	Billing Organisation's Customer Reference No.
OCBCSGSGXXX	5 0 1 8 5 4 4 1 8 0 0 1	

SWIFT BIC	Account Number to be Debited

### Part 3: For Financial Institution's Completion

To: Dyslexia Association of Singapore, 1 Jurong West Central 2, #05-01 Jurong Point, Singapore 648886

This Application is hereby REJECTED (please tick) for the following reasons (s):

<input type="checkbox"/>	Signature/Thumbprint* differed from Financial Institution's records	<input type="checkbox"/>	Signature/ Thumbprint* is incomplete or unclear	<input type="checkbox"/>	Wrong Account Number
<input type="checkbox"/>	Account operated by Signature/ Thumbprint*	<input type="checkbox"/>	Amendments not countersigned by applicant	<input type="checkbox"/>	Other: _____

\* Delete where applicable

\_\_\_\_\_  
Name of Approving Officer

\_\_\_\_\_  
Authorised Signature and Stamp of Financial Institution

\_\_\_\_\_  
Date







— RESEARCH WORTH SHARING —  
**SINGAPORE**

- ♦ Join Educators, Researchers, Professionals, Parents and Caregivers
- ♦ Learn about effectively supporting students with Learning Differences
- ♦ Discover the research that is happening in our region
- ♦ Poster Presentations and Researcher Interaction
- ♦ Network with Researchers and Practitioners in the SpLD Field

# Registration Open!

## 19 to 21 June 2017

[WWW.DAS.ORG.SG](http://WWW.DAS.ORG.SG)

