

# **DAS PROGRAMME EVALUATIONS**

## **2022 - 2023**

### **ANNUAL REPORT ANNEXURE**





## Our Mission

Helping People With Dyslexia and Other Specific Learning Differences Achieve

## Our Goal

To build a world class organisation dedicated to helping dyslexic people and those with specific learning differences in Singapore.

## DAS Patron

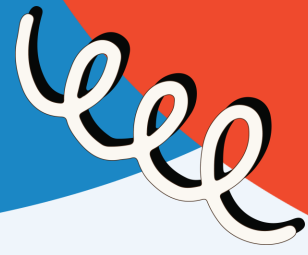
Mrs Goh Chok Tong

Dyslexia Association of Singapore

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# SPLD ASSESSMENT SERVICES (SAS)

SpLD Assessment Services (SAS) plays a pivotal role as the gateway to DAS programmes and interventions. Our dynamic team, consisting of Registered Psychologists, Specialist Psychologists, Referral Reading Officers (RROs), and dedicated administrative personnel, stands ready to guide you on your educational journey.

From admissions services to screening for dyslexia, psycho-educational assessments, and consultations, SAS offers a comprehensive suite of support for individuals grappling with literacy challenges. Our goal is to illuminate pathways to success, fostering holistic growth and transformative learning experiences.

Beyond individual support, SAS is committed to raising awareness about specific learning difficulties. Our team regularly engages in talks, driving community education and promoting a more inclusive understanding of learning diversity.



## SPLD ASSESSMENT SERVICES (SAS)



SAS supports all age groups, from preschool learners to working adults. The psychologists and RROs work with parents/service users to identify the assessment service that is appropriate for their needs. Subsequently, psychologists determine each service user's unique profile which identifies their learning strengths and weaknesses.

For children who go on to receive learning support at the DAS, it is vital that SAS psychologists differentiate the child's learning needs through a profiling process, even after the diagnosis. This enables DAS educational therapists to select appropriate educational goals that target the child's needs closely. SAS also provides clarity to adults grappling with the challenges of specific learning difficulties through consultations to guide them on the next steps.

Besides learners with SpLD, SAS psychologists contribute to the community with their work with professionals from different Social Service Agencies and organisations as well as parents to empower them.

SOURCES OF REFERRALS		
2022/2023	Total	%
MOE referrals to MLP	404	30.2
Internet	101	7.5
Word of Mouth	425	31.7
Media	15	1.1
Awareness Talk	5	0.4
Mass Screening	92	6.9
Others (e.g. Hospitals)	297	22.2
<b>Total</b>	<b>1339</b>	<b>100</b>

ASSESSMENTS CONDUCTED		
2022/2023	Total	%
<b>Total Assessments</b>	<b>1063</b>	
Dyslexia Only	960	90.3%
Adult Assessments	30	2.8%
Other SpLD Assessments	65	6.1%
DAS International Concierge Assessments	8	0.8%
<b>Bursaries Awarded</b>	<b>547</b>	<b>51.5%</b>



## Assessments for Dyslexia and Beyond

FY 2022–2023 was a year of unexpected change, where it was confirmed that students in local schools would not require updated review assessments for the purposes of applying for access arrangements, if they had been granted them in an earlier national examination.

Nonetheless, we saw an increase in the number of SpLD assessments and adult dyslexia assessments – while such assessments comprised less than 5% of the total assessments conducted in previous years, they collectively made up 8.9% of assessments in FY 2022–2023 (2.8% were adult assessments while 6.1% were for other SpLDs). Of the SpLD assessments, issues related to attention and Mathematics continue to be the main concerns highlighted by parents.

Apart from the assessments of other SpLDs and for adults, the SAS team started off conducting Concierge Assessments through DAI, which are helmed by the registered psychologists of the team. The DAI Concierge Assessments service provides quick access to and turnaround time for assessment services, and has served clients both local and international in the past financial year. Finally, the team started conducting computerised dyslexia screening sessions for adults, as part of the initiative to support adults struggling with literacy through the collaboration with the Lim Hoon Foundation.

## Continual Professional Development for SAS

SAS prides itself in keeping up to date with assessment methods and skills in order to deliver quality professional services for its service users. In FY 2022/2023, the team continued to attend weekly professional development sessions that included case discussions, as well as topical or journal presentations. Two of our newly recruited specialist psychologists completed the Certificate in Dyslexia and Literacy Teaching, and one of our Referral Reading Officers completed the Certificate in Educational Psychology. We also visited external agencies such as Metta Preschool, and attended sharing sessions with psychologists from the KK Women's and Children's Hospital. With the support of the registered and senior psychologists of the team, the specialist psychologists learned how to administer the Singapore Ability Scales. To ensure the quality of our assessments and reports, the team continues to support one another through report vetting and checking of protocols from psycho-educational assessments.

## Further Developments in Curriculum-Based Assessments – MAPTrack

In FY 2022–2023, preparations were made to utilise the Curriculum-Based Assessment platform to profile students enrolling in the Main Literacy programme. This move allowed us to (1) provide updated information about students' skills related to literacy acquisition, (2) obtain a baseline measure of their skills that is better aligned with subsequent measures of progress and, (3) reduce the need to use standardised scores from comprehensive psychological assessments, especially as many students are now diagnosed with dyslexia by MOE psychologists via the Response-to-Intervention approach, where standardised tests are not administered. The team has since implemented this profiling process for students who have been diagnosed with dyslexia but do not have sufficient scores to profile them by assigning a band level. Plans continue to be developed to extend this process to students referred by the MOE, as well as those assessed by DAS and external psychologists.

## Assessment Service Evaluation

In the effort to gain understanding of service users' perspectives of assessments conducted by the SAS, a portion of the annual DAS Client Satisfaction Survey included questions about the assessment service. While some parents indicated that the application process for assessment was tedious as there was a need to gather information before applying, others indicated that there were no issues or that the online application was a convenient option compared to a physical one. In addition, a majority of parents found the assessment result explanation to be satisfactory, with some indicating that the assessment was detailed and the analysis was good. SAS endeavours to continue reviewing the application process in the upcoming financial year.





## CAN ADULTS HAVE DYSLEXIA?

Are you an adult who struggles in reading?



Did you have reading and writing difficulties when you were younger?



Does it continue to pose challenges for you as an adult?



SCAN TO VIEW THE  
ADULT DYSLEXIA  
CHECKLIST

**Dyslexia does not just affect children, but adults too!**

The demands in the workplace can pose a different set of challenges for adults with dyslexia.

Learn more about **dyslexia** today!

**[www.das.org.sg](http://www.das.org.sg)**



**READ MORE >>**

**CONTACT US: 6444 5700 (Mon to Fri – 9am to 5.30pm)**



# ADULT DYSLEXIA ASSESSMENTS

Adult dyslexia assessments are offered at DAS and conducted by our psychologists.



## Should you go for an assessment?

Here are some non-diagnostic tools that can help to inform if further assessment is needed.

### Adult Dyslexia Checklist

- Online
- Free
- Quick way to see if the difficulties you face could be signs of dyslexia

### Computerised Screening

- 1 hour
- Session fee: \$80 inclusive of GST
- Includes a consultation with our psychologists to determine your risk level for dyslexia

## What will you get from an assessment?

- A personalised summary of your cognitive abilities and literacy skills
- Strategies to improve your work and life



**Sign up for a screening or assessment today!**

Bursaries are available. For further enquiries, call 6444 5700 or email [info@das.org.sg](mailto:info@das.org.sg).

**[www.das.org.sg](http://www.das.org.sg)**



CONTACT US: 6444 5700 (Mon to Fri - 9am to 5.30pm)



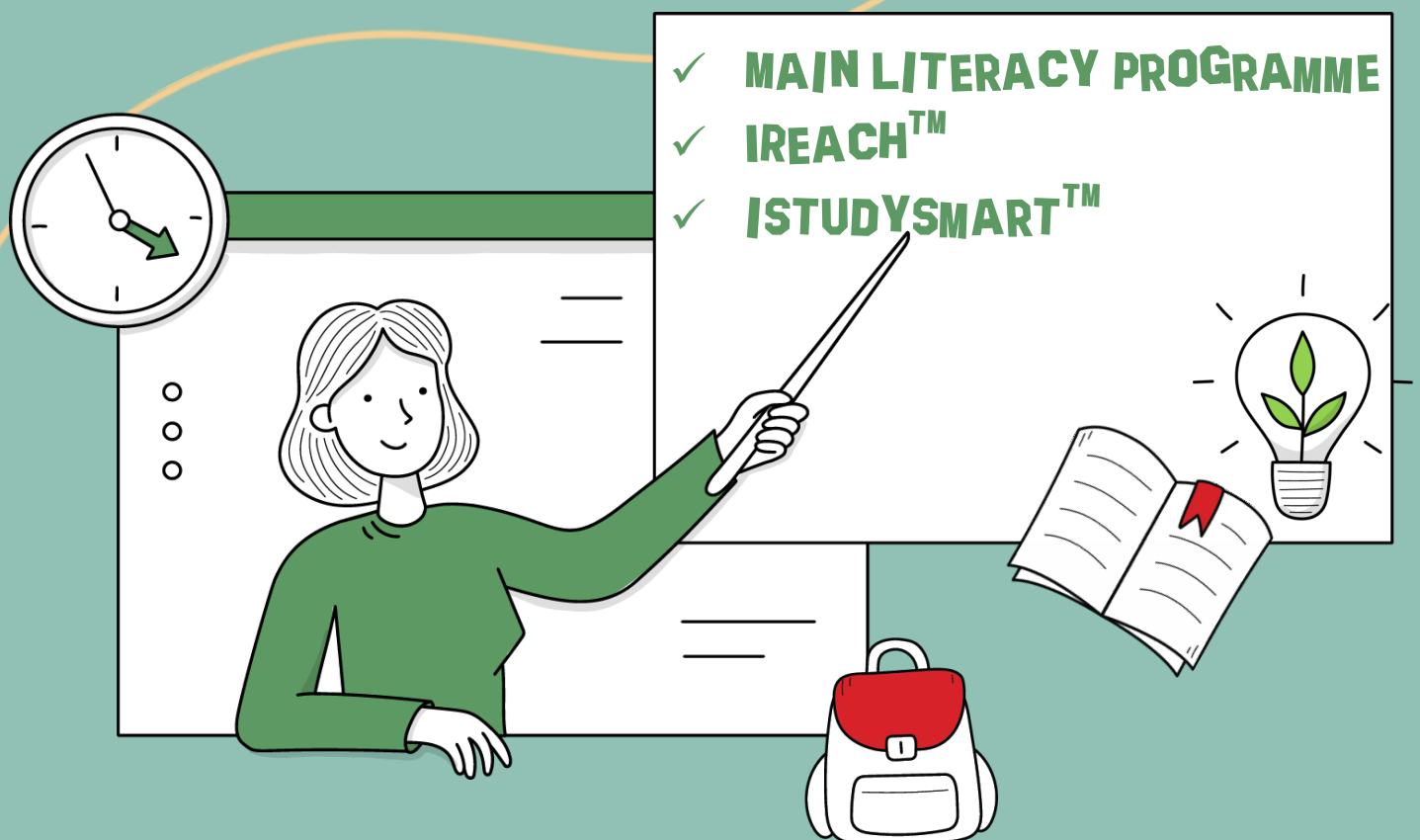
# ENGLISH LANGUAGE AND LITERACY DIVISION (ELL)



The English Language & Literacy Division provides intensive intervention in English Literacy including the comprehensive Main Literacy Programme (MLP) and educational technology-infused lessons to best engage our learners.

Besides MLP, ELL developed two other programmes in 2018 and 2019 respectively:

- ◆ iReaCH™
- ◆ iStudySmart™





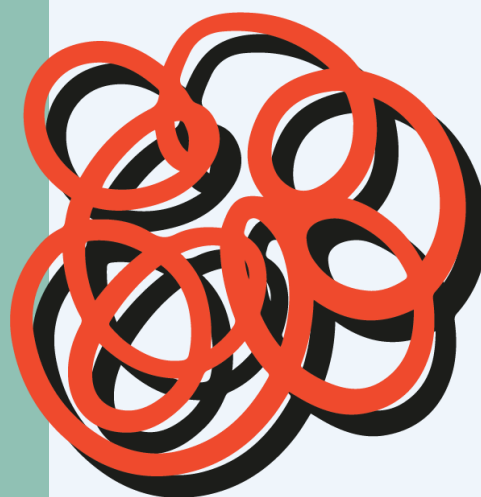
# MAIN LITERACY PROGRAMME



“To map the way for young dyslexics to live a life of beauty and promise through a comprehensive, high quality service provided by inspired professionals.

Led by skilled Educational Therapists, the Main Literacy Programme (MLP) stands as a cornerstone of support for primary and secondary school learners with dyslexia. Beyond addressing literacy obstacles, MLP's holistic approach nurtures growth on multiple fronts.

Our focus transcends academic demands. MLP aspires to create an environment where students not only acquire essential literacy skills but also uncover their strengths, foster confidence, and cultivate resilience. It's more than a curriculum; it's a transformative journey that equips learners with tools for lifelong success.



# DAS MAIN LITERACY PROGRAMME (MLP)



## Main Literacy Programme (MLP)

The Main Literacy Programme provides a comprehensive and quality curriculum to support students with dyslexia facing literacy challenges, delivered by highly trained professionals. The programme is structured to support students with foundational literacy skills right up to students who need higher order literacy needs.

## Peak Student Enrolment Number

**Oct 2021 – 3116, Oct 2022 – 3024**

While 2022 was a challenging year, our student enrollment remained at 3000 strong. The team is monitoring student retention by ensuring that our parents are engaged by conducting different events and talks to current and potential parents. We also introduced a new level of service – Meet the parents sessions by our Educational Therapist were conducted outside of intervention time. This was implemented to make sure that students' intervention hours are not disrupted. Faced with changes, our Educational Therapists have demonstrated resilience and commitment to support our learners and their parents.

## No. of Students Who Graduated

**222 Graduates**

No. of Students at each Learning Centre as at March 31, 2023	
Bedok	132
Bishan	333
Chua Chu Kang	204
Henderson	165
Jurong Point	325
Parkway Parade	167
Rex House	105
Sengkang	334
Serangoon	246
Tampines	304
Woodlands	213
Yishun	140
<b>Total</b>	<b>2668</b>

## Building Capabilities and Providing Support

### Centre Sharing

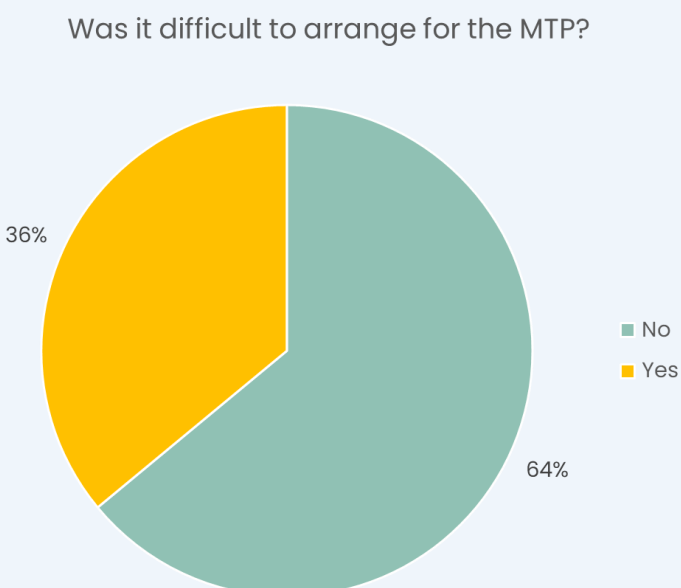
In order to build the capabilities of our Educational Therapists, the Educational Advisors together with the Centre Advisors conduct centre sharing at regular intervals.

For 2022, the team conducted centre sharing in the following areas -

- ◆ How to conduct Meet the Parents sessions (MTP)
- ◆ Training and sharing with EdTs on how to establish goals and continued programme objectives
- ◆ Differentiated Instructions

### Conducting MTP outside of intervention hours

With effect from 2022, all Meet the Parents sessions were conducted outside of intervention hours. Our main purpose for doing this is to ensure that students get uninterrupted intervention. Since, this is the first time that we did this, the Advisory team conducted a survey to see how we can support our Educational Therapist further for this. For the question - Was it difficult to arrange for the MTP about 64% of our EdTs said "NO"



This is something very new and the following are some of the challenges the EdTs faced

- ◆ Unable to fit MTP within working hours
- ◆ Parents taking up more than 15 minutes
- ◆ Arranging for MTP takes a lot of time

We expect these challenges to ease off as time goes, nevertheless the EdTs were encouraged to approach the Advisory team or their Centre Managers to smooth the process.





### Structured Mandatory Make-up classes

DAS conducted 4 “Structured Mandatory Make-up” (SMMU) classes for our students to help them recover their learning that was lost owing to MCs, school activities and Public Holidays in 2022.

The following is the summary of attendance:

TERM	NO. IDENTIFIED	NO. ATTENDED	PERCENTAGE
T1 2022 - DAS	1238	880	71%
T2 2022 - DAS	1493	994	66.60%
T3 2022 - DAS	1653	1127	68.20%
T4 2022 - DAS	513	302	58.87%

In term 4, 2022 most travel measures were lifted and we believe this could be one possible reason for the lower attendance, which we will continue to monitor. Yet, it was heartening to note that the students overwhelmingly enjoyed the lessons as evident in their feedback:

- ◆ We can express our creativity
- ◆ It is engaging
- ◆ We just discuss with everyone
- ◆ Teacher makes it exciting for me like incorporating videos and games
- ◆ I like the topic about sleeping

## Testimonials received from students and parents

*Throughout my years in DAS, I have learned and improved in a lot of ways, including areas beyond my academics. DAS is a fun place to learn and the teachers and other classmates are friendly and nice. If I could have the chance to go back, I definitely would!*

*In the past, I had been struggling with English language and psychological issues. English is an important subject in school and DAS gives me weekly practices on it. DAS has been there for me all these years. I am grateful to all the DAS teachers in Bedok. THANKS, THANKS, THANKS!*

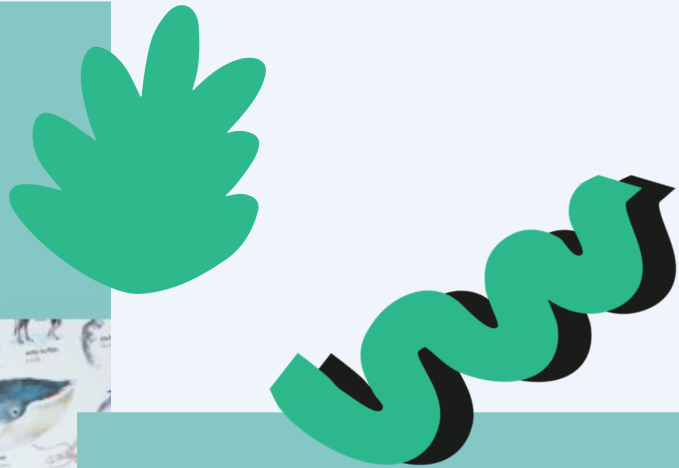
*My time in DAS was filled with many positive memories. Even though it was tiring attending DAS after school, I truly enjoyed my time there. I have always liked the activities prepared for me by the teachers, for example Kahoot and Blooket. These activities are something I would remember for a long time. Thank you for helping me DAS!*

*When I first started DAS in Primary 2, I was timid and unable to understand what was being taught in class. I appreciate the teachers being patient and supportive. I soon learned how to speak, read simple books and spell. Hence, I am grateful to my teachers and my family.*

*The past 8 years I have been in DAS were memorable and enjoyable. I'm grateful for every teacher who taught me. The lessons taught helped me to understand better as I could apply them in my school work. I am also grateful for the friendships I've forged in the classes too. I will miss them. Thank you to those who have been part of my journey in DAS.*



## MAIN LITERACY PROGRAMME



**WITH MORE THAN 25 YEARS OF  
SUPPORTING LEARNERS WITH DYSLEXIA**



## MAIN LITERACY PROGRAMME

To map the way for young dyslexics to live a life of beauty and promise through a comprehensive, high quality service provided by inspired professionals.



"Services offered under MOE-aided DAS Literacy Programme\* are appropriate, and remain highly relevant in providing additional literacy support for students with dyslexia" – MOE 2015 Audit

*\*It is now known as the  
Main Literacy Programme (MLP)*



**FIND OUT MORE ABOUT THE  
MAIN LITERACY PROGRAMME**

## FY22/23 ELL PROGRAMME EVALUATION

### **Executive functioning, study skills, and dyslexia – Examining the effectiveness of an online programme for upper secondary and post-secondary students**

– An abstract. by Rosalyn Wee and Serena Abdullah

As students transition to higher education, study skills, executive functioning skills, and life skills, are an important set of transferable skills in enabling them to learn and work more efficiently under more demanding conditions, thereby maximising their potential as well as the full benefit of their time and effort. Therefore, as dyslexia is a life-long learning difference, there is a need for specialist support even as individuals at risk or diagnosed with dyslexia transits into post-secondary education or tertiary education. Certainly, with the acquisition and competence in essential study skills and techniques, these students may become self-directed, independent and responsible learners, which are invaluable traits and characteristics for any tertiary learner. More importantly, these skills provide a strong foundation for them to be able to reach their goals and aspirations not only in school but also in their future workplace.

The English Language and Literacy Division (ELL) at the Dyslexia Association of Singapore (DAS) developed the iStudySmart™ programme, which adopts an online learning approach that aims to empower students with learning differences in the areas of time management and prioritisation, planning and organisation, tertiary writing and presentation skills. The aims of iStudySmart™ were not only to bridge the gap in intervention and resources catered for students with learning challenges at the tertiary level but also to keep abreast with changing times, demands and expectations observed in the education sector.

This paper evaluates the relevance and effectiveness of iStudySmart™ and also measures student self-confidence, motivation, and independence through the administration of pre- and post-questionnaires and a post-questionnaire or interview six months after. Further, qualitative data comprising testimonials from parents revealed high levels of satisfaction and recognition of the value of the online approach. Results from post-questionnaire and interview six months after indicated that most students showed improvements and that all aspects of the iStudySmart™ intervention were effective, with moderate and large effect sizes for planning and organisation, tertiary writing and presentation. On the other hand, time management

and prioritisation strategies learnt through the programme would need more time and practice before students can apply these in their daily lives.

While the effect size calculated for selected questions under time management and prioritisation is small, the 6-months post interview responses demonstrated positive impact as the skills acquired helped the students cope better with the increase in rigour and workload in higher learning. Upper secondary school students and tertiary students have also positively reviewed the programme, acknowledging that they are better equipped with skills and techniques to confidently overcome challenges they may experience in their higher education studies.

The post interview responses, testimonials and feedback received from students, parents and facilitators have, therefore, been very encouraging as observations have shown that they have seen positive development in their children and cited the increase in confidence, research and presentation skills, organisation and time management as some of the benefits gained from the intervention. Some parents have indicated that although there has been progress observed in the acquisition and applications of skills from the executive functioning and study skills categories, it is noteworthy that most of these skills need to be practised and applied across the different domains consistently and over time.

Hence, it may take a while for significant progress to be demonstrated by the students. Besides, iStudySmart™ is a six months, two term programme, and therefore, more notable gains could potentially be observed over a longer duration of intervention.

Finally, preliminary discussions also suggest that a lack of opportunities to demonstrate and practice the taught skills in school, and a limited meta-awareness of their own skills may influence the rate of progress. However, no firm conclusion can be drawn due to the relatively small student numbers. Therefore, it is important to continue reviewing and monitoring the trends and observations with incoming batches of students.

To read the full paper: <https://www.das.org.sg/publications/317-research-journal/apjdd-vol-10-no-1-jan-2023/381-4-executive-functioning-study-skills-and-dyslexia.html>





## EDUCATIONAL TECHNOLOGY

### Monthly Sharing through the Techy Tips series

The Techy Tips series is an initiative by ELL's Learn@Edtech team that aims to empower educational therapists (EdTs) with practical and easily implementable tools to enhance their teaching strategies. Through monthly emails, the series provides bite-sized descriptions and direct links to useful resources..



One of the highlighted tools during this period was Gimkit ([www.gimkit.com](http://www.gimkit.com)), a dynamic platform designed to make learning fun and interactive. Gimkit offers a unique approach to teaching and learning, incorporating elements of gamification and student engagement. With Gimkit, EdTs can create customisable quizzes and assignments that encourage active participation and knowledge retention. The platform provides real-time feedback and progress tracking, allowing EdTs to monitor their students' performance and tailor their instruction accordingly. By incorporating Gimkit into their sessions, EdTs can foster a more enjoyable and effective learning environment.

The Techy Tips series introduced EdTs to valuable resources such as interactive whiteboard tools, online collaborative platforms, and digital note-taking applications. These tools enable EdTs to facilitate group work, encourage peer collaboration, and enhance content delivery. By embracing technology in their practice, EdTs can create a more dynamic and engaging learning experience for their students, promoting active participation and knowledge retention. Moreover, the Techy Tip series highlights the importance of accessibility and inclusivity in educational therapy. By leveraging such tools, EdTs can ensure that all students have equal opportunities to access and engage with educational content, fostering an inclusive learning environment.

Throughout the year, the Learn@Edtech team consistently provided EdTs with valuable insights and recommendations to. The Techy Tips series served as an update of the latest educational technology trends and bridged theory and practice, enabling EdTs to integrate technology seamlessly into their teaching approaches. By embracing these tools and strategies, EdTs can continue to empower their students and enhance their learning outcomes in an increasingly digital world.

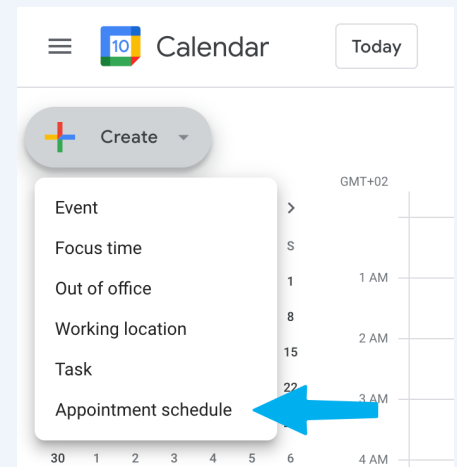


## Google Appointment Schedule for MTPs



Since September 2022, educational therapists (EdTs) at the Dyslexia Association of Singapore (DAS) have benefited from the implementation of Google Appointment Schedule. By streamlining the appointment booking process and improving communication efficiency, Google Appointment Schedule has proven to be an invaluable asset for EdTs and parents alike.

With Google Appointment Schedule, EdTs can create personalized schedules that reflect their availability and preferences. This flexibility allows EdTs to optimise their time and ensure that they are able to accommodate as many appointments as possible. By eliminating the need for manual appointment coordination, EdTs can focus more on their core responsibilities and spend quality time with their students.

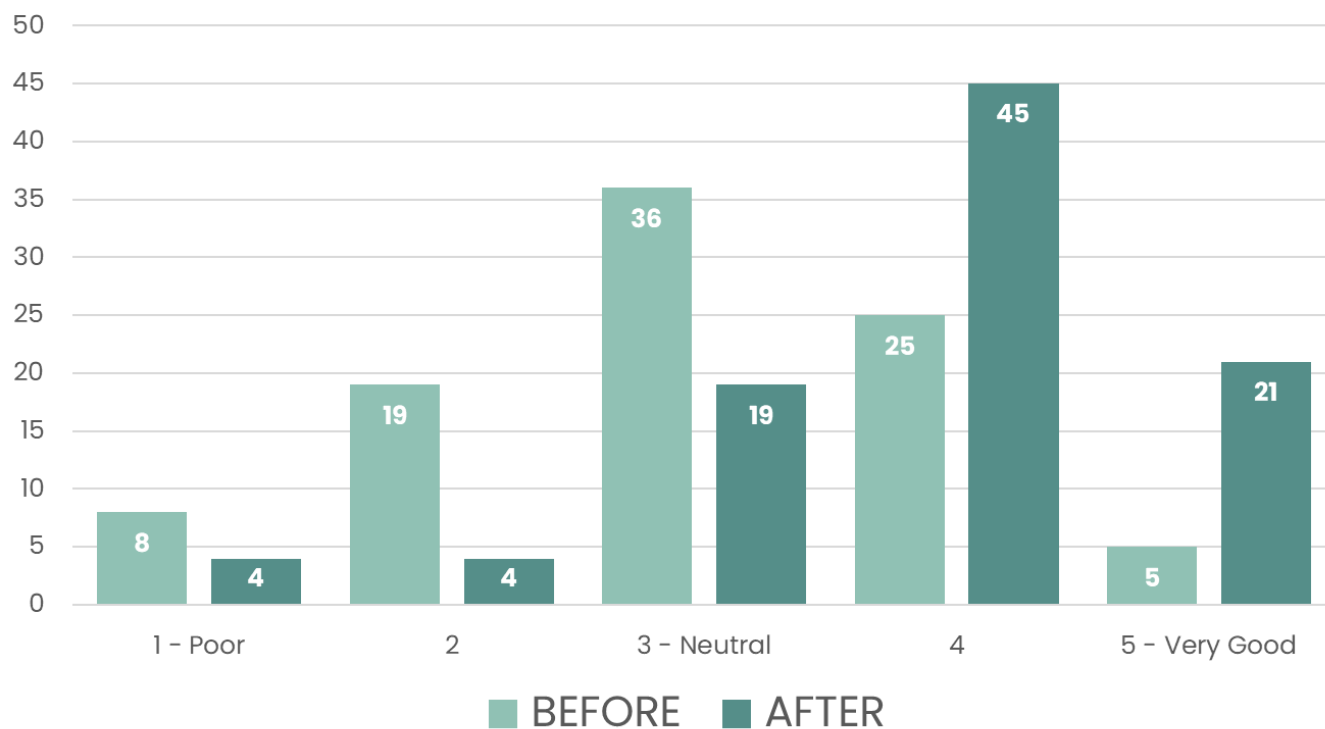


Parents also greatly appreciate the convenience and accessibility offered by Google Appointment Schedule. They can easily view available time slots and choose the most suitable option for their schedule. This eliminates the back-and-forth communication typically involved in scheduling appointments, saving both EdTs and parents valuable time and effort.

Moreover, Google Appointment Schedule provides automated reminders and notifications to both EdTs and parents, ensuring that appointments are not forgotten or overlooked. This feature helps to reduce no-shows and last-minute cancellations, allowing EdTs to maintain a more efficient and organized appointment system. Parents appreciate the timely reminders, which help them prioritize and plan their commitments accordingly.

Additionally, Google Appointment Schedule offers a seamless integration with other Google tools, such as Google Calendar and Google Meet. This integration enables EdTs to effortlessly create calendar events for appointments and set up virtual meetings with parents. The ability to conduct remote appointments through Google Meet has been especially beneficial during periods of remote learning or when physical attendance is not possible. It enables EdTs to maintain regular communication with parents and discuss their child's progress without any geographical constraints.

### Perceptions before and after usage of Google Appointment Schedule

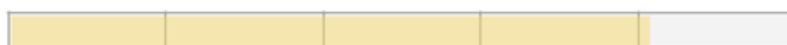


Feedback from educational therapists about the Google Appointment Schedule:

Do you think setting up the schedule saved you time communicating with parents to arrange MTP sessions?

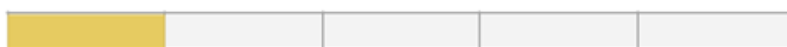


Yes!



76.4%

Maybe...

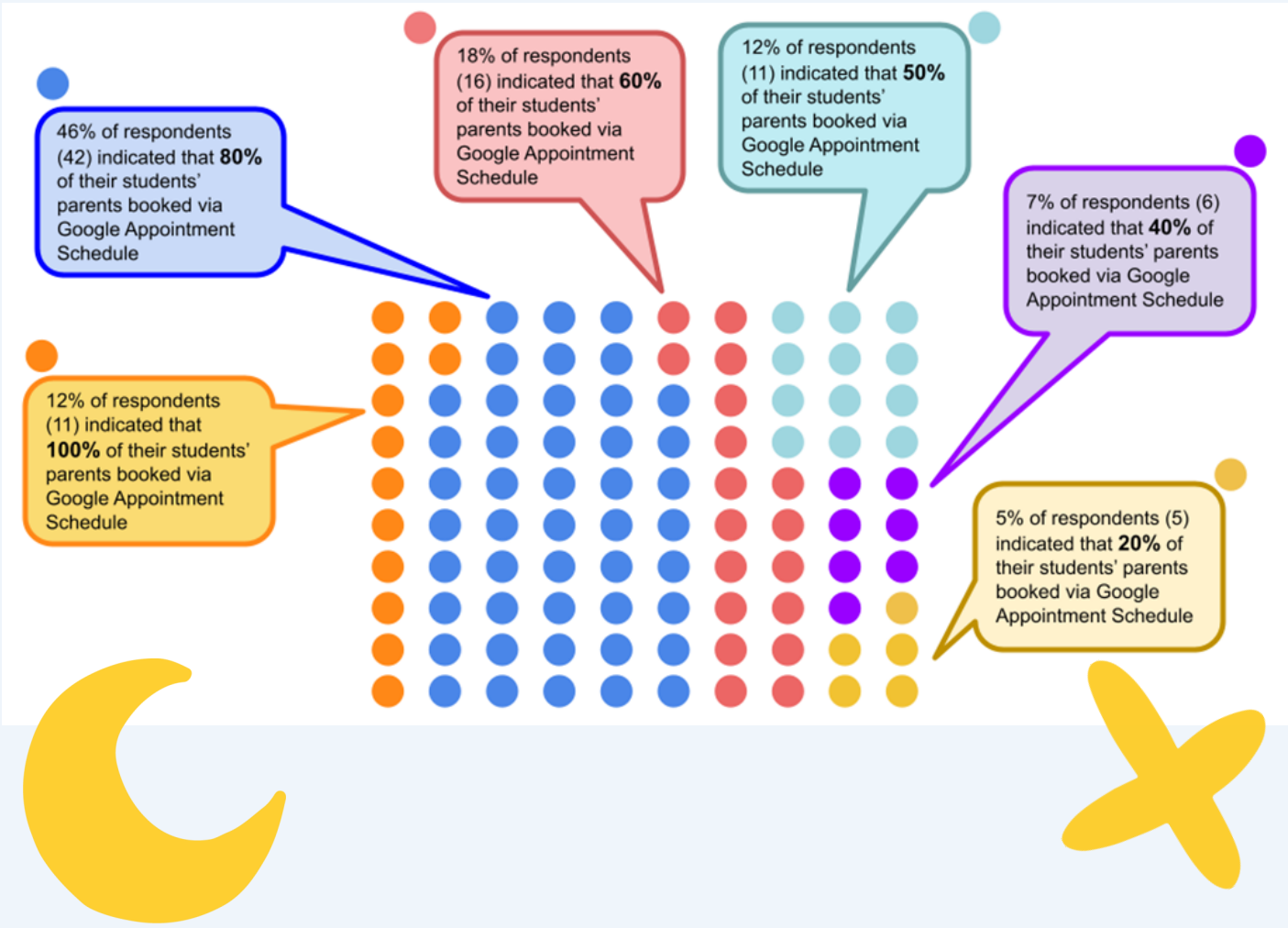


20.4%

No.



4.2%



# IREACH™ PROGRAMME



iReaCH™ is dedicated to elevating Reading Comprehension and Writing skills using vocabulary instruction and educational technology. This strategic blend equips primary and secondary students to excel in these complex tasks, fostering readiness for academic challenges.

Aligned with the Orton-Gillingham (OG) principles, iReaCH™ ensures efficient learning for dyslexic learners. It goes beyond skills, instilling confidence and exam preparedness.

iReaCH™ isn't just a programme; it's a path to mastery, preparing learners for academic success and self-assured futures.





# IREACH™ PROGRAMME



iReaCH™ is an advanced literacy programme, which develops the reading comprehension and writing skills of students through targeted vocabulary instruction for upper primary and secondary school students.

## iReaCH™ online

iReaCH™ switched to a fully online programme with effect from Term 3, 2022 to facilitate the placement of students into suitable classes in a more timely and efficient manner, thereby, allowing more students to receive intervention sooner rather than later, without distance being a barrier. Additionally, the online delivery has made the conduct of lessons more flexible and convenient for most students including those with hectic schedules or logistical constraints.

In order to ensure a smooth transition to a fully online programme, EdTs, parents and students were supported from Week 3 Term 1 till the end of Term 2, 2022. During this transition period, enhancements were made including converting resources and teaching materials to online format, sorting out administrative matters and requests for devices i.e. laptops.

A survey was rolled out to students in Week 5, Term 4, 2022 to obtain their feedback on online delivery and the support received on iReaCH™. The positive feedback received for iReaCH™ online include:

- ◆ Most parents and students find it convenient to access the lessons (no need to travel)
- ◆ The EdTs feel they can focus more on higher order skills
- ◆ Insertion of students is much easier for placements or for unforeseen circumstances, minimising disruption thereby, allowing for the continuity of lessons



While the feedback received was generally positive, a fully online programme comes with its share of challenges:

- ♦ Lack of suitability for online delivery especially students with more severe needs and/or attention issues
- ♦ Lack of familiarity with online lesson platforms:
- ♦ Learner fatigue experienced by the second hour of the lesson
- ♦ Lack of discipline as students may visit multiple online sites during lessons

The iReaCH™ team is exploring ways to better support the EdTs with online delivery as well as mitigate some of the issues experienced with online lessons.

#### Testimonials received from students and parents

"This programme has helped me to understand the PEEL writing structures. My English has been improving. I used to be weak in my writing and iReach has helped my ideas flow. The lessons were interactive as we have educational games like Blooklet. Such activities help me to recall what I have learnt and I really enjoyed it."

*Secondary School Student*

"I am pleased with the DAS iReach Programme as it has helped me improve my English Language skills and increased my self confidence when speaking to others."

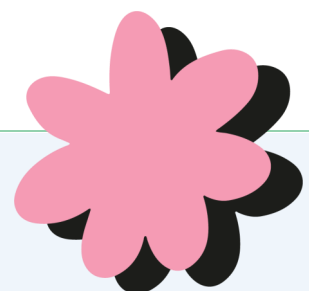
*Secondary School Student*

"All thanks to you and DAS for giving her help and confidence. She scored A2 for her English."

*Parent of Secondary School Student*

"Deep appreciation from my hubby and myself. I know that during this period you have taken much effort and hard work to work on my child's improvement. Thank you for your time and patience."

*Parent of Primary School Student*



# EVALUATION OF THE IREACH™ PROGRAMME (2022 - 2023)

## Introduction

No two dyslexic individuals are the same. Some require continued support in areas of functional literacy, while others readily acquire them, which then allows them to set their sights higher. The iReaCH™ programme started in 2019 to cater these groups of learners who have reached an acceptable level of reading and spelling proficiency, but still require additional support in the higher order skills of literacy (reading comprehension and writing).



## Programme Description

The primary aim of iReaCH™ is to support learners in Reading Comprehension and Writing through the deliberate use of vocabulary instruction and educational technology, allowing them to better manage these higher order tasks expected of them in school. The teaching principles emphasised in the development and delivery of iReaCH™ adhere closely to the Orton-Gillingham (OG) principles to enable learners with dyslexia to learn efficiently and effectively. iReaCH™ is developed to provide primary and secondary level students not only with the skills and content knowledge to cope with and excel in Reading Comprehension and Writing but also to increase their confidence and preparedness during examinations.

The size of the programme has remained relatively consistent throughout the year, was deliberately maintained as a small programme, with 5 Educational Therapists taking on iReaCH™ classes online. However, plans to expand the programme are in place, and more classes will be offered in tandem with the training of existing educational therapists.

Table 1. Student Enrolment

Period	Student Enrolment Number
End of Term 2, 2022	34
End of Term 4, 2022	32

Table 2. Student Distribution

School Streams	Distribution of Students as at Term 4, 2022
Primary (Standard)	5
Secondary (Foundation/Normal Technical (NT))	4
Secondary (Normal Academic (NA)/Express)	23

Progress Monitoring tools for the Secondary (NA/Express) population were created to track the students' learning in the programme, and are conducted every 6 months, one in Term 2 and another in Term 4. As of 2022, quantitative assessments for Vocabulary and Reading Comprehension, and a qualitative assessment for writing, are used to assess students' progress. As the programme has transitioned to an online programme at the start of Term 3, 2022, all tests are conducted in an online medium.

## Teacher Training

All iReaCH™ educational therapists are equipped with a Specialist Diploma in Educational Therapy, which allows them to deliver the Main Literacy Programme, and further undergo specific training in order to deliver the iReaCH™ programme. Lesson Studies, a form of extended support post-training, are also conducted in each higher order skill to assist and ensure the educational therapists are on the right track as they deliver iReaCH™ lessons. In these Lesson Studies, iReaCH™ educational therapists meet up with experienced iReaCH™ educational therapists for an hour a week, 8 hours a term or more if necessary, to discuss the lesson plans and execution.

In order to expand the iReaCH™ programme, DAS is also looking to hire educational therapists with prior teaching experience through the established flexi-scheme. In order to ensure that they are trained to deliver the programme, they will have to first attend the Specialist Diploma in Educational Therapy (EdT) – Higher Order Literacy & Vocabulary course, which has been approved by the Committee of Private Education (CPE), Singapore, and is designed to equip the flexi-educational therapists with the necessary skills and knowledge.

## Participants

For the purpose of this programme evaluation, only Secondary students who are in the Normal Academic (NA) and Express streams were selected. A total of 30 students were identified and their assessment scores are analysed. While the students selected to be part of the evaluation enrolled at different time points, all received the same intervention duration of 1 year or two terms. Some students who were identified also left the programme due to graduation or withdrawal, which resulted in a smaller pool of assessment scores to analyse, especially for the measure at a year of intervention. Furthermore, some data on reading comprehension assessments could not be used as the data had been unfortunately lost or incomplete. The table below shows the number of students assessed on the various components after 6 months of intervention and 12 months.

Table 3. Number of students analysed based on component

Component	After 6 months	After 12 months
Vocabulary	25	16
Reading Comprehension	20	5
Writing	3 Case Studies	

Table 4. Academic Stream for English Subject taken in school

Academic Stream	Number of Students
Normal (Academic)	20
Express	10
<b>LEVEL</b>	
Secondary 1	5
Secondary 2	12
Secondary 3	4
Secondary 4	8
Private Candidate (ITE)	1



## Instrumentation

Quantitative data:

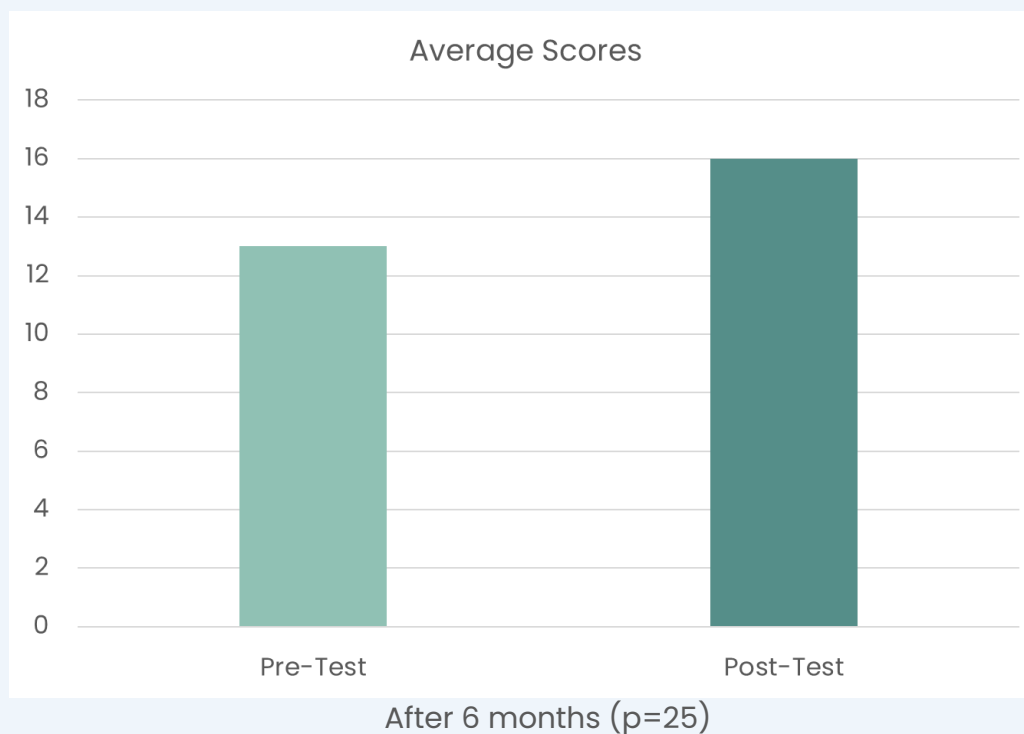
- ♦ Vocabulary Assessment
- ♦ Reading Comprehension
- ♦ Survey Forms– Parents and Students

Qualitative data:

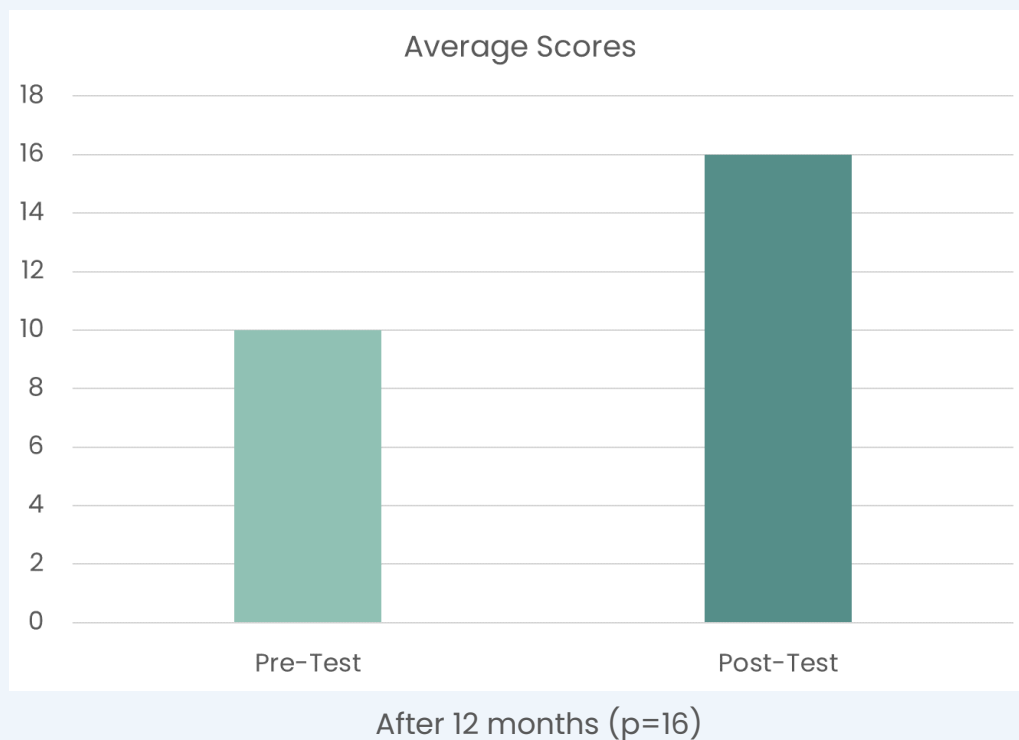
- ♦ Writing Assessment
- ♦ Testimonials– Parents and EdTs

### Vocabulary Assessment

The vocabulary assessment consists of 30 multiple-choice questions (MCQs) that test a variety of notable vocabulary words referenced from the national exam papers (O level and NA level). A majority of these vocabulary words are also included in the iReaCH™ vocabulary syllabus, while others are considered words that the students should have knowledge of, and are implicitly covered in the lessons. Students answer the questions on a Google Form.



*Figure 1a: Comparison of average vocabulary assessment scores at pre and post-test after 6 months of intervention.*

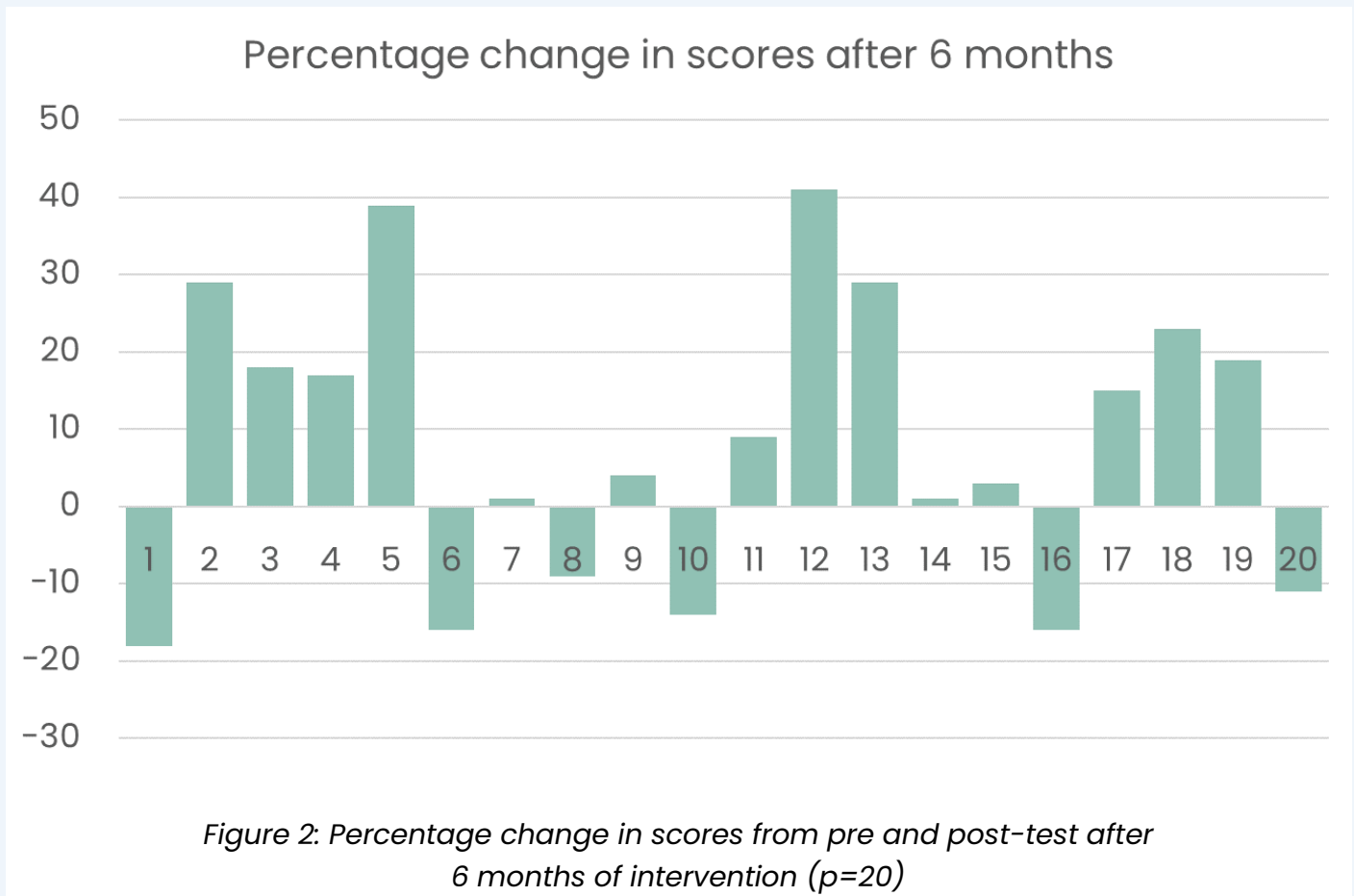


*Figure 1b: Comparison of average vocabulary assessment scores at pre and post-test after 12 months of intervention.*

The results show that students generally show improvement in their vocabulary knowledge after being on the programme as early as 6 months with an average increase of 3.24 marks, and even after 12 months with an average increase of 4.81 marks.

## Reading Comprehension Assessment

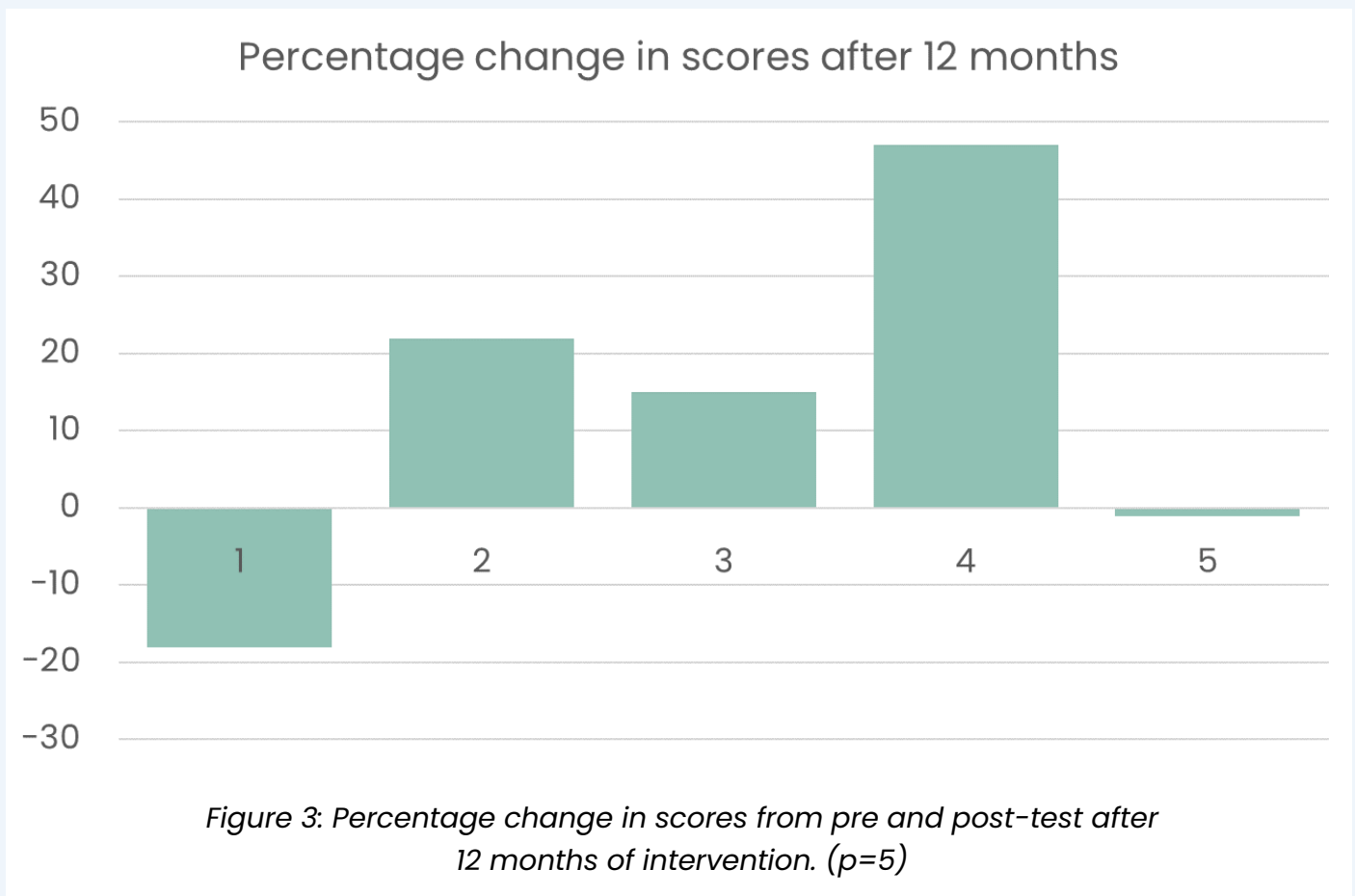
The reading comprehension assessment consists of 10 or more open-ended questions that test a range of comprehension skills. The questions are designed to align closely to the questions that students will face in the national examinations. Two passages are selected, one for lower secondary, and another for upper secondary. Questions are then created for each stream (Express and Normal Academic). In order to mitigate the practice effect, some of the questions are changed in the second assessment. Before iReaCH™ transitioned to an online programme, the assessment was conducted through the pen and paper format. After Term 3, 2022, the assessment was converted to an online format administered through Google Forms.



In a total of 20 students, 14 students saw an average of 17.7% increase in their reading comprehension scores after 6 months, while 6 students saw an average of 14.1% decrease. Out of the 6 that saw a decrease in their scores, 2 were students who within the 6 months, had progressed to upper secondary and hence took the upper secondary reading passage. As the passage and questions were more challenging, it is not surprising that they did not fare well. The data here suggests that a majority of students show some improvement in their reading comprehension skills after 6 months.

From the current data, it suggests that a majority of students, 3 out 5, continue to show progress after 12 months of intervention. Due to a loss of data during the height of the pandemic, coupled with the majority of secondary school students joining the programme less than a year ago, the amount of data collected to show the students' performance after 12 months is regrettably low. With the next round of assessments in 2023, more data is expected to be collected and a more conclusive analysis can be carried out.

Overall, a majority of students have been observed to benefit from the support in reading comprehension after a period of 6 months.



## Writing Evaluation

The tracking of writing progress was decided to be a continuous qualitative assessment, where students are assessed on their ability to apply the specific writing skills introduced in the term. The qualitative results are taken from students' writing samples at the start of the term and end of the term. In 2023, this has since been converted to a 30 minute writing test, where students write about a given topic and are assessed using a writing rubric. This is to better assess their overall writing abilities.

## Case Study:

This case study looks at the written work of secondary school students, who were being taught the structure and features of introduction paragraphs for expository essays for the term. At the beginning of the term, students were observed to start their essays by immediately answering the essay question instead of starting with a general statement which provides context to the essay. Some were also observed to not define the keywords in the essay question.

## Student A

At the beginning of the term, Student A immediately answers the essay question and follows up with her points for her introduction paragraph. After a term of instruction, she was able to produce an introduction paragraph that provides context, defines the keywords, state her opinion, and list her points, which is characteristic of what a typical introduction paragraph should be.

Essay Question	Students benefit from Co-Curricular Activities. Do you agree?
Introduction Paragraph (Before)	<b>Yes I agree. During co-curricular hours students not only get to learn life-skills, they also get to learn character building and bonding with their CCA mates, and allows them to build teamwork.</b>
Essay Question	Some people like to stand out from the crowd; others just want to be part of it. Which do you prefer and why?
Introduction Paragraph (After)	<b>Some people like to stand out from the crowd while others would prefer to fit in. To stand out is to be different from everyone else and to fit in is to be the same. For me, I would personally sit on the fence. If I am in a situation where I am with people I don't like, I would prefer to stand out from the crowd out of spite.</b>

Legend:

- General Statement**
- Definition of Keywords**
- Statement of Position**
- Points**



## Student B

For Student B, she also initially immediately answered the essay question first, then provided context, but did not define the keywords. At the end of the term, she was able to write an introduction paragraph that also had the necessary components, which shows that she had a better grasp of the structure and features of the introduction paragraph.

Essay Question	Students benefit from Co-Curricular Activities. Do you agree?
Introduction Paragraph (Before)	As a student, I agree that students benefit from co-curricular activities (CCA). Ever since primary 2 began, students were required to participate in a CCA that interested them.
Essay Question	Some parents say that teenagers' use of smartphones and other electronic gadgets is spoiling family life. What are your views?
Introduction Paragraph (After)	Co-curricular activities (CCAs) are often conducted on a weekly basis. Students are encouraged to take a skill to follow them throughout their school journey. I agree that students benefit from CCAs as time is allocated for students to master a skill, they can find themselves fostering communication skills, and self-growth.

Legend:

**General Statement**  
**Definition of Keywords**  
**Statement of Position**  
**Points**

## Student C

At the beginning, Student C also showed the same tendency as Students A and B, to start by immediately answering the essay question. He then proceeded to list his points and explain them a little instead of giving the context and explaining the keywords in the question. At the end of the term, he was also able to follow the structure of an introduction paragraph and include the necessary components.

Essay Question	Students benefit from Co-Curricular Activities. Do you agree?
Introduction Paragraph (Before)	<p><b>I agree that students benefit from co-curricular activities.</b></p> <p>Co-curricular activities of CCA is important in a student's life as it contributes the most of the life of a student when he or she grows up to be an adult, such lessons include learning life-skills, character building and learning how to work as a team. Without co-curricular activities, students would grow up not knowing the importance of these lessons which can be detrimental to their lives when they start being part of the workforce. .</p>
Essay Question	Some parents say that teenagers' use of smartphones and other electronic gadgets is spoiling family life. What are your views?
Introduction Paragraph (After)	<p><b>Smartphones and electronic gadgets have been around for more than 15 years becoming part of our daily lives.</b> Electronic gadgets come in the form of handphones, tablets, laptops or desktops they are used in communication or entertainment this being a huge thing for teens. Although smartphones and electronic gadgets may be a need for most people some may think otherwise and find it a waste of one's life, degrading the use of these gadgets to merely playing games and nothing else. <b>I find that using smartphones or electronic devices does not spoil family life, if used in moderation.</b> Smartphones can be used to stay in touch with family members despite hectic schedules, not only that but can also increase social interaction online. Lastly, electronic devices can increase creative skills when used correctly for teens.</p>

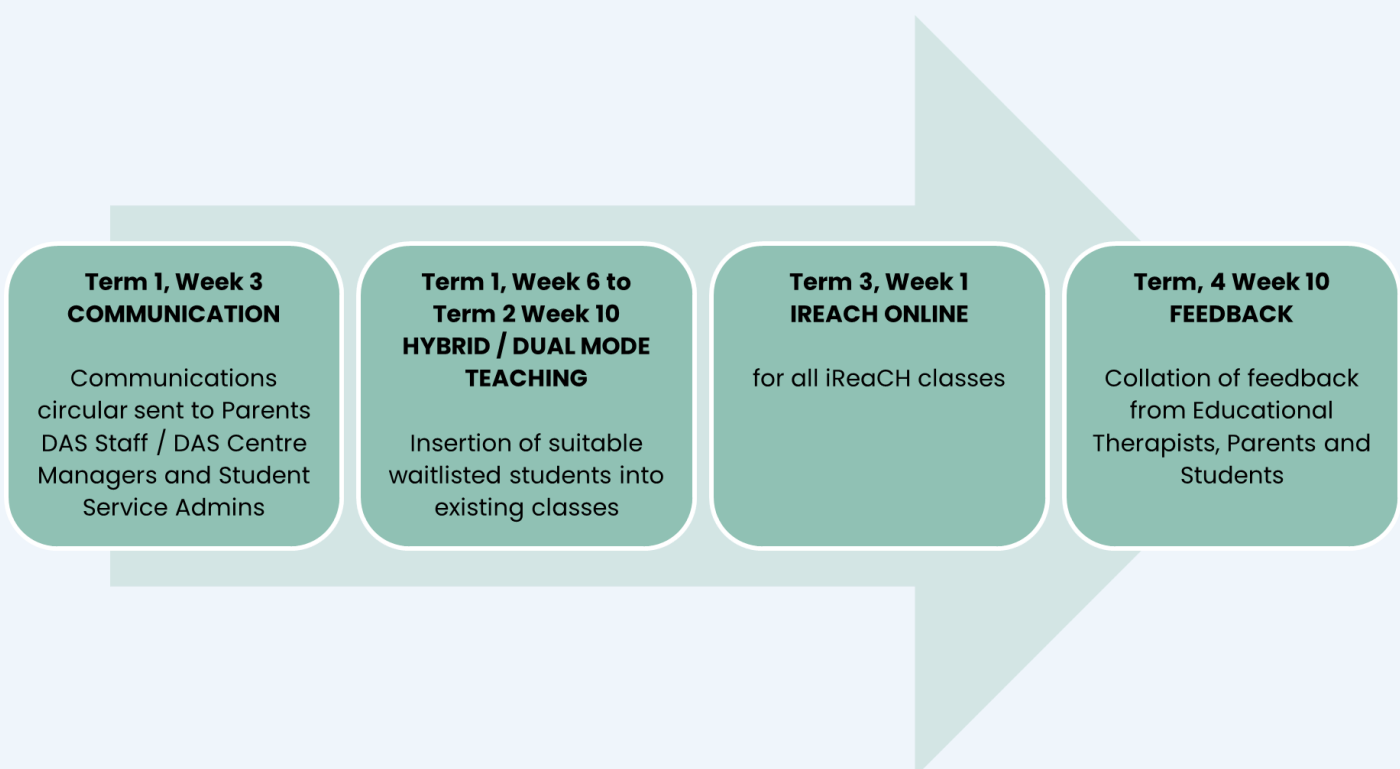
Legend:

**General Statement**  
**Definition of Keywords**  
**Statement of Position**  
**Points**

## iReaCH Online– Progress and Feedback

iReaCH switched to a fully online programme with effect from Term 3, 2022. One of the main considerations for the programme to pivot online is to facilitate the placements of students into suitable classes in a timely and efficient manner, thereby, allowing more students to receive intervention sooner rather than later, without distance being a barrier. Secondly, online delivery has made the conduct of lessons more flexible and convenient for most students including those with hectic schedules or logistical constraints. Thirdly, the Educational Therapists (EdTs) and most of the students have experienced online delivery during the circuit breaker period. Some positive feedback was received with regard to the conduct of online classes.

In order to ensure a smooth transition to a fully online programme, support and implementation steps were put in place to assist the EdTs, parents and students from Week 3 Term 1 till the end of Term 2, 2022. During this transition period, preparations and arrangements were made including converting resources and teaching materials to online format, sorting out administrative matters and requests for devices i.e. laptops.



*Figure 4 Timeline of Implementation for iReaCH Online*

Positive feedback received for iReaCH online:

- ♦ Most parents and students find it convenient to access the lessons (no need to travel)
- ♦ The EdTs feel they can focus more on higher order skills
- ♦ Insertion of students is much easier for placements or for unforeseen circumstances (e.g. HL), minimising disruption thereby, allowing for the continuity of lessons

## Surveys on iReaCH™ – programme and online delivery

A detailed feedback is obtained through surveys that were rolled out to both parents and students to find out about their reception to the iReaCH programme and the online delivery mode. Parents and students alike were asked questions on their satisfaction levels with the programme, the switch to online delivery, what they liked about the programme, and their opinion on the effectiveness of the programme in building confidence in the English language, and the areas they felt they benefitted from.

### Parent Surveys:

Despite reminders, only a total of 5 parents responded to the online survey about the programme.

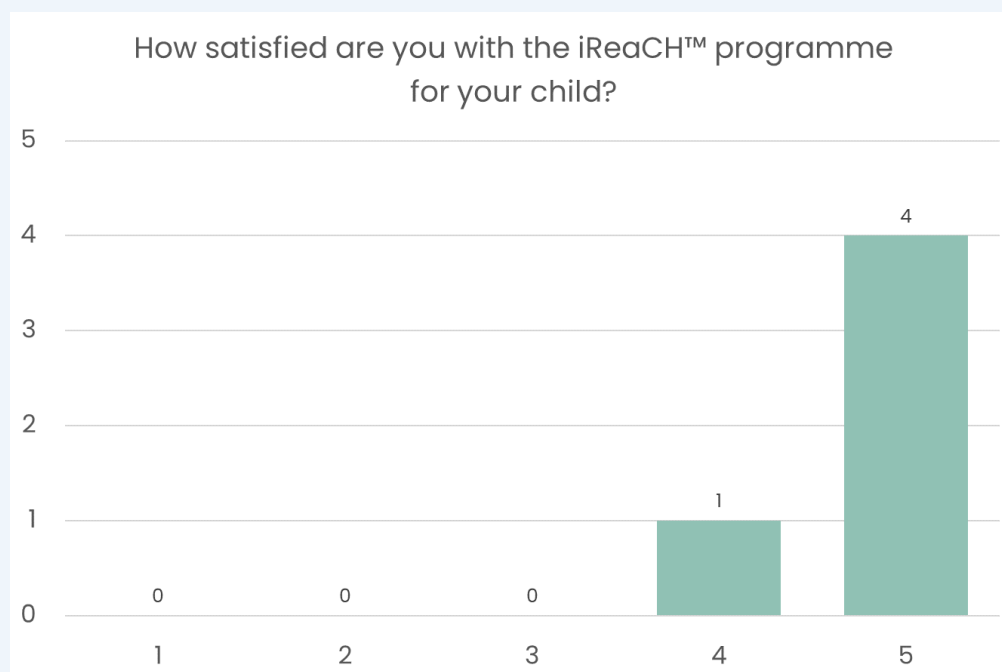


Figure 4: Parents' satisfaction levels with the programme (1 - Least satisfied, 5 - Most Satisfied). (p=5)

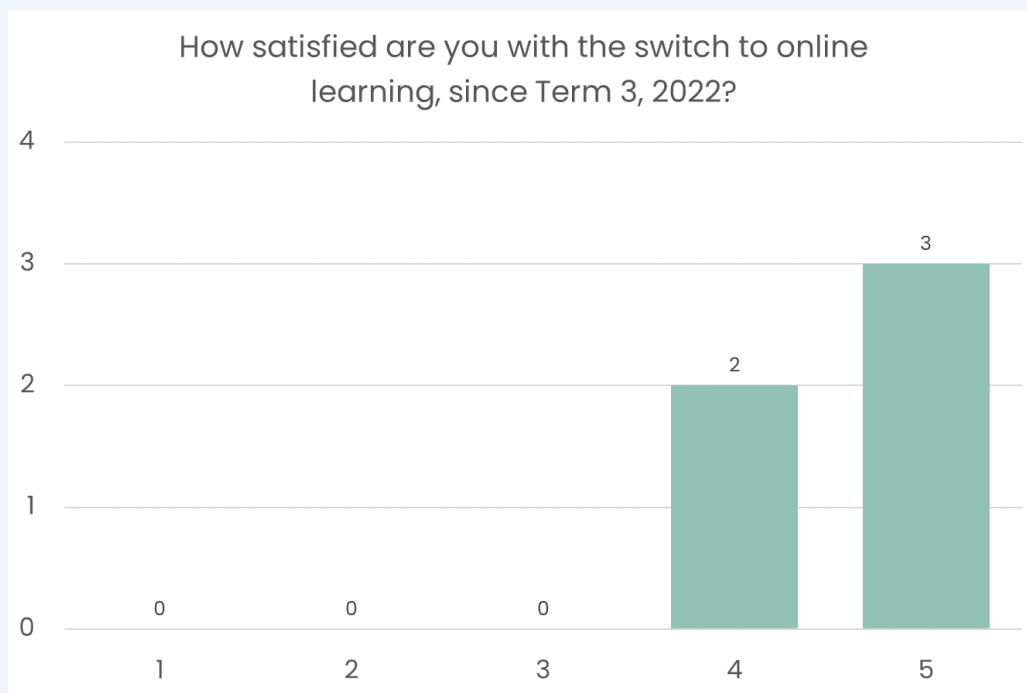


Figure 5: Parents' satisfaction levels with the switch to online learning (1 – Least satisfied, 5 – Most Satisfied). ( $p=5$ )

All parents surveyed were satisfied with the programme and the switch to online learning, with the majority being extremely satisfied. The parents surveyed like that the iReaCH™ programme focuses on the higher order skills of reading comprehension and writing, vocabulary building, and also it being an online programme, which is also reflected in their response in Chart 5. Additionally, one parent gave feedback that the teacher not only provided academic knowledge, but also guided their child in their future educational path.

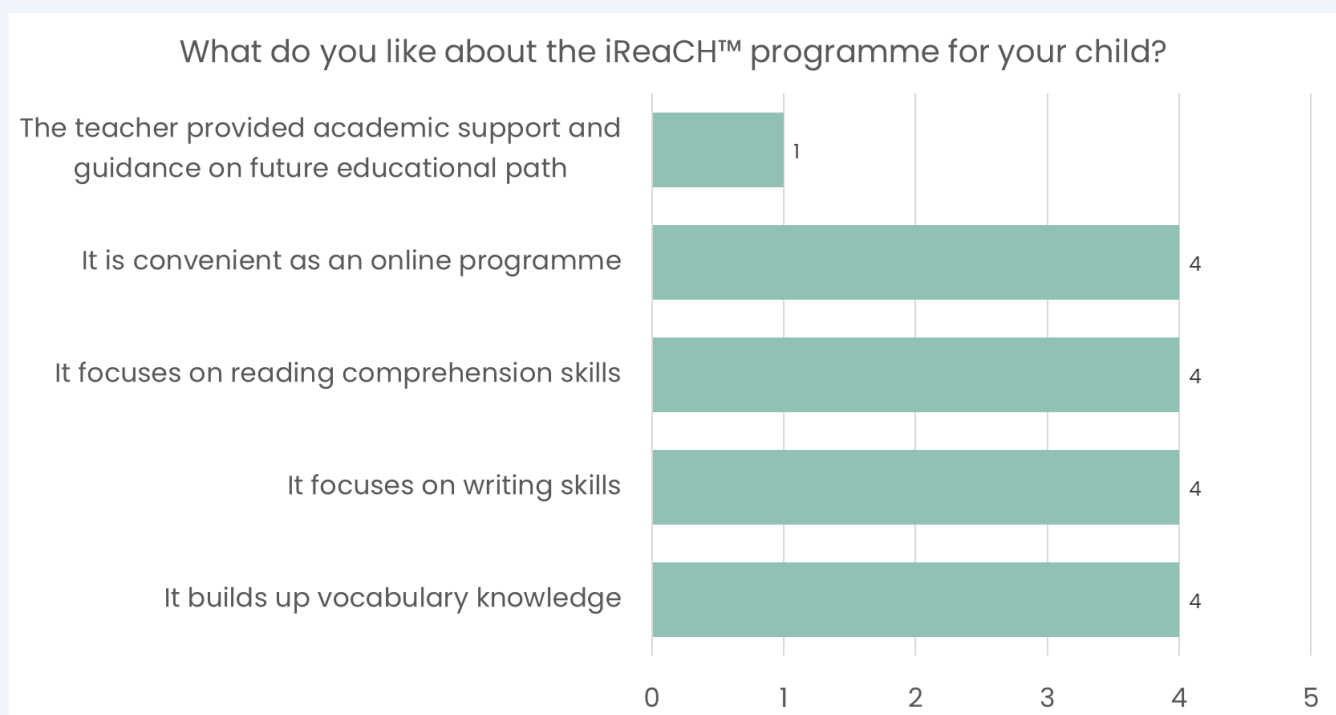
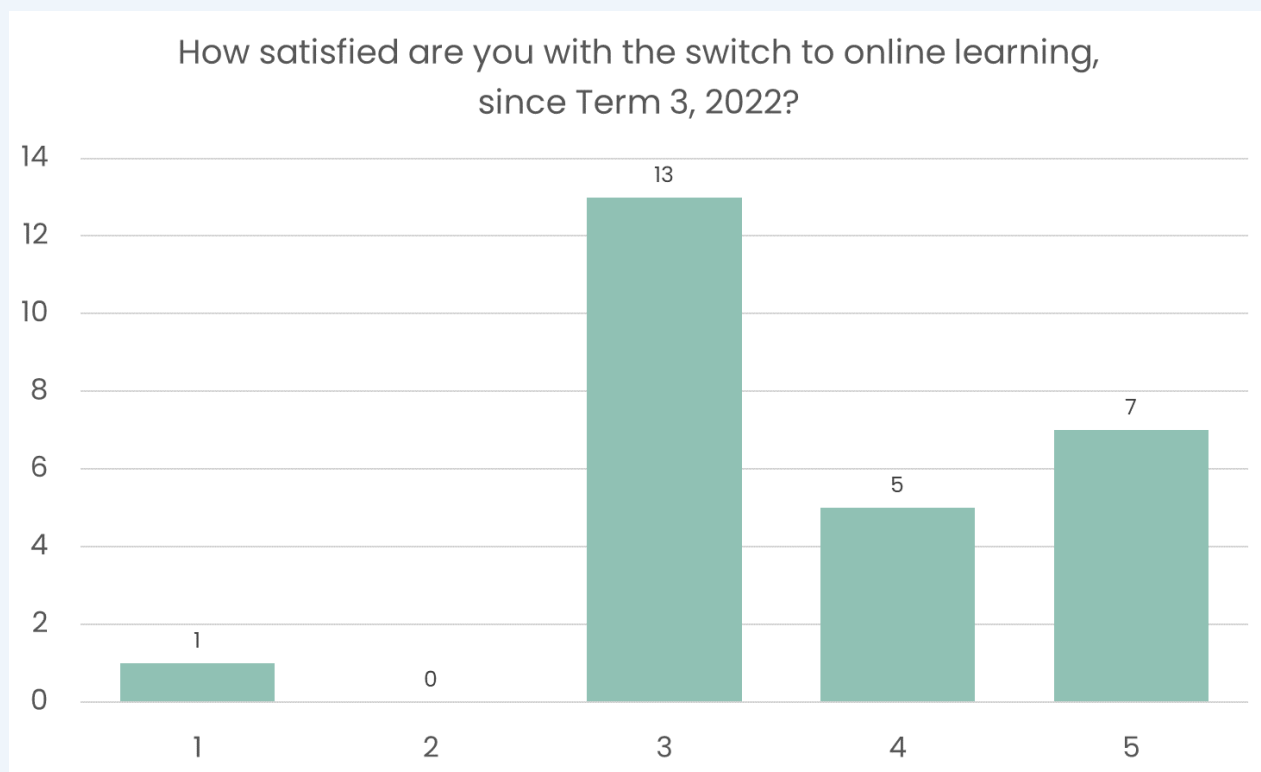


Figure 6: Characteristics of the programme that parents liked. ( $p=5$ )

## Student Surveys:

Additionally, a survey was rolled out to students in Week 5, Term 4, 2022 to obtain their feedback on online delivery and the support received on iReaCH™. A total of 26 students completed the survey. The following graphs show the quantitative responses for 2 of the survey items rated by the students.



*Figure 7: Students' satisfaction levels with the switch to online learning (1 - Least satisfied, 5 - Most Satisfied). (p=26)*

Almost all students had neutral (score of 3) or positive (scores 4 and 5) reactions to the switch from face-to-face classes to online learning. As an online programme, students benefit from the convenience of learning from home, eliminating the need to travel down to the learning centres. It is unavoidable that there would be some students who prefer face-to-face classes since each student has their preferred mode of learning, which explains the 1 student who was least satisfied (score of 1) in the change to the mode of delivery.

Out of the 4 characteristics of the programme, the students surveyed liked that it helped build up their vocabulary knowledge, following by its convenience as an online programme, which is corroborated by the data in Chart 7, where almost all students were neutral or satisfied with the switch to the online mode of delivery.



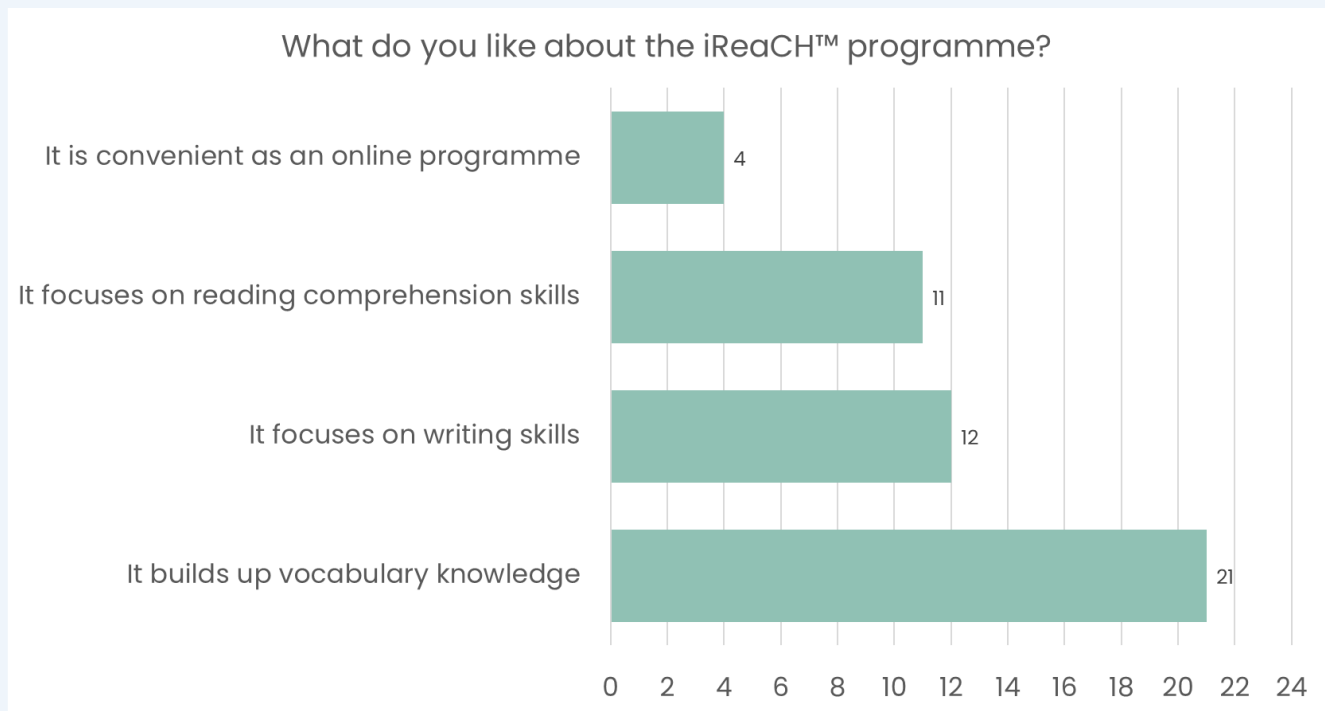


Figure 8: Characteristics of the programme that students liked. ( $p=26$ )

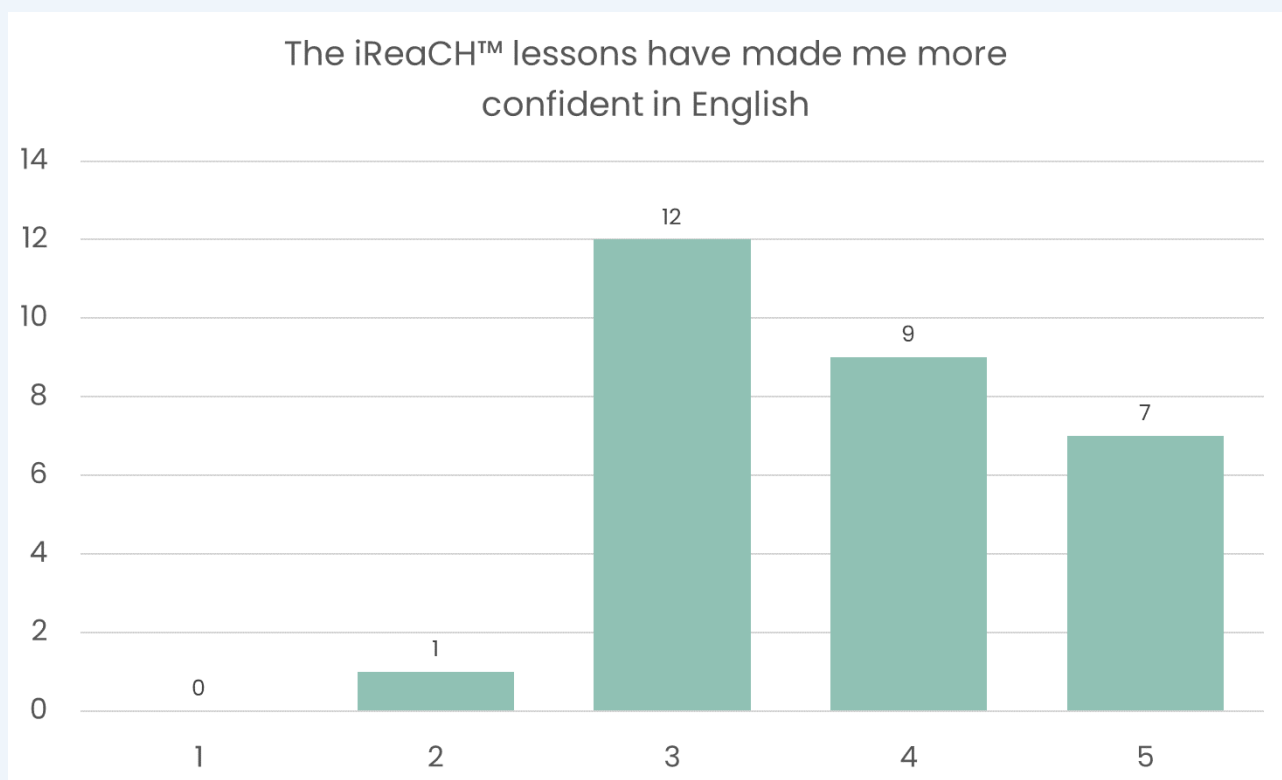


Figure 9: Students' opinion of their confidence level in English after attending the programme. (1 - Strongly Disagree, 5 - Strongly Agree). ( $p=26$ )

Half of the students surveyed agreed (score of 4 or 5) that the iReaCH™ lessons have made them more confident in their use of the English language. 12 students had a neutral answer, with 1 student disagreeing.

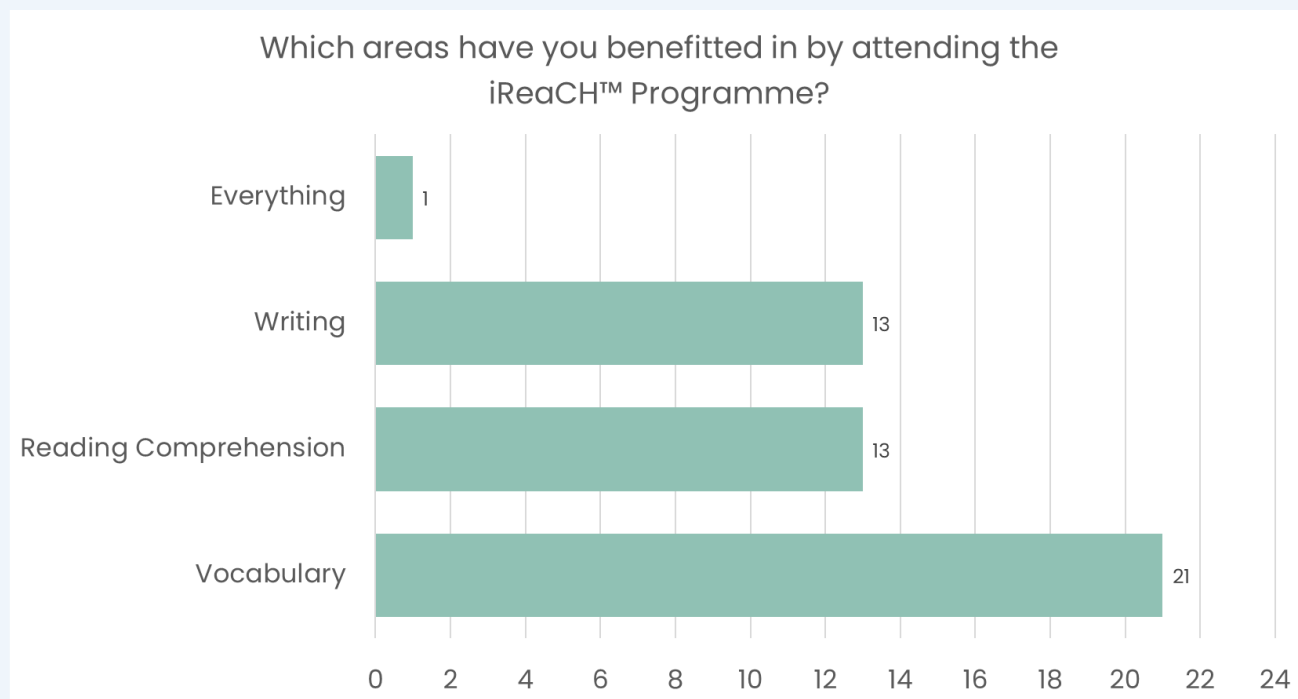


Figure 10: Areas where students felt they have benefitted in since attending the programme. Students can pick more than one option. ( $p=26$ )

The survey shows that most students felt they benefitted in vocabulary knowledge through the programme. This result corresponds well with the data in Figure 8, where the same number of students also indicated that they liked the vocabulary aspect of the programme. Both reading comprehension and writing shared equal weightage, and 1 student felt they benefitted from the programme in all aspects.



## Testimonials from Parents

Parent feels that the **iReaCH [programme]** *has improved her child's vocabulary* as she is being introduced to new words. Parent also feels that the **child is being challenged every lesson**, with **tips and strategies to help with her writing skills**.

Parent shared that her child has **made great improvement in school**. She also received positive feedback from her Main Literacy Programme (MLP) Educational Therapist that she has improved in her writing behaviour, i.e. she is **more keen on attempting writing tasks**, as compared to before joining iReaCH.

All thanks to you and DAS for giving her help and confidence. She scored A2 for her English.

## Testimonials from iReaCH™ Educational Therapists

Student A is a very conscientious student who works independently and takes pride in his work. He focuses in class and willingly participates in group discussion. He also adds value to the lessons with his unique ideas and thoughts. Furthermore, he **offers more direct responses to his reading experiences supported by reasons, examples, and details**. He also **shows tremendous improvements in grasping and applying the vocabulary learnt in lessons during his Reading Comprehension and writing tasks**. Though he needed guidance occasionally, he is a very independent learner and is able to complete his work with confidence.

Student B has a good range of vocabulary. She is able to give definitions or explain the meaning of some words in her own words and is able to include the vocabulary taught in her writing. She is **now also able to come up with synonyms and antonyms related to the vocabulary learnt and has a better understanding of word forms**. With exposure to pre-writing activities such as brainstorming and discussions over articles and videos, she is **able to generate more content into her writing, creating a cohesive and coherent piece**. As for reading comprehension, she has **shown improvements in identifying words with connotative meaning, personification and the use of literary devices**. She is showing improvements in interpreting the meaning of these figurative languages in comprehension passages.

## Discussion

The data collected is generally positive. The programme is effective in helping students achieve better vocabulary, reading comprehension, and writing outcomes due to its focus on these skills. In terms of mode of delivery, while there are advantages to switching iReaCH to a fully online programme (ease of access to lessons and faster placement of students since location is not a factor), it also comes with some challenges:

- ♦ unsuitability for online delivery especially students with more severe needs and/or attention issues.
- ♦ unfamiliarity with online lesson platforms: some students are unfamiliar with or take a longer time to use and be well acquainted with the online lesson platforms – e.g. Google Docs, Jamboard. The EdTs would need to allocate more time and assist with familiarising their students over time.
- ♦ Students may experience online lesson fatigue by the 2nd hour
- ♦ Some students access their lessons on their smartphones and/or tend to open multiple browser tabs despite the EdTs' reminders to students and parents.

With the switch to online delivery, parental involvement and support is critical in ensuring their child focuses and pays attention during their online lessons. The iReaCH team is also exploring ways to better support the EdTs with online delivery as well as mitigate some of the issues experienced with online lessons. As for students who require intervention but are not suitable for online lessons, the team is exploring the idea of having face-to-face lessons as an option for students who are more suited to an in-person delivery.

The evaluation also yields some insights into future and further enhancement of the resources, assessment materials as well as teaching and learning pedagogy, to better facilitate online delivery and increase student engagement and participation. The resources will be enhanced to cover more breadth and depth for the various components, which will help students to be better equipped in tackling the academic challenges they face in schools. In terms of assessments, the separation between upper and lower secondary levels for reading comprehension will be streamlined so that the students will be assessed on the same reading level for the pre and post tests even if they progress from lower to upper secondary. This will ensure a more accurate evaluation of their progress.



Presented by the English Language and Literacy Division  
that has brought you the Main Literacy Programme:

# iReaCH™

## WHAT?

The primary aim of iReaCH™ is to support learners in Reading Comprehension and Writing through the deliberate use of vocabulary instruction and educational technology, allowing them to better manage these higher order tasks expected of them in school.

The teaching principles emphasised in the development and delivery of iReaCH™ adhere closely to the Orton-Gillingham (OG) principles to enable learners with dyslexia to learn efficiently and effectively.

**READING  
COMPREHENSION**



**VOCABULARY  
INSTRUCTION**



**EDUCATIONAL  
TECHNOLOGY**



**CLASS  
SIZE:**  
6 to 8  
students

**WRITING  
SKILLS**



## WHO?

Primary 5 to Secondary 5  
students with Dyslexia



FOR MORE INFORMATION ON iReaCH™

**CALL 6444 5700**

or ANY DAS LEARNING CENTRE

OR VISIT US AT [TINYURL.COM/DAS-ELLPROGRAMMES](https://tinyurl.com/das-ellprogrammes)



# iSTUDYSMART™ PROGRAMME



iStudySmart™ empowers students in planning, presentation, and writing skills. Education's role extends to the future, and these skills ensure smooth transitions to higher education. We nurture confident, capable individuals ready to excel in their educational journey and beyond.

At iStudySmart™, we're not just imparting skills; we're nurturing individuals who are well-equipped to embrace the challenges of tomorrow with confidence and capability.

## The 4 Modules

- ♦ Time Management & Prioritisation
- ♦ Planning and Organisation
- ♦ Tertiary Writing skills
- ♦ Presentation skills





# ISTUDYSMART™ PROGRAMME



The iStudySmart (iSS) programme aims to empower students to become confident and independent individuals through the acquisition of time management and prioritisation skills, planning and organisation skills, tertiary writing skills and presentation skills, critical in building a strong foundation for success in higher education and beyond.

A total of 6 upper secondary and 23 post-secondary students from the various tertiary institutions received specialist intervention on the iStudySmart programme in Term 1, 2023, which forms the highest enrolment into iSS to date. For this cohort, most of the post-secondary applicants, 19 of them, are students from the Institutes of Technical Education, ITEs.

## In Support of Tertiary Learners

To ensure continuity of support for tertiary students, there is a need to increase awareness through targeted and meaningful student-centric efforts. To that end, DAS/iSS alumni are invited to be part of awareness talks by sharing their perspective and learning experience as dyslexics and former students.

For instance, the second awareness talk conducted for Singapore Polytechnic (SP) staff on the 8 November featured a DAS alumnus and SP graduate who shared her learning journey and experience. The impact was both authentic and far-reaching given the positive feedback received for the segment.



### Understanding Dyslexia Supporting students in Institutes of Higher Learning (IHLs)

While students or individuals with dyslexia might start out fine in the early years at school, they may likely encounter more difficulties and challenges as they embark on their tertiary education, which usually comes with higher academic demands and expectations. If left unsupported, students with dyslexia may experience low self-esteem, behavioural problems and/or social withdrawal.

**Through this awareness talk, the audience will get to:**

- Know more about Dyslexia and some of the learning challenges faced by IHL students with dyslexia.
- Find out more about the dyslexia screening and assessment.
- Learn how IHL students with dyslexia can be supported through the availability of DAS programmes and services.



**STEVEN SIM**  
Senior Educational Therapist



**SARASVATHI SINNAYAH**  
Senior Central Administration Officer



**NURYANEE**  
DAS Student Alumni Student, NUS

**Sharing by Student with Dyslexia**  
Our DAS Student Alumni, Nuryanee, will also share about her journey with dyslexia and the challenges she faced. She will also touch on the challenges of transitioning from secondary to tertiary education and how she coped with these difficulties.

**DATE**  
**10 AUG 2022**  
WEDNESDAY

**TIME**  
**3PM – 4.30PM**  
1 HOUR 30 MINS



Scan the QR code on the right to access Zoom Webinar Link or visit [tinyurl.com/DAS-NUSAwarenessTalk](https://tinyurl.com/DAS-NUSAwarenessTalk)



YOUTUBE.COM

## Here's how iStudySmart helped us! - Meldon Chua & Janell Fong

Meldon Chua & Janell Fong iStudySmart Alumni DAS Student Alumni

Similarly, two DAS iStudySmart™ alumni and first year Temasek Polytechnic students, Meldon Chua and Janell Fong, spoke to the 2022 cohort of graduates, parents and invited guests during the annual Student Graduation event held on the 26 November, 2022. Not only did they share how the support and resources received on iStudySmart have helped them cope better with their learning challenges and the increased demands in higher education, they also attributed their smooth transition to tertiary institutions to the intervention received on the programme. The sharing had garnered some keenness amongst the graduates and parents as the team received 11 interested applications on the same day. The outreach efforts and marketing activities implemented by the team have resulted in one of the largest cohort of students so far who enrolled in the 1st intake, 2023.

Additionally, MLP graduating students and their parents are invited to attend organised webinars to better prepare

## FREE DAS iStudySmart™ WEBINAR

Join us for an iStudySmart™ Webinar as we share about transitioning from Secondary School to Institutes of Higher Learning (IHLs)!

Sharing by Students with Dyslexia

**NUH SYAZWAN**  
DAS Student Alumni  
Student, Singapore Polytechnic

**SITI HAWA NAJIB**  
DAS Student Alumni  
Student, Temasek Polytechnic

Hear from our DAS Student Alumni Syazwan and Siti Hawa!  
They will touch on the challenges transitioning from secondary to post secondary education and the support received that has helped them cope better with these difficulties.

Join us to find out more about iStudySmart™

DAS Lead Educational Therapist and Curriculum Specialist, **Rosalyn Wee**, will also share with you how the programme can benefit and prepare you as you embark on your tertiary education in Institutes of Higher Learning (IHLs). She will also be sharing some tips and strategies on how you can prioritise and manage your time better.

**ROSALYN WEE**  
Lead Educational Therapist  
Curriculum Specialist

themselves for their transition to IHLs. The aim is to reach out to as many students and parents as possible to not only share the availability of iStudySmart but also the importance of receiving specialist support in higher education. The iSS team conducted these preparatory webinars on the 17 September and 12 November.

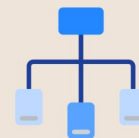
To raise awareness and participate in the ongoing conversations that relate to special educational needs support for learners in the tertiary education learning environment, the team contributed to articles and social media posts.

## Blog Articles on Productivity and Time Management Tips [Part 1 and 2]

### How can lecturers and tutors help tertiary students with dyslexia?



@dyslexiasg  
#embracedyslexia #embracespld



### Scaffold assignments and instructions.

Break down tasks and give instructions clearly so that students will have a better understanding of what they need to do.

@dyslexiasg  
#embracedyslexia #embracespld



### Have different forms of questions in tests.

Students may find it hard to absorb information from MCQs. Provide different types of questions to vary the level of difficulty.

@dyslexiasg  
#embracedyslexia #embracespld



### Write important information and terminology on the board.

Students with learning difficulties may have trouble copying things when they are just listening to you. Write down specific keywords on the board so that students will take note of them.

@dyslexiasg  
#embracedyslexia #embracespld



## Straits Time (Forum Letter Response), 9 June, 2022

THE STRAITS TIMES

OPINION

# Forum: Do more to fix gaps for special needs students in higher education settings

PUBLISHED JUN 9, 2022, 1:06 AM SGT



We refer to the articles, "Secondary schools provide all-round support for students with special needs" and "How parents can work with schools to better support children with special needs" (both published on May 22).

The Dyslexia Association of Singapore (DAS) is heartened by the availability and accessibility of support and resources provided for primary and secondary school students with special educational needs.

It is encouraging to see schools increasing their outreach efforts as well as building closer partnerships with parents and caregivers.

## iStudySmart™ Final Presentation Event



The programme for intake 2, 2022 culminated in a final presentation event that was held in-person at the Singapore University of Technology and Design (SUTD) after three years of online delivery due to the pandemic.

While presenting live in front of an audience may seem daunting and challenging, the student presenters rose to the occasion, overcame their nerves and put up engaging presentations that covered a range of topics from cyberbullying,

# iStudySmart™ Final Presentations

26 November 2022



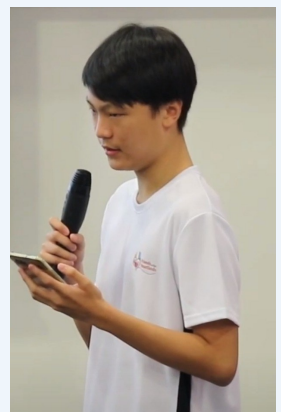
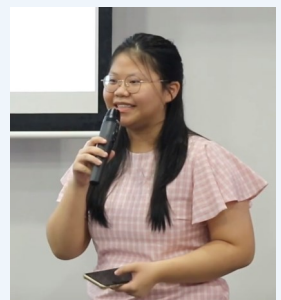
**We are extremely proud of you and how far you have come!**



inspiring role models to artificial intelligence.

What is equally noteworthy was the confidence and capacity displayed by the students when responding to the questions posed by the judge. Supported by their facilitators, a great deal of research and preparation have gone into putting together relevant content and information, enabling them to be well-versed and knowledgeable in their topics selected.

Lastly, it was delightful to see parents, facilitators and invited guests interact, mingle and congratulate the student presenters physically, which certainly boosted their confidence and motivation.



## Testimonials received from students and parents

*"Enrolling my child in iSS is one of the best decision[s] I have ever made. Through the months, I watched her develop her study skills & time management skills progressively. [She] took ownership of her own studies and I never had to worry about her. Whenever she runs into some issues, when doing her assignments, her teacher is always ready to point her towards the right direction. I especially appreciate how the facilitator advised my child with useful applications & websites that she could use for her graduation presentation. The teacher works at bringing out the child's gifts & style rather than expecting her to be moulded into fixed criteria. It's great that each child could cultivate their own unique learning. I was impressed when [my child] clinched "The Best Presenter/Speaker award" with her animated delivery of her presentation for her batch." Parents of iSS student, Batch 2, 2022*

*"First of all, thank you so much for giving [my daughter] the opportunity to do the presentation and giving parents the chance to be with her. It was an amazing and fun experience, a place to know nowadays what teenagers do with their gadgets n also learn more other sports like hurdles besides swimming [my three girls all only swim:)] [My daughter] now understands [how to create] her PowerPoint [slides]. She [enjoyed] her friends' presentations as they were lively and interactive. Once again many thanks to her teacher, DAS and everyone for this great experience." Parents of iSS student, Batch 2, 2022*

*"I like that it [the programme] offers flexible time frames that can be personalised to my own schedule. I get to learn through a variety of activities using many different learning styles." iSS student, Batch 2, 2022*

*"[The programme] has helped me improve on my presentations and fear of presenting in front of a large crowd." Parents of iSS student, Batch 2, 2022*

*"I feel that iSS has helped me learn some essential skills that I can use in my future studies. The content was easy to understand and I was able to do the presentation at the end of the program very well with the things I have learned during the course of 2 terms...I definitely believe that the knowledge I have gotten thru iSS will help me in my future as I now know what to put in my presentation, be it my script or my slides. I have also improved on time management skills which will help me manage my time better as I used to find myself doing last minute work. The methods I have acquired in iSS are applicable not only in my studies but also when I get into the work environment." Parents of iSS student, Batch 2, 2022*





# DYSLEXIA IN HIGHER LEARNING

## SCREENING

As students with dyslexia grow older or progress to Institutes of Higher Learning, the increase in demand of schoolwork can become a struggle for them. If left unsupported, dyslexia may lead to low self-esteem, behavioural problems and withdrawal from friends, family and school.

**DAS offers dyslexia screening for IHL students.**



DAS seeks to profile the needs of every learner, and for them to discover and understand their potential.



Scan QR code for  
**DYSLEXIA SCREENING CHECKLIST**



## ASSESSMENT

DAS psychologists aim to determine the learner's unique profile, provide clarity to individuals grappling with the challenges of specific learning difficulties through consultation, and guide them on their next steps.

Following the screening results, **eligible** students may be funded for a full psychological assessment.

## INTERVENTION: iStudySmart™ Programme

The programme aims to provide intervention and resources for students with Specific Learning Differences (SpLDs) at the tertiary level, enabling them to become more self-directed, independent, and responsible learners.

Students will attend intervention in a group. Those with higher needs may be recommended for 1-1 support.

- ✓ TIME MANAGEMENT & PRIORITISATION SKILLS
- ✓ PLANNING & ORGANISING SKILLS
- ✓ TERTIARY WRITING SKILLS
- ✓ PRESENTATION SKILLS



**FUNDING IS AVAILABLE**  
100% funding available from Lim Hoon Foundation for ex-DAS bursary students and eligible new applicants.



FOR MORE INFORMATION ON DYSLEXIA IN HIGHER LEARNING  
VISIT [TINYURL.COM/DYSLEXIA-IN-HIGHER-LEARNING](https://tinyurl.com/dyslexia-in-higher-learning)

☎ 6444 5700  
✉ [info@das.org.sg](mailto:info@das.org.sg)  
f @dyslexiasg

**Specialised  
Educational  
Services**  
UNLOCKING POTENTIAL



# SPECIALISED EDUCATIONAL SERVICES (SES)

## OUR VISION

Nurturing persons with learning differences to achieve success and impact society positively.

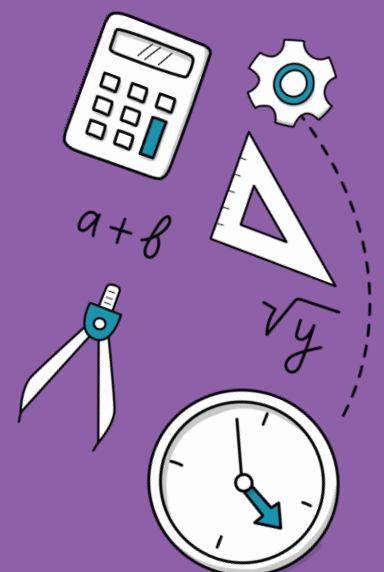
## OUR MISSION

Unlocking the potential of individuals with learning differences.

## ABOUT SES

Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore which aims to uncover the true strengths of individuals with learning differences and empower them with the necessary skills and strategies to succeed.

All of our professionals are highly qualified and specially trained to help persons with learning differences who may be struggling in different areas of their lives. We have a good understanding of the curriculum and the demands that today's education systems place on a student and strive to bring out the very best in every individual that we see.



# PRESCHOOL PROGRAMME

**"Catch them before they fall"**

**Early identification and support  
prevents reading failure in  
young children."**

**- Dr Joseph K. Torgesen**

"Moving into Primary One is a big educational milestone for children in Kindergarten One and Two. It is imperative to support preschoolers struggling with basic literacy early since research has shown that neglecting to do so may have a lifelong impact. Since 2006, DAS has helped many preschoolers with early literacy difficulties overcome barriers through our SES Preschool Programme. The SES Preschool Programme is a published evidence-based programme, which has been consistently found to have a positive effect on learning outcomes.





## PRESCHOOL PROGRAMME



*DAS Preschool Team*

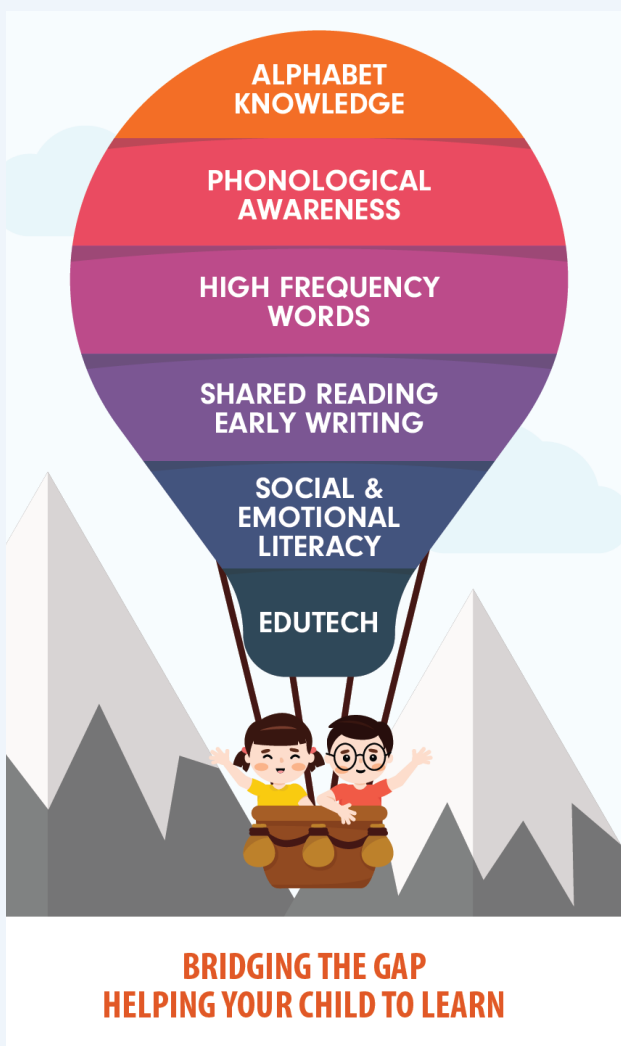
### INTRODUCTION

The Preschool Early Literacy Programme (PELP), also known as the preschool programme was started in 2006 for Kindergarten 1 and 2 pre-schoolers who show dyslexic type tendencies, developmental delays in early literacy skills, or are experiencing early literacy learning difficulties despite supportive efforts from home and school. It is a published evidence-based programme that has been consistently found to have a positive effect on learning outcomes. By the end of 2022, the Dyslexia Association of Singapore (DAS) provided 295 preschoolers with early literacy intervention through the preschool programme. Of the total student enrollment, 49% were referrals from medical professionals, such as from KKH (43.8%), NUH, HPB, SGH, and polyclinics; 24% from parents, 17% from schools, 5% from educational professionals and psychologists. The other 5% did not state their source of referrals.

The preschool programme is recognised as an unfunded private intervention service provider under Early Childhood Education Development Agency (ECDA) Early Intervention (EI) and is ECDA Baby Bonus approved. All 12 learning centres with the preschool programme were audited by ECDA in 2020. Ishk Tolaram Foundation and the Dyslexia Association of Singapore's (DAS) general pool were able to provide continued bursaries to preschoolers from the lower-income bracket that require early intervention.



## PROGRAMME DESCRIPTION



The programme integrates the Orton-Gillingham (OG) instructional approach with early childhood pedagogy and is guided by the MOE's Nurturing Early Learners (NEL) Language and Literacy Framework. Lessons are multi-sensorial, learning is layered with repetition, and personalised to a child's profile, thereby supporting mastery, retention, and understanding.

Preschool educational therapists will gather a child's early literacy information from a pre-test and class observation to create an Individualised Intervention Plan (IIP). The IIP document will be shared with the parents within three weeks of the child entering the programme. The lessons are individualised and cater to a child's learning progress. This IIP is updated every six months in a more detailed progress report, which discusses goals that have been met, new goals to meet, and general feedback.

The progress report is provided to parents during the bi-annual parent meeting session. Children going on to Primary One will eventually exit the preschool programme and children who receive a dyslexia diagnosis may continue intervention in the DAS Main Literacy Programme.



### Entry Criteria

Pre-schoolers in Kindergarten One and two attending childcare or kindergarten, with dyslexia type tendencies and/or early literacy difficulties.

### Exit Criteria

Pre-schoolers who have completed Kindergarten 2 at the end of the year.

### Who the Programme is for

Children with early literacy learning difficulties in:

- ♦ pre-reading skills: letter recognition, letter-sound knowledge, blending sounds together to read words, recognising high-frequency words, guessing wildly at words, confusion over similar-looking words (e.g. no/on)
- ♦ pre-spelling skills: learning to spell, hearing the individual sounds in a word (e.g. d-o-g for 'dog'), separating sounds apart e.g. cat (c/a/t), identifying the beginning, middle and ending sound
- ♦ early-writing difficulties: fine-motor skills, writing own name, letter formation in both upper and lower case



## EVALUATION OF PROGRAMME FOR 2022-2023

At the point of entry into the programme, the preschool educational therapists conduct a pretest with the student to pinpoint areas of difficulty. The pretest will cover the areas of alphabet knowledge, phonogram knowledge, phonemic awareness, sight word knowledge, blending and segmenting skills, and sentence copying. At the end of the year, a post-test will be conducted with the student in the same areas of alphabet knowledge, phonogram knowledge, phonemic awareness, sight word knowledge, blending and segmenting skills, and sentence copying to look at overall progress.

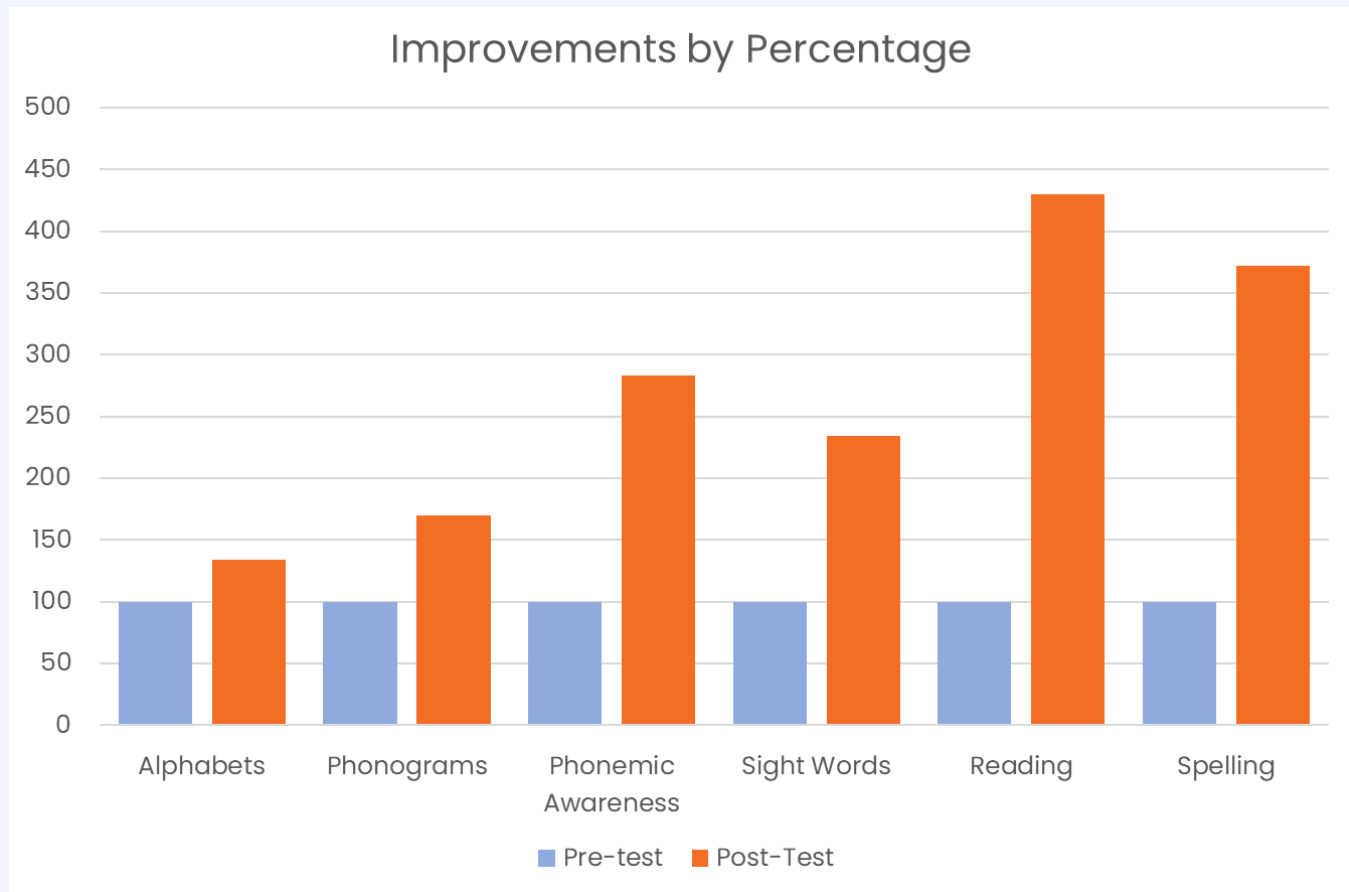
The components covered in our programme include oracy, alphabet knowledge, letter formation, letter-sound association, phonological awareness, sight words, shared reading and early writing. The teaching approaches are guided by Orton-Gillingham principles and early childhood pedagogies. The lessons are individualised and cater to a child's learning progress. Opportunities are created within the classroom for preschoolers to experience success.

Table 1. Results of Paired Samples t-test comparing pre-test and post-test.

Group	N*	Mean	SD	t	df	p
Alphabet Knowledge Pretest	229	70.87	34.01	-12.58	229	0.000
Alphabet Knowledge Post test	229	94.8	28.24			
Phonogram Knowledge Pretest	220	15.03	10.32	-19.79	219	0.000
Phonogram Knowledge Post test	220	25.49	8.72			
Phonemic Awareness Pretest	218	2.86	5.84	-10.96	217	0.000
Phonemic Awareness Post test	218	8.09	8.31			
Sight Word Knowledge Pretest	219	9.97	13.56	-15.33	218	0.000
Sight Word Knowledge Post test	219	23.38	17.83			
Reading Ability Pretest	225	1.35	2.95	-13.56	224	0.000
Reading Ability Post test	225	5.80	5.76			
Spelling Ability Pretest	218	1.09	2.56	-10.99	224	0.000
Spelling Ability Post test	218	4.06	4.63			

\* Discrepancy in N due to incomplete data

Annual progress monitoring is conducted to evaluate and update teaching practices. Data was collected from a sample of 229 preschoolers (37 K1, 169 K2, 23 K2R) comprising 83 female and 146 male students who attended an average of 47.9 hours of intervention.



*Chart 1: Comparison of literacy improvements at pre and post-test across seven areas: alphabet knowledge, phonogram knowledge, phonemic awareness, learnt word knowledge, reading ability, and spelling ability.*

The results indicated, as with previous years, highly significant improvements in all six components with large effect sizes.

## RESEARCH CONDUCTED

Asia Pacific Journal of Developmental Differences (APJDD) Publication:  
Investigating the impact of the DAS Preschool Programme

A controlled short-term study with a repeated measures design investigated the impact of this programme on children who had been identified as struggling in the



early years' environment. Participants (14 control group and 13 intervention group) completed a pre-assessment battery, followed by a post-assessment 10 weeks later.

The intervention group underwent 20 hours of early literacy intervention over 10 weeks, while the control group did not attend any form of intervention apart from normal kindergarten attendance. The results indicated that the experimental group outperformed the control group in phonogram knowledge, phonemic awareness, high-frequency words, reading, and spelling. The control group made significant improvements in spelling and sentence copying only, with all other measures remaining largely unchanged over time. The implications of this study are that we cannot rely on the process of maturation to improve the skills of preschool children who are not keeping pace with their peers. This article was published in APJDD's 9th volume in 2022.

## QUALITY ASSURANCE

The preschool programme conducts annual quality audits to ensure that our teachers plan quality lessons that are in line with students' needs and are able to deliver lessons using the Orton Gillingham (OG) approach to help our students. To ensure Educational Therapists are providing a high-quality programme, classroom observations and peer observations are conducted every financial year. In addition, an annual programme evaluation is conducted to monitor students' progress and the effectiveness of the programme. The teachers will be graded for the following:

PROCESSES	SCORE
A: Lesson Planning	/16
B: Lesson Execution	/60
C: Language and Communication	/8
D: Classroom Management	/12
TOTAL	/96

A score of less than 40 would indicate that the teacher would need a re-audit. The scores for each process will be summed, and teachers would be given a performance rating based on the total score.



GRADE ACHIEVED	GRADE	PERCENTAGE
	5: Far Exceeding Requirement	80–100
	4: Exceeding Requirement	60–79
	3: Met Requirement	40–59
	2: Developing (Needs Re-audit)	20–39
	1: Yet to Meet Requirement (Needs Re-audit)	0–19

At the end of 2022, we conducted 12 quality assurance audits, and our teachers' performance ratings were either exceeding requirements or far exceeding requirements. This ensures that our Educational Therapists are capable of providing a high-quality lesson.

## TEACHER TRAINING

All Preschool Dedicated and Dual-Specialists Educational Therapists have completed a Professional Certificate Course in Preschool. Dedicated Preschool Educational Therapists hold at least a Diploma in Preschool Education or relevant qualifications in Early Childhood. All full-time staff are required to have 50 hours of continued professional development through in-house training, external courses, conferences, and seminars. Further in-service training includes continuous formal and informal training.

NAME OF TRAINING	DATE	OBJECTIVE
Sharing of e-resources to use in your classroom	27 April 2022	- Sharing of new resources and Educational Technology
Supervising and co-supervising teacher briefing	29 June 2022	- Covering key components for Flexi Education Therapists' teachers' training
Professional Certificate Course for Flexi Scheme Pre-school Educational Therapist	28 June 2022 29 June 2022 30 June 2022 4 July 2022 5 July 2022	- Integrating and developing literacy - Differentiated teaching and learning - Classroom readiness - Parent communication and student progress report - Technology



NAME OF TRAINING	DATE	OBJECTIVE
Conducting MTPs, Managing school-age assessment administrative timelines	20 October 2022	<ul style="list-style-type: none"> <li>- Conducting Meet the parents</li> <li>- School-age assessment</li> </ul>
Programme Evaluation and Preschool Seminar 2023	12 January 2023	<ul style="list-style-type: none"> <li>- Conducting programme evaluation</li> <li>- Sharing of Preschool Seminar 2023</li> </ul>

## NEW INITIATIVES TAKEN FOR 2022–2023

### 1. Short Term Numeracy Programme



Preschool Short-term Programme  
**Preschool Numeracy**  
For K1 and K2 students from DAS Preschool Programme

**\$691.40**  
Bursary is available

**Foundational understanding of numbers and number system 1 to 10**  
The aim of the programme is to support preschoolers to pick up counting skills and number sense from 1 to 10. The programme will use a multisensory approach to create learning experiences that are interactive, meaningful and enriching.

To sign up or find out more, scan the QR code or visit [tinyurl.com/Preschool-STP](https://tinyurl.com/Preschool-STP)

@DyslexiaSG www.das.org.sg info@das.org.sg 6444 5700 (Mon - Fri: 9am - 5:30pm)

The DAS Preschool has its first run of its short term numeracy programme. The aim of the programme is to support preschoolers to pick up counting skills and number sense from 1 – 10. The programme used a multisensory approach to create learning experiences that were interactive, meaningful and enriching. The short term programme ran at two locations, the Sengkang and Rex House Learning Centres for 10 weeks, from March to May 2022.

### 2. Refining the Curriculum Scope and Sequence

Based on the data from our programme evaluation, the updated scope and sequence reflected a more accurate word level of difficulty for both reading and spelling of phonetic words. It also took into account the acquisition of speech sounds based on their age-appropriateness. This helped improved students' reading and spelling skills.




## ENGAGEMENT AND AWARENESS

### UNITE SPLD Conference 2022



Exploring the impact of the DAS Preschool Early Literacy Intervention for two kindergarteners during the pandemic




**Exploring the impact of the DAS Preschool Early Literacy Intervention for two kindergarteners during the pandemic**

**KELLY BIJAY**  
Preschool Programme Manager  
Lead Educational Therapist


**RAIHANA HASHIM**  
Preschool Educational Therapist

24 June 2022

UNITE SPLD 2022 CONFERENCE  
23 – 24 JUNE SINGAPORE  
*Uniting Ideas in Teaching Excellence*  
www.das.org.sg  
unite@das.org.sg




**What is this study about?**




- Study on two preschoolers
- Focus: Literacy learning support during Covid-19 safe management measures
- Method: Blended learning approach
- Included classroom, online and home-based learning activities


UNITE SPLD 2022 – 23 TO 24 JUNE 2022 – SINGAPORE WWW.DAS.ORG.SG | UNITE@DAS.ORG.SG




**Home-Based Learning**




UNITE SPLD 2022 – 23 TO 24 JUNE 2022 – SINGAPORE WWW.DAS.ORG.SG | UNITE@DAS.ORG.SG




**In the Classroom**



UNITE SPLD 2022 – 23 TO 24 JUNE 2022 – SINGAPORE WWW.DAS.ORG.SG |




**Challenges**




- ★ Global shift to teaching online happened too quickly
- ★ Resources and Skills
- ★ Concentration and attention tends to drift frequently online and face-to-face (but harder to manage this online)
- ★ Parent involvement was crucial
- ★ Blind spots -
- ★ Technical issues -
- ★ Interaction - socialisation – fun

UNITE SPLD 2022 – 23 TO 24 JUNE 2022 – SINGAPORE WWW.DAS.ORG.SG | UNITE@DAS.ORG.SG



**Benefits**



- ★ Partnerships between parents and educational therapist
- ★ Parent Training - Informal but effective
- ★ During online classes - the adult support is valuable
- ★ Parent Involvement and awareness of child's learning needs and style
- ★ Learning continued during the holidays - parents felt confident to support their child

UNITE SPLD 2022 – 23 TO 24 JUNE 2022 – SINGAPORE WWW.DAS.ORG.SG |

This conference showcased research that covered aspects of behavioural, identification, early intervention, technology, multilingualism, assessment for children and adults with special learning needs. The pre-school team presented a 30 minutes sharing on a study that explored the learning journey of 2 kindergarteners who received continued literacy learning support during the unpredictable COVID-19 Safe Management Measures (SMM) under Stream 2 (Identification and Intervention),

## International Dyslexia Association (IDA) Conference 2022 : Investigating the impact of an early literacy intervention programme

The IDA Annual Reading, Literacy and Learning Conference is an annual event that provides information and support for individuals with dyslexia. The preschool team presented an hour-long on-demand video that focused on a study that investigated the impact of the DAS Preschool Early Literacy Programme. In the sharing, the team shared about the research findings, specific literacy strategies, and in-house resources that were customised to suit preschool learners in our programme.

## Visit by Early Childhood Development Agency (ECDA)

To reach out to key stakeholders, ECDA CEO, Mr Tan Chee Wee and his team from Early Intervention visited REX Learning Centre. The objective of their visit was to understand the range of services offered by DAS for preschoolers at risk of literacy difficulties and potential collaboration to complement existing literacy support and teachers training in the community.

## Radio Interviews on Warna 94.2 FM and Capital Radio 95.8 FM

To reach out to parents of preschoolers, the team went on 2 radio interviews live on national radio on 20 and 28 February respectively. This was also available for viewing on Facebook live. In both interviews, the team shared how parents could look out for signs of a preschooler struggling with early literacy difficulties.

The audience was also given a short overview of the topics and breakout sessions available for Preschool Seminar 2023.



*Raihana Hashim, Educational Therapist being interviewed by Warna 94.2FM*







*Edmen Leong, Director, DAS Specialised Educational Services and Weng Yiyao, Lead Educational Therapist being interviewed on Capital Radio 95.8*

## Preschool Seminar 2023

DAS conducted the 10th Preschool Seminar at Lifelong Institute. The theme was “Shaping Little Minds: Early Intervention Matters”. It was the first time we had an overwhelming response from our community partners; Educational and Occupational Therapists from KK Women’s and Children’s Hospital, therapists from Early Intervention Centre Asian Women’s Welfare Association (AWWA), NTUC First Campus. A total of 231 participants attended 2 keynotes and were able to select 2 out of 6 breakout sessions in a half day seminar.





## WORKSHOP 6

## Snippet into DAS Preschool Classroom: Building Phonological Awareness

[bit.ly/preschoolseminar2023](https://bit.ly/preschoolseminar2023)

## SPEAKERS:

**Raihana Binte Mohd Hashim,  
Rahayu Binte Rahiman,  
and Jacklyn Tso,**  
DAS Preschool  
Educational Therapist



## WORKSHOP 4

## Neat And Tidy Handwriting

[bit.ly/preschoolseminar2023](https://bit.ly/preschoolseminar2023)

## SPEAKERS:

**Gloria Ng, Elisa Chong,  
Abigail Ng, and  
Amreetaa Sundraraj,**  
KK Women's and  
Children's Hospital (KKH)



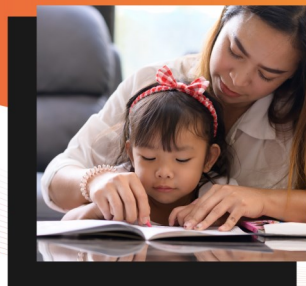
## WORKSHOP 5

## Understanding and Supporting our Local Preschoolers with Literacy Difficulties

[bit.ly/preschoolseminar2023](https://bit.ly/preschoolseminar2023)

## SPEAKERS:

**Lee Yoke Kheng,  
Cheryl Lim, Jean Toh,  
Julia Ong**  
NTUC First Campus



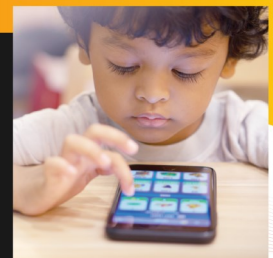
## WORKSHOP 3

## The Use of Technology in Early Intervention

[bit.ly/preschoolseminar2023](https://bit.ly/preschoolseminar2023)

## SPEAKERS:

**Ramachandran  
Ashokkumar  
& Krystal Chng,**  
AWWA Early Intervention  
Centre @ Fernvale



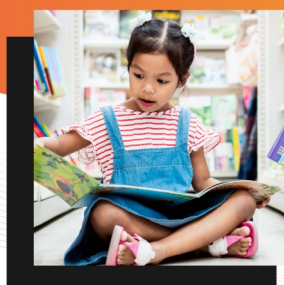
## WORKSHOP 2

## Books are more than just for reading! Using books to build children's language skills.

[bit.ly/preschoolseminar2023](https://bit.ly/preschoolseminar2023)

## SPEAKERS:

**Edwina Lim, Cheryl Chan,  
Nor Jannah Binte Ahmad,  
and Fiona Woo,**  
KK Women's and  
Children's Hospital (KKH)



## WORKSHOP 1

## What Can Teachers Do For Preschoolers Who Show Early Signs Of Difficulty?

[bit.ly/preschoolseminar2023](https://bit.ly/preschoolseminar2023)

## SPEAKERS:

**Dr. June Siew  
& Priscilla Shen,**  
DAS Academy



## Preschool Early Literacy Screening

To reach out to preschoolers at risk of literacy difficulties, 4 public screenings were planned in June, September, November 2022 and March 2023. All screenings have been adapted for online use. In addition, to accommodate parents' and preschoolers' schedules, screenings occur throughout the year. Parents who were keen to find out more or were referred to the DAS preschool programme expressed their interest via the screening link on the Preschool website and were contacted thereafter.

## Awareness Talks

As part of our community outreach, awareness, and early identification initiatives, the pre-school team conducted 12 awareness talks for kindergartens, childcare centres and community partners across the island. The preschool team works closely with the DAS Outreach and Awareness Team to reach wider audiences and provide an insightful awareness talk to its audiences.

## Parent Talks

Parent Orientation Talk – once every term for new parents (Term 2, 2022, Term 3, 2022, Term 4, 2022, Term 1, 2023)


# TAKE THE FREE

## PRESCHOOL LITERACY SCREENING NOW


**Each screening takes fifteen minutes and looks at your preschooler's ability to do the following:**

### ABC


Name letters




Read common words



Form letters




Join sounds together in words



Breaks words down into single sounds


During one-to-one consultation, results will be shared by our Educational Therapist with parents. If child is recommended for literacy support, parents may then make a non-obligatory and informed decision on programme application.

The screening is not a dyslexia diagnosis but it will give you information of your child's literacy learning needs.  
For more details on psychological assessments, [www.das.org.sg](http://www.das.org.sg)



**REGISTER VIA THE QR CODE OR LINK:**

**tinyurl.com/  
DAS-PreschoolScreening**



Find out how your child will benefit from our **Chinese, Maths, Preschool and Prep 2 PSLE** programmes



A parents' orientation organised by the SES Division of DAS



Specialised Educational Services  
Learners' Potential

**FREE**  
Admission



**Everyone is Welcome!**  
This talk will benefit parents of students who are currently in one of our SES programmes or considering signing up your child for any of our SES programmes

**Highlights:**

- Sessions to the programme of your choice (20min)
- Q&A session (10min)

**Date:** 11 Feb 2023, Saturday

**Time:** 9.30am – 12.00pm

This Parents' Orientation is held virtually via ZOOM.

**Programme Flow:**

9.30am – 10.00am: Chinese

10.10am – 10.40am: Maths

10.50am – 11.20am: Preschool

11.30am – 12.00pm: Prep 2 PSLE



## Articles and Blogs

To spread awareness and to market the Preschool Seminar, the team wrote 3 articles that were published on social media platforms

Why early intervention is important if your child has learning or literacy difficulties

*(Singapore Motherhood Forum 27 February 2023)*

3 ways you can expose your child to letter sounds

*(DAS Facebook 3 January 2023)*

3 skills you will likely teach during reading without realising it

*(DAS Facebook 1 February 2023)*

### WHY EARLY INTERVENTION IS IMPORTANT IF YOUR CHILD HAS LEARNING OR LITERACY DIFFICULTIES

*By SingaporeMotherhood Contributor*





## TESTIMONIALS

I am really thankful that A has started off at DAS with you as his very first teacher. He really enjoyed his experience here and his lesson with you. Thank you once again for your patience, care, and concerns for A. **Parent from REX Learning Centre**

Because of your love for the students, you gave my child a new lease on life. No words can express our gratitude. **Parent from Yishun Learning Centre**

## SUCCESS STORIES



by Joanne – Preschool Educational Therapist  
Sengkang Learning Centre

K started with some knowledge of letter recognition. He was yet to grasp letter sound knowledge, recognise sight words, read, spell and sequence the alphabet from A to Z. K showed low confidence in attempting literacy-related activities.

He showed increased confidence and progress alongside his peers when engaging during sessions curated for their learning needs. K was recently heard saying “This is easy for me!”, showing how far he has come in his confidence. Lessons planned involved utilising his strengths and interests while developing his areas of challenge. K’s mom also acknowledged his encouraging literacy progress.

At the end of the program, K has developed in areas that he faced challenges in, such as A-to-Z letter recognition, letter sound correspondence, reading, and spelling phonetically. He is now competent in the reading and spelling of three letter CVC words and is developing in four letter CCVC and CVCC words. I am confident K will progress steadily with his newfound confidence!

# CHINESE PROGRAMME

To motivate children to learn, we will build their interest first. We set up a safe and friendly learning environment, to encourage students to use the language as much as they can. To make Chinese more interesting and useful, our lesson plans are full of activities and games, we also choose thematic-based topics which are closer to their daily life.



为了鼓励孩子学习，我们必须先引起学生学习的兴趣。我们建立了安全友好的学习环境，鼓励学生多说华语。我们在课堂上也设计不同的活动和游戏进行教学，这些活动都是以主题式进行教学的，字词都是学生日常生活中会用到的字词。这样一来，学生可以学以致用。

# CHINESE PROGRAMME

## INTRODUCTION

The DAS Chinese Programme is an intervention-based programme for students with dyslexia and Specific Learning Difficulties who have persistent difficulties with learning Chinese. Some of the challenges that our students face includes confusion with similar-looking characters, characters that sound alike and characters that are related in meaning. Some students also have difficulties in processing reading comprehension passages and find writing a laborious task. Students would need to sit for a profiling test before placement to identify their strengths and challenges when learning Chinese. Our programme offers different curriculums to meet the diverse needs of our primary and secondary school learners.

The Orton-Gillingham approach and principles are adopted and applied in the delivery of lessons. Lesson plans and intervention are pegged at the learner's level of learning to help them gain competency and overcome their learning challenges.

## PROGRAMME DESCRIPTION

Our Primary scope and sequence curriculum caters to student from Primary 1 to Primary 6, lessons are 1 hour per week. We adopt a thematic-based approach and focus on word recognition strategies to help students overcome their challenges when learning Chinese characters. Depending on the ability of the student, we may



### Orton-Gillingham and Chinese teaching

奥顿吉林瀚教学原则在  
华文教学中的运用

- ✳ **Language Based**  
以语文的体质和结构为基础
- ✳ **Diagnostic & Prescriptive**  
以学生的需要与能力为中心
- ✳ **Structured, Sequential and Cumulative**  
有结构、按部就班、累积的方式
- ✳ **Multi-sensory**  
同时并用多重感官
- ✳ **Cognitive**  
认知性
- ✳ **Emotionally Sound**  
注重学生的感受

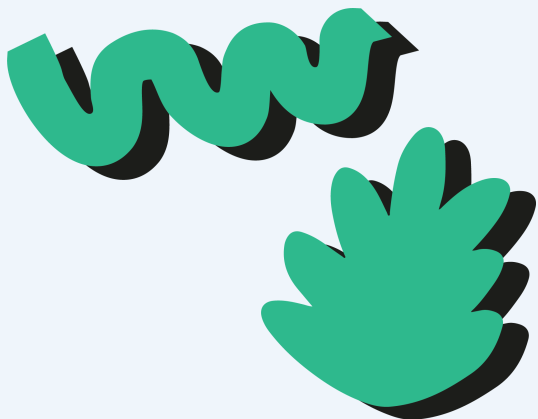
### Language building pyramid 语言学习金字塔



cover different components in class, including oracy, vocabulary, word recognition, reading comprehension and writing skills.

We also offer a 2-hour programme for upper primary students that focuses on higher order literacy skills such as reading comprehension and writing. Other than the usual components covered, Primary 6 students are also equipped with oral conversational skills and examination skills to prepare them for the Primary School Leaving Examinations (PSLE). Lessons are designed according to the student's ability, strengthening their language skills progressively.

The Secondary programme caters to students from Secondary 1 to 4, with full year programmes for Secondary 1 to 3 students and Short-Term Programme for Secondary 4 students to better prepare students for their O and N level examination. Our secondary school programme focuses on cultivating language skills through a range of real-life scenarios and materials. At the same time, it is intended to continue fostering their interest in the language while equipping them with the necessary skills for reading and writing to assimilate into secondary school learning.



## DYSLEXIA IN CHINESE

### 读写障碍对华文学习的影响

- ☀ **Limited vocabulary**  
词汇贫乏，识字量较同辈少
- ☀ **Wrong association of words**  
听写能力差，常联系错误
- ☀ **Poor retention of learning**  
容易忘记已学过的字词
- ☀ **Poor understanding of radical positions**  
缺乏组字知识，不知道部件的位置，  
例如：提手旁与手字底
- ☀ **Easily confused with visually, phonetically or semantically-similar characters**  
易混淆字形、字音相近或字义相连的汉字  
如：午/牛；因/阴；校/学
- ☀ **Untidiness, incorrect strokes order, out of proportion**  
书写时 字体东歪西倒，笔顺错误，大小比例不均
- ☀ **Laborious writing**  
写字速度比同辈缓慢，抄写时容易感到疲倦或不耐烦
- ☀ **Adds or omits strokes**  
增删笔画，例如：大 vs 太、本 vs 木
- ☀ **Inversion**  
部首左右或上下倒转，例如：唱/“昌口”

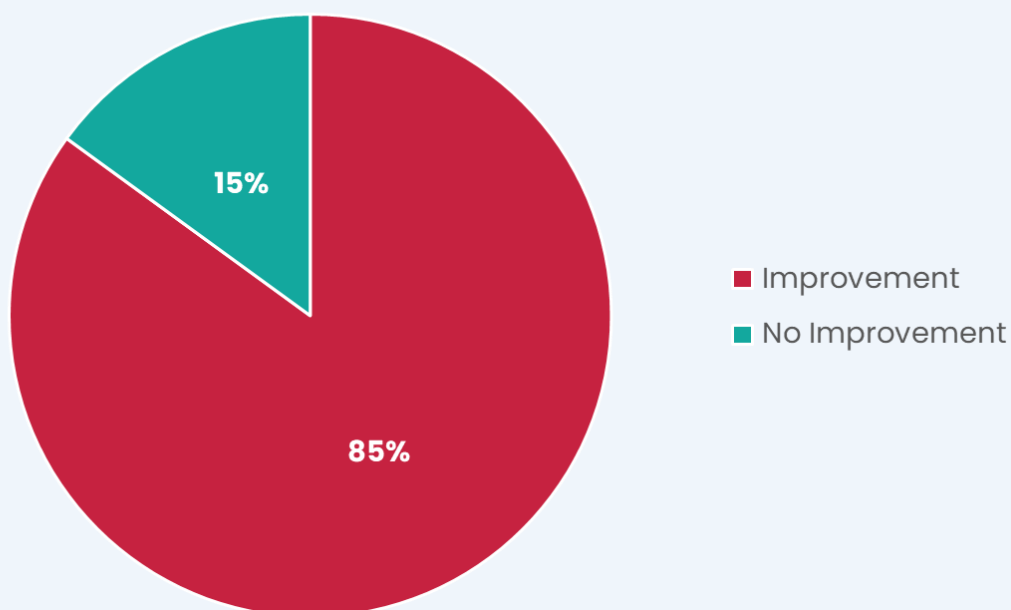
## EVALUATION OF PROGRAMME FOR 2022-2023

### Pre-Post Test

The Chinese programme evaluates the progress of our students yearly through Chinese Literacy test which measures student's progress in word recognition, word forming and spelling test. This would help us to track student's progress and evaluate the effective of the curriculum and make necessary adjustments needed to cater to the needs of our students. All pre and post-test scores were compared from end of 2021 to end of 2022.

In the Primary 1-hour programme, data was collected from 82 students. 85% of the students showed improvement in the post-test scores, 15% of the students regressed in their scores.

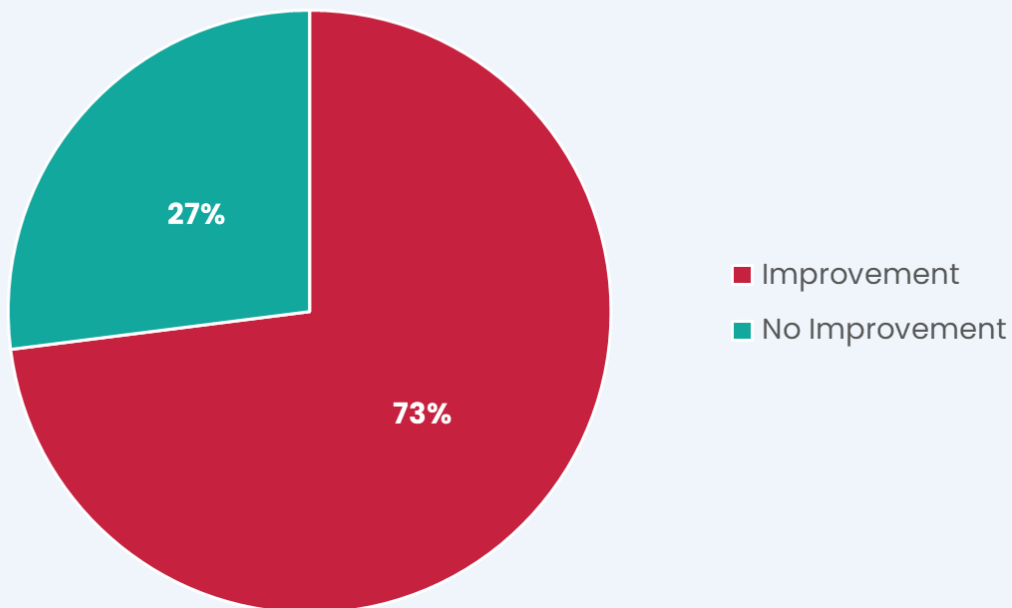
Pre / Post Test Comparison for Primary 1-hour Programme



It is encouraging to note that 37% of the students have made an improvement of at least 20 marks in their post- test scores, showing significant improvement in their word recognition, word form and spelling.



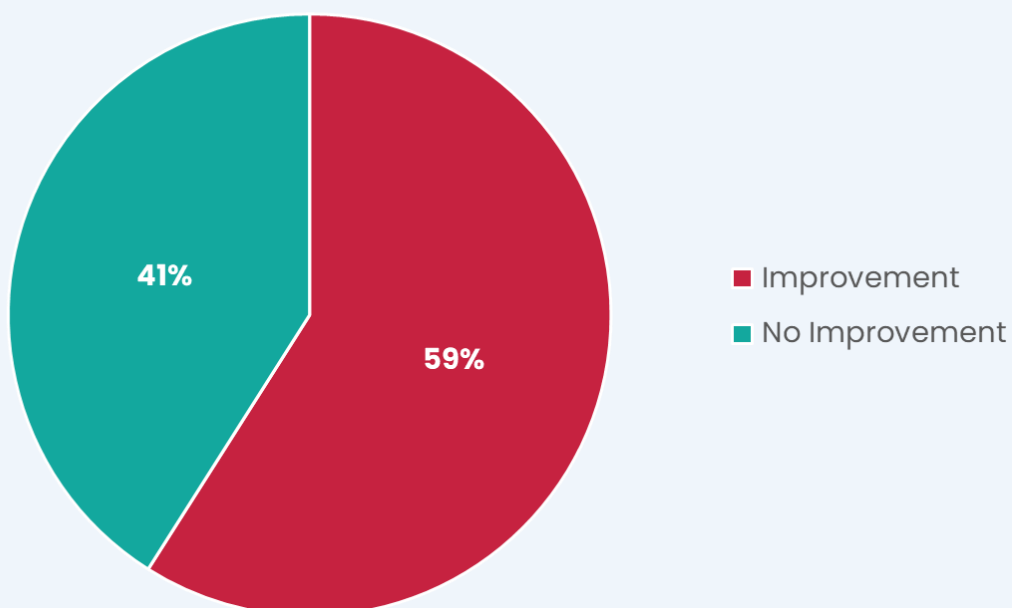
### Pre / Post Test Comparison for Primary 2-hour Programme



In the Primary 2-hour programme, data was collected from 44 students. These students were previously from our 1-hour primary programme and switched to 2 hours when they progressed to upper primary. It is very encouraging to note that 73% of the students showed improvement in their post-test scores.

In the

### Pre / Post Test Comparison for Secondary Programme

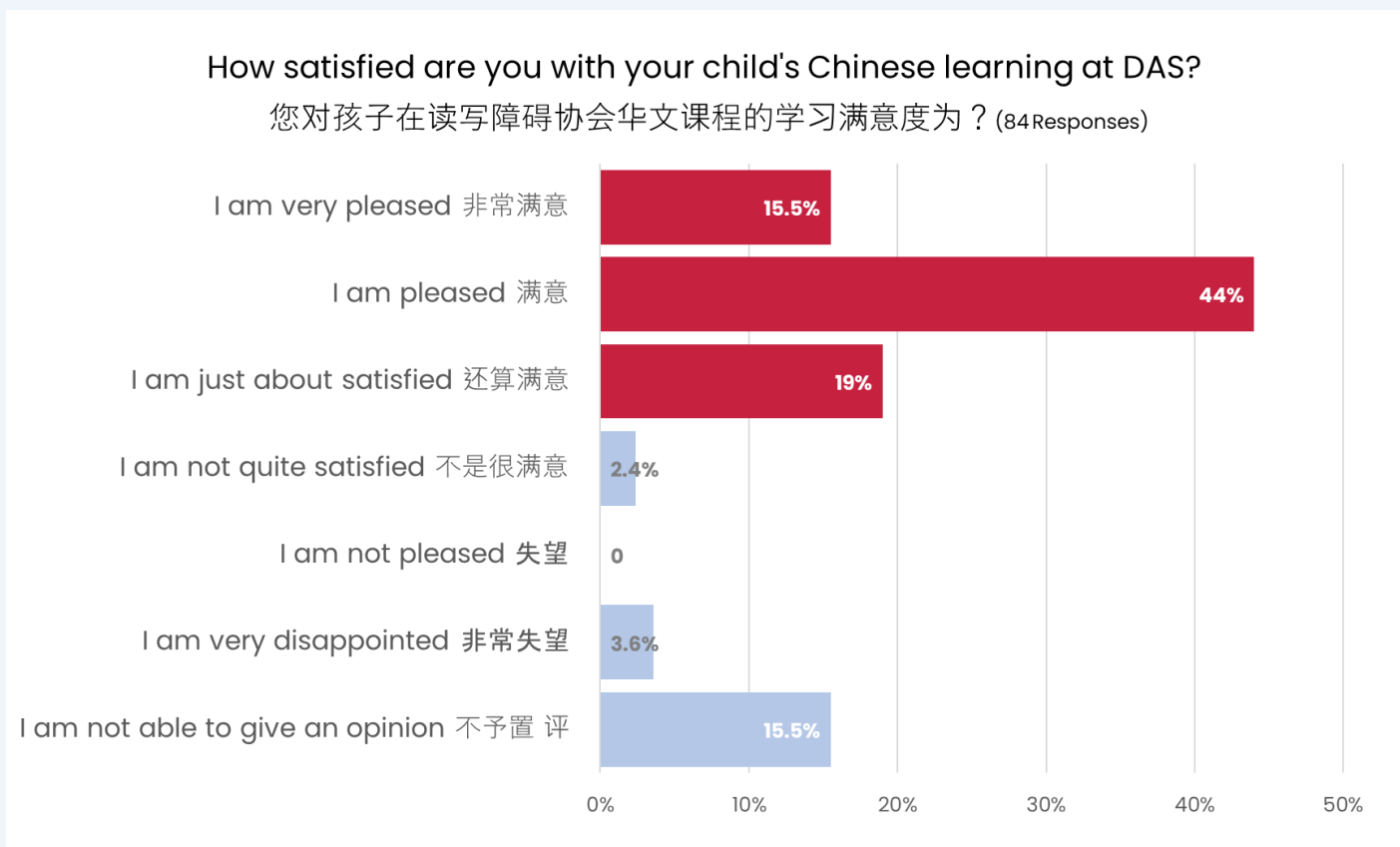




secondary programme, data was collect from 34 students. 59% of the students showed improvement in the post-test scores. The lower percentage could be attributed to the increase in demand for reading and writing due to the different text types, which could be challenging for our students. Our Secondary programme continues to support students by introducing strategies referenced from their MOE curriculum in a systematic and cumulative manner.

## Annual Parent Satisfaction Survey

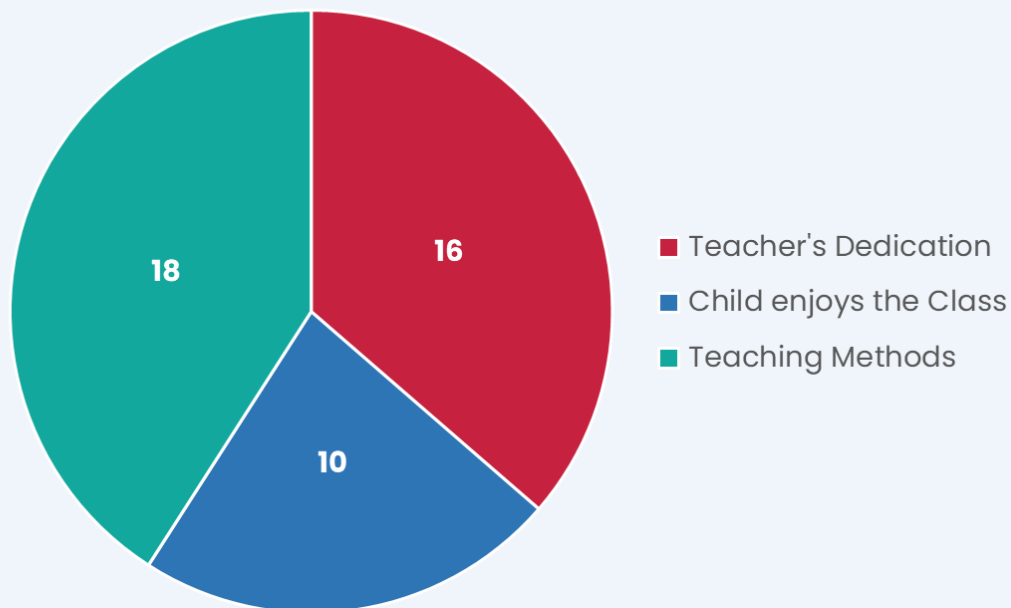
We sent out Annual Parent Satisfaction Survey at the end of the year for parents to provide feedback regarding their child's learning at DAS. We managed to collect 84 responses from the parents, 59.5% of the parents have expressed that they are very



pleased or pleased with their child's Chinese learning at the DAS.

44 parents provided feedback about what they are particularly pleased with. Of these, 16 were about our teacher's dedication, 10 comments were about how the child enjoys the class and 18 comments were about improvement seen in their child's learning.

### Parents' Feedback on what they are particularly pleased about



## RESEARCH CONDUCTED

In collaboration with Professor Zhang Dong Bo from University of Exeter, a few of our Educational Therapists conducted research relating to Orthographic Awareness. Impairment in Orthographic awareness (OA) is one of the primary cognitive deficits of dyslexia in Chinese. This study aimed to bridge the knowledge gap on the development of the two facets of OA in elementary school learners with dyslexia in the bilingual context of Singapore.

This study also aimed to evaluate how the two facets of OA (structural and functional) may affect Chinese word reading and spelling in learners with and without dyslexia. The results showed that targeted intervention to strengthen structural and functional OA in learners with dyslexia is important to allow them to progress in their word reading and spelling, with a need to focus on functional OA as they progress.

The team is aiming to publish the paper in an external journal (Reading and Writing Quarterly) by 2023 and present at "The 7th International Conference on Teaching and Learning of Chinese as a Second Language cum the 11th International Forum on

Chinese Language Education” in September 2023.

## **QUALITY ASSURANCE**

For the FY22/23, a total of 12 lesson observations were conducted for both primary and secondary classes to ensure that our teachers plan quality lessons for students from different age group and are in line with student’s needs. We also evaluated teacher’s communication and classroom management skills to help them grow as an Educational Therapist. All our Educational Therapists achieved more than 90% in overall scores and exceeded targets on all components assessed.

## **TEACHER TRAINING**

5 flexi-scheme educational therapists were recruited and successfully completed the Professional Certificate Course (PCC) training sessions with ‘Competent’ status from July to September 2022. They also took on the Applied Educational Therapy (Chinese) certificate from Term 4 2022 to Term 1 2023 where a mentor was assigned to each of them for discussions and class observation. During the training period, they wrote weekly reflections and explained their lesson rationale in detail to help them in lesson planning and execution.

To ensure that our Educational Therapists are well equipped to deliver different curriculum, we conducted an internal Secondary curriculum training with class observations to ensure that they could use the resources effectively to benefit our students.

We have also engaged external trainer, Ms Jessy Tu, to conduct customised training for us, on the topic of ‘Application’ for reading comprehension and differentiated teaching. It allowed our Educational Therapists to have a deeper understanding on differentiated teaching so that they can help students with varying abilities in a class.

## NEW INITIATIVES TAKEN FOR 2022–2023

### Expansion of curriculum to cater to Secondary 4 students

We launched our Chinese Secondary Short-Term Programme in 2022 to help our existing students prepare for examination literacy skills. The short-term programme originally runs in Term 2 and 3, which is in line with the O level and N level examination date, in June and September respectively. We have received positive feedback from parents and students and they hope that they can start preparing early from Term 1. Hence, we have expanded our curriculum and programme to start from Term 1 to ensure continual learning for our students. We referenced O and N level questions requirements and made necessary tweaks to ensure that the curriculum is relevant for our students. We also continue to teach vocabulary and word recognition skills to help our students remember better and aid in their reading.

### Presentation in UNITE SPLD 2022

The Chinese Team presented on the research topic “Supporting Students with Reading and Writing Difficulties: Using the Orton Gillingham Approach for Chinese Secondary 3 Programme” in Unite SPLD 2022 conference. The conference was held online and we presented live. We had the opportunity to engage in discussions with the audience during the Q&A session after the presentation.



UNITE SPLD  
2022  
CONFERENCE

23 – 24 JUNE  
SINGAPORE

*Uniting Ideas in  
Teaching Excellence*

[www.das.org.sg](http://www.das.org.sg)  
[unite@das.org.sg](mailto:unite@das.org.sg)


### The impact of Curriculum-Based Approach on students with dyslexia in the Chinese Secondary 3 Trial Programme



Loo Chien Ling  
Chinese Programme Manager  
Senior Educational Therapist



Liu Hai Feng  
Senior Educational Therapist



Ong Yun Mei  
Senior Educational Therapist

## ENGAGEMENT AND AWARENESS

### Awareness talks

A total of 6 Chinese Awareness sessions were conducted in FY22/23. Most of the sessions were conducted online as per school's request.

DATE	ORGANISATION
13 July 2022	Corporation Primary School
27 July 2022	Chinese Developmental Assistance Council
22 September 2022	Xingnan Primary School
10 January 2023	North Vista Primary School (onsite)
15 February 2023	Bukit View Primary School
21 February 2023	Wellington Primary School

### Learning Journey

The Chinese team is involved in a learning journey where we set up Chinese booth with various resources and manipulatives for staff at Kuo Chuan Presbyterian Secondary to understand more about our programme. The learning journey was set up at our Bishan Learning Centre on 16 November 2022.



## TESTIMONIALS

### Parent's feedback for primary programme

Chinese subject focus more about building interest in the language, then followed by individual words are being formed before moving on to forming sentences and lastly paragraphs.

The beauty of DAS is that the classes are smaller and the students are grouped according to their ability rather than level of studies in schools. It allows the teachers to be able to teach more effectively, targeting at areas of weaknesses. It directly builds a student's confidence so that they won't feel left out and will be more motivated to continue learning.

Feedback from DAS parent from Parkway Learning Centre

### Parent's feedback for secondary programme

Chinese lesson have benefit my child from not speaking mandarin to make the effort to speak basic Chinese and words used. The lesson have so far been encouraging to her.

Feedback from DAS parent from Bishan Learning Centre





## SUCCESS STORIES/ CASE STUDY

C\* joined the Chinese Programme in 2021. Initially, she was a very reserved student who lacked confidence in learning Chinese. Her Chinese language skills were below average and she had a tendency to get easily distracted in class. To address this, I encouraged her to participate more actively in the class, promoting interaction with her classmates and encouraging her to engage in class activities. I also monitored her progress and used questioning techniques to help maintain her focus during the lesson. After nearly two years of being in the programme, C\* has made significant improvement. Now, she is able to respond to my questions using simple Chinese words and has clearly improved in her listening skills. She has also gained the confidence to read aloud the assigned Chinese words and sentences in class. The customized worksheets, which includes appropriate prompts, have been effective in getting her to be more familiar with the structure of Chinese sentences while honing her writing skills. Although C\* 's Chinese ability is still very limited, her attitude towards learning Chinese has undergone remarkable transformation and she now has more confidence in Chinese language acquisition.



*By Liu Hai Feng,  
Senior Educational Therapist*

J\* is a well-behaved and conscientious student with a positive learning attitude. He is always the first to arrive in class. He is a curious learner and will ask questions to clarify his doubts. He enjoys participating in class discussions and activities and helps his classmates when they are unable to answer questions correctly. Having taught J\* for one term, I observed that his pronunciation is getting clearer, he is able to apply the vocabulary and sentence structures taught in oral and writing practices. It is great to see that J\* also showed improvement in his word recognition and writing skills and applied them to complete the worksheets. He is definitely progressing steadily.



*By Tong Yuet Yi,  
Educational Therapist*

\*Names has been anonymised

# MATHS PROGRAMME

The SES Maths Programme is dedicated to providing effective support for dyslexic students facing persistent math challenges. Our primary aim is to nurture their confidence in mathematical abilities by guiding them through incremental achievements.

Tailored exclusively for dyslexic learners, our programme adheres to dyslexia-friendly principles. This approach guarantees that learning remains pertinent and well-suited, ensuring every student thrives. Through the SES Maths Programme, we empower learners with dyslexia to conquer math hurdles and celebrate victories, no matter how small.



# MATHS PROGRAMME

## INTRODUCTION

The DAS Maths Programme is an intervention –focused programme designed for students with dyslexia who experience persistent difficulties in Mathematics. Our teachers begin by identifying the specific challenges that students face in Math and work to bridge the gap between their current mathematical knowledge and the expectations set by the mainstream syllabus. It is important to note that our lessons may not align with the pace of their regular school lessons, although our curriculum closely follows the national syllabus. Students encounter various difficulties, such as understanding Math language, recalling mathematical facts and properties, performing mathematical procedures accurately, comprehending Math concepts, and solving problems.

To cater to the diverse needs and profiles of our learners, the DAS Maths Programme offers three different curriculums. These curriculums include the Essential Maths curriculum, the Problem Sums for Upper Primary curriculum, and the Secondary 1 Normal Technical Maths curriculum.

## PROGRAMME DESCRIPTION

The Essential Maths Programme is designed to support students in Primary 1 to Primary 6. To qualify for the program, students must be enrolled in MOE primary schools and have a diagnosis of dyslexia or participate in their schools' school-based dyslexia remediation (SBDR) program. As part of the enrolment process, these students will undergo an in-house profiling test. This assessment aims to identify their areas of strength and areas that require improvement in number sense, computational skills, as well as their ability to solve both single-step and multi-step word problems. Based on the results of the profiling test, students will be placed in appropriate classes that correspond to their academic and ability levels.



Students participating in the Essential Maths Programme receive one hour of remediation each week. The lessons are tailored to meet the individual needs and learning pace of the students, with the aim of enhancing their confidence and comprehension of fundamental concepts in the mainstream syllabus. This is accomplished through the application of the Concrete-Representational-Abstract (C-R-A) approach, which enables students to visualize mathematical concepts by engaging with tangible objects and establish connections between visual representations and mathematical equations. This sequential approach ensures that mathematical understanding is developed progressively.

At the DAS, students also learn systematic problem-solving techniques using Polya's Four-step process approach (1945). Explicit strategies are introduced to assist students in comprehending and organizing information in language-based problems. By employing these strategies, students gain the skills to approach problems in a structured and logical manner.

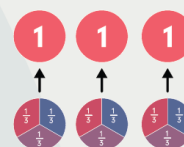
Alongside the Essential Maths Programme, the Maths Programme also includes two Short-Term Programmes (STPs): the Problem Sums for Upper Primary (PSUP) and the Secondary 1 Normal Technical Maths (Sec 1NT). These STPs are specifically tailored to meet the needs of particular groups of learners and are conducted in sets of 10 lessons per term. The STP initiatives employ similar teaching methodologies and dyslexia-friendly approaches, while focusing on different objectives and skill sets.

The Problem Sums for Upper Primary (PSUP) programme is specifically designed to assist Primary 5 and Primary 6 students in handling the

### ORTON-GILLINGHAM APPROACH



### CONCRETE-REPRESENTATIONAL-ABSTRACT APPROACH (C-R-A)



#### 1. Concrete Stage

Physical objects are used to help students experience the concept in real life.

For example, to show  $3 \div \frac{1}{3}$ , we use fraction circles to show 3 wholes and get students to see how many times they can fit  $\frac{1}{3}$  to make 3 wholes.



#### 2. Representational Stage

Pictures are used to represent the objects in the same problem. This helps students to reduce their dependence on objects to solve the problem.

$$3 \div \frac{1}{3} = 3 \text{ wholes} \times 3 \text{ thirds in a whole} = 9$$

#### 3. Abstract Stage

Students can now draw on their understanding from the Concrete and Representational stages to help them solve the problem.

### POLYA'S PROBLEM SOLVING PROCESS



### THE TRY-SHARE-LEARN-APPLY APPROACH



This approach helps students walk through the problem solving process in a collaborative and interactive setting. First, they try to solve a problem on their own, they then share with their peers.

Our Educational Therapist will draw out key features and a suggested method to solve the problem, and students would then apply it to their learning.

cognitive and metacognitive challenges associated with solving word problems in the Standard Mathematics syllabus. This programme incorporates our in-house Try-Share-Learn-Apply approach, which enables students to enhance their thinking and communication skills. Students are encouraged to independently attempt a word problem before sharing their thought processes with the class. Subsequently, they learn a specific heuristic strategy introduced by the therapist, which they then apply to similar problems.

The PSUP programme is available as a 2-hour offering for both Primary 5 and Primary 6 students. However, the duration of the programme differs: for P6 students, it spans from Term 1 to Term 3, while for Primary 5 students, it runs throughout the entire year from Term 1 to Term 4. Students enrolled in the Essential Maths Programme have the option to participate in the PSUP class as an additional class to supplement the support they currently receive.

The Secondary 1 Normal Technical Maths (Sec INT) programme is specifically developed for students who are following the Secondary 1 Normal Technical maths syllabus. It serves as a curriculum-based initiative aimed at providing additional support beyond the primary school curriculum. The curriculum is structured to ensure that students learn a predetermined set of topics within each term. Each instructional block consists of ten hours of lessons that focus on Normal Technical mathematical concepts and application questions relevant to real-world scenarios. The objective of this programme is to foster preparedness, engagement, and proficiency in the subjects typically covered during the first year of secondary school. This support is crucial in boosting their confidence during the transition to secondary school mathematics.

### **Why is it important we serve these students?**

Students diagnosed with dyslexia may encounter challenges in learning Mathematics, potentially falling behind their peers in school. As the leading centre of expertise in Dyslexia in Singapore, parents rely on us to offer their children the optimal learning environment. We achieve this by providing a small group setting that fosters personalised attention and implementing a teaching approach that directly tackles the root of their learning difficulties. Our dedicated educational therapists undergo intensive training to develop a deep understanding of dyslexia and are equipped with the skills to design lessons that adhere to dyslexia-friendly principles while aligning with the MOE Maths syllabus.

## EVALUATION OF PROGRAMME FOR 2022-2023

As the scope of our Maths programme expands, it is crucial for us to ensure that the curriculums we have developed remain aligned with the needs of our learners. At DAS, we prioritize evidence-based best practices to maximize the benefits for our students. To assess the effectiveness of our Maths programme, we conduct an annual evaluation of our students' progress. This evaluation process involves assessing their advancement within the programme, enabling us to identify areas that may require enhancements to better meet the needs of our learners.

Each curriculum within the Maths programme has its unique approach to evaluating student progress. Through this evaluation exercise, our aim is to recognize and sustain successful practices while identifying areas where improvements can be made, tailoring our strategies for each individual child we work with. By consistently implementing this programme evaluation process, we strive to continuously enhance the development and implementation of our Maths curriculum.

Furthermore, our programme includes an annual quality assurance audit specifically for teachers involved in the Essential Maths curriculum. This ensures that the quality of our teachers remains high, guaranteeing the delivery of excellent instruction and support to our students.

### Essential Maths Programme

The progress of students in the Essential Maths programme is assessed through weekly in-class observations. At the start of each semester, teachers establish lesson goals to be achieved within that time frame. Subsequently, teachers design lessons and continuously monitor students' behaviour and performance on a weekly basis to evaluate goal attainment. Various methods are employed to assess students' performance, including informal games, quizzes, written assignments, and the use of manipulatives to demonstrate conceptual understanding.

Educational therapists generate bi-annual reports to document students' progress, supplemented by termly communication logs shared with parents to keep them informed of their child's development. To enhance this evaluation process, the team is implementing the use of topical tests as a formal means to measure and track students' progress. This will allow for analysis of performance in specific topics and grade levels. This new initiative was piloted this year, and all maths educational therapists will receive official training to conduct these tests starting in 2023.

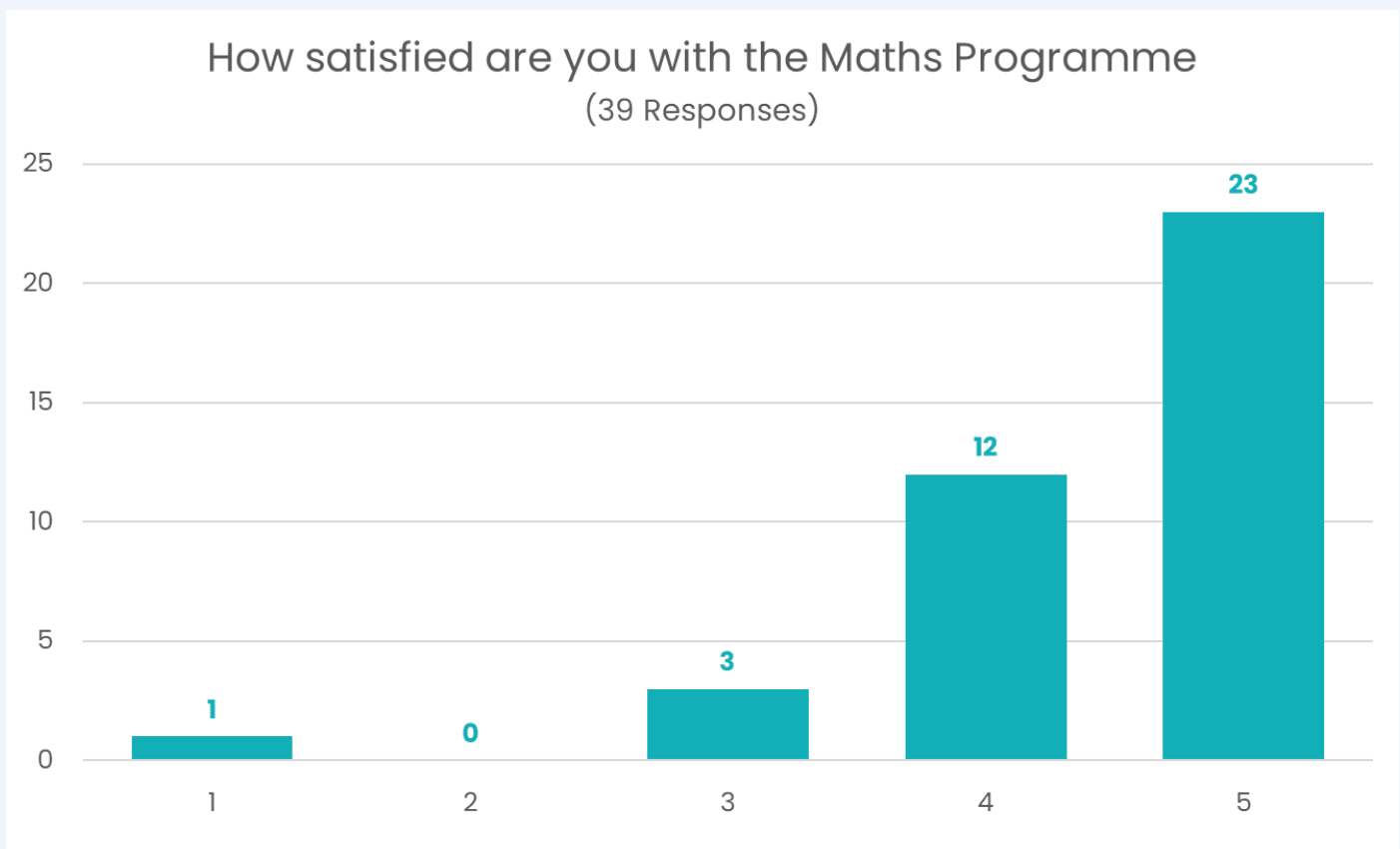


Additionally, at the end of each year, a survey is distributed to parents following the Meet The Parents sessions to gather feedback and insights. This feedback serves as an important source of information for further improvements and adjustments in the Maths programme.

### Essential Maths Satisfaction Survey

A significant majority of respondents, specifically 92.3%, expressed satisfaction with the support provided by the DAS Maths Programme. Meanwhile, the remaining 5.1% reported being impartial, and 1 respondent indicated dissatisfaction. This high percentage of contented parents demonstrates the diligent efforts made by the DAS Maths team to alleviate the anxieties and challenges faced by both students and parents during the transition back to physical classroom learning. The commitment of the DAS Maths team to adjust and thrive in the dynamic learning environment while offering extensive support to students and their families is evident here.

Based on 39 responses, 1 respondent indicated being "very dissatisfied" with the services provided. This feedback highlights the importance of addressing individual needs, maintaining open lines of communication, and continuously monitoring and adapting the support provided to ensure a positive and effective learning experience for all students.



In summary, the team recognises that increasing the number of respondents in the survey would significantly contribute to enhancing the reliability of the evaluation. Looking ahead to the next financial year, we aim to actively seek a higher volume of responses, as this will enable us to draw more dependable conclusions and make well-informed decisions based on the data collected. By striving for a greater participation rate, we can ensure that our findings are more robust and representative, leading to more reliable outcomes for future assessments and evaluations.

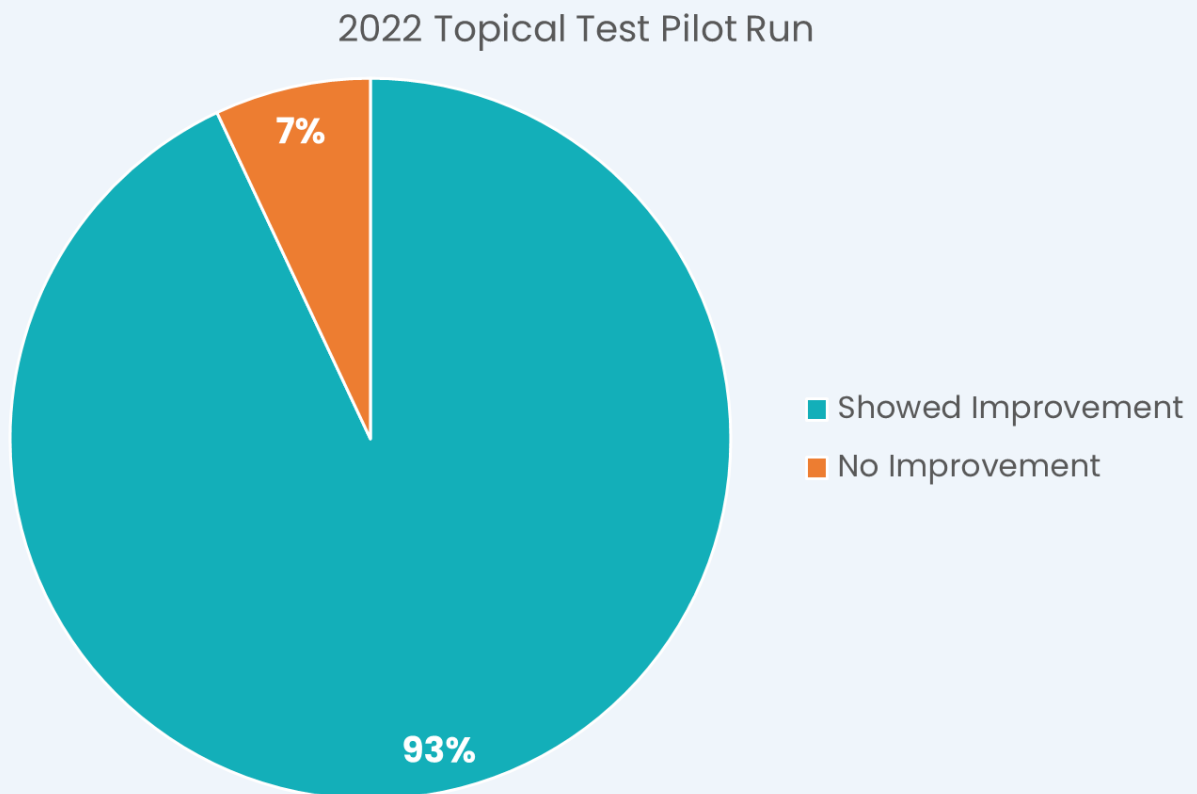
### **Results from the Topical Test Pilot Run with selected classes**

Between Term 2 2022 and Term 4 2022, a series of pilot tests were implemented, involving the participation of 8 teachers. For this pilot run, a total of 14 classes were chosen. Before introducing a new topic, a pre-test was conducted to assess the students' understanding of the subject matter. Based on the assessment results, teachers customized their teaching methods and provided targeted instruction to address the specific needs of the students. Once each topic was completed, a post-test was administered to evaluate the knowledge, skills, or comprehension gained by the students throughout their learning experience. The scores from the post-tests were compared to the pre-test scores to measure the overall improvement and progress of the students.

At the beginning of the run, the teachers identified a group of 55 students. Throughout the three terms, there were 2 students who chose to leave the program, while 2 new students joined. This group of students consisted of individuals from Primary 2 to Primary 6. Throughout the duration of the program, 10 distinct topics were covered, spanning across all grade levels.

Upon the completion of the run, the pre-test and post-test scores of the 55 students were gathered and examined. On average, 93% of the students demonstrated an enhancement in their post-test scores, indicating improvement. The remaining 7% did not display any improvement in their scores. Their post-test scores showed either a regression or no change.

The collected results yielded highly encouraging outcomes. The majority of students exhibited a notable improvement in their post-test scores, which not only facilitated teachers in assessing their comprehension of the taught topics but also motivated students to strive for score improvement.



However, the process revealed certain limitations that need to be acknowledged.

#### **Time Constraints:**

Administering pre-tests and post-tests requires additional time within the instructional schedule. This may limit the amount of time available for actual instruction, potentially leading to rushed teaching and learning experiences.

#### **Missing Pre-Test or Post-Test score:**

Potentially, some students may be unable to attend either test. This can occur due to various reasons, including illness, absence, scheduling conflicts, or other unforeseen circumstances. When students are absent for either the pre-test or the post-test, it creates a gap in their assessment data, which can affect the accuracy and reliability of measuring their learning progress.

#### **External Factors:**

The results of pre-tests and post-tests may be influenced by external factors beyond the control of the instructional process. Factors such as students' prior knowledge, personal circumstances, or external support beyond DAS can impact test performance and potentially confound the assessment of learning gains.

Despite these limitations, running a pilot test for topical tests serves several important purposes:

**Test Validity:**

Pilot testing helps ensure the validity of the topical tests. By conducting a trial run with a smaller group of participants, the team can identify any flaws or ambiguities in the test questions, assess the appropriateness of the test format, and determine if the questions effectively measure the desired learning outcomes. This allows us to refine and improve the tests before administering them to a larger group of students.

**Instructional Adjustment:**

Pilot testing provides an opportunity to assess the effectiveness of the teaching approach and instructional materials. By analysing the results of the pre-tests and identifying areas of weakness, teachers can make informed adjustments to their instructional methods, materials, or pacing. This iterative process helps ensure that the targeted instruction is aligned with the students' needs and maximises their learning outcomes.

By conducting a pilot run for topical tests, educators can fine-tune their teaching methods, improve the validity of the assessments, and ensure that instruction is tailored to meet the specific needs of students. This iterative process ultimately leads to enhanced learning outcomes and a more effective educational experience.

**Problem Sums for Upper Primary Short-Term Programme (STP)**

The progress of students in the Problem Sums for Upper Primary Short-Term programme is evaluated by comparing their pre-test and post-test performance. The programme is structured to include lesson materials that focus on specific concepts each week and students work on similar question types for each concept.

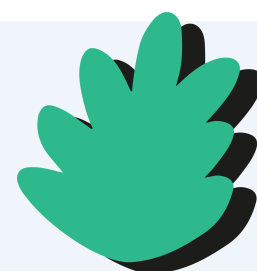
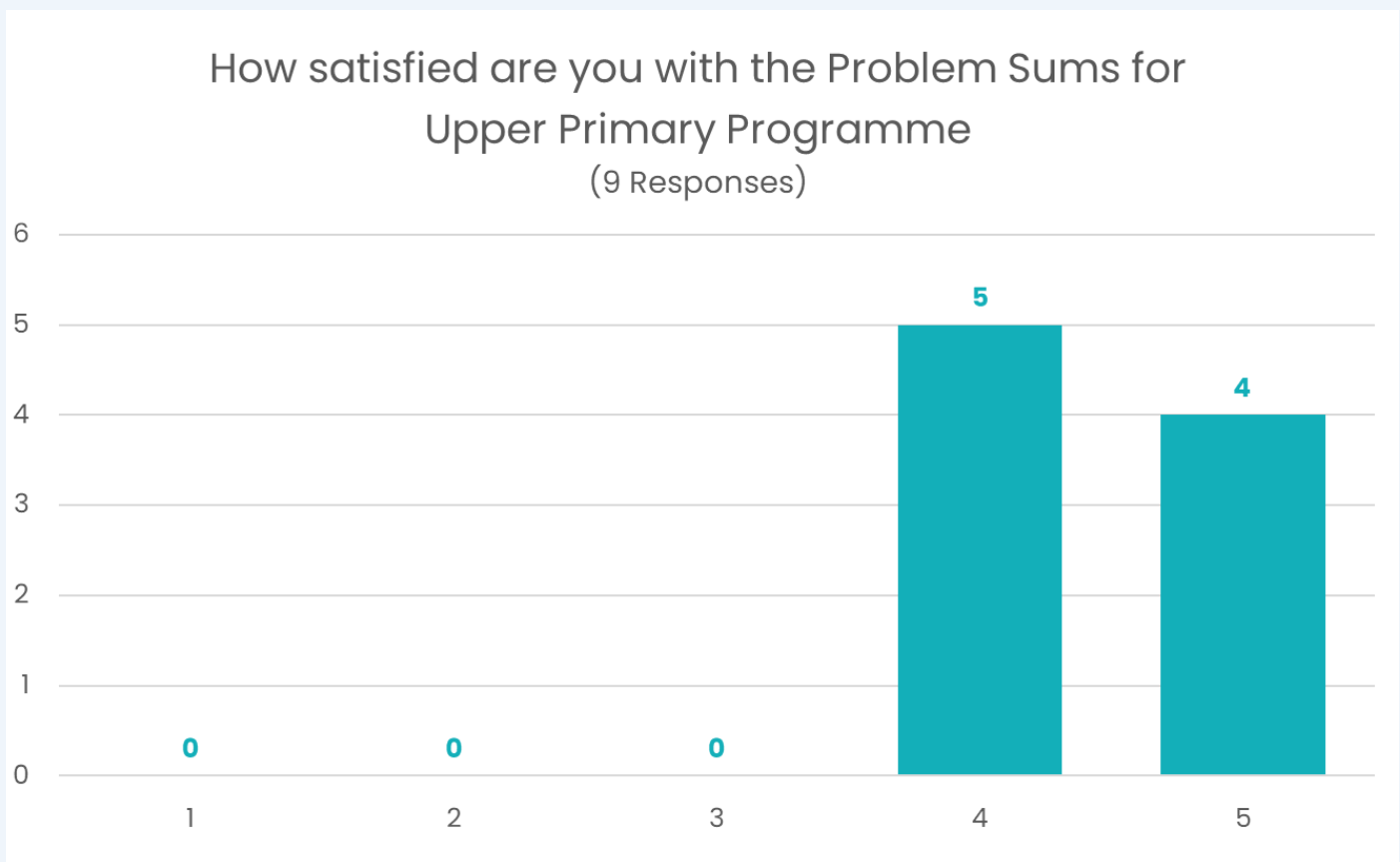
Before a new concept is taught to the students, a pre-test question on the concept is administered to gauge their existing understanding and a review test is conducted in the following session to monitor their understanding and application of the newly acquired knowledge. Each word problem is graded on a scale of four marks, which includes both key method marks and answer marks.

At the end of the term, a comprehensive post-test is administered, covering all the concepts taught throughout that term. This post-test serves as a measure of

students' retention and overall learning progress. By comparing students' pre-test scores with their performance on the summative post-test, the programme evaluates how well students have retained the knowledge and skills acquired throughout the term.

### Satisfaction Survey for Primary Sums for Upper Primary STP

Nine respondents expressed satisfaction with our PSUP programme, which can be attributed to the efforts of our educational therapists who provided extensive support in developing higher-order learning skills to solve challenging word problems, as well as our comprehensive curriculum materials and personalised attention to students' needs. Effective communication and partnership between teachers and parents may have also contributed to this positive result, facilitated by termly progress updates, feedback on areas for improvement, and opportunities for parents to ask questions or provide input.





## Primary 6 Problem Sums for Upper Primary Pre and Post Test Scores

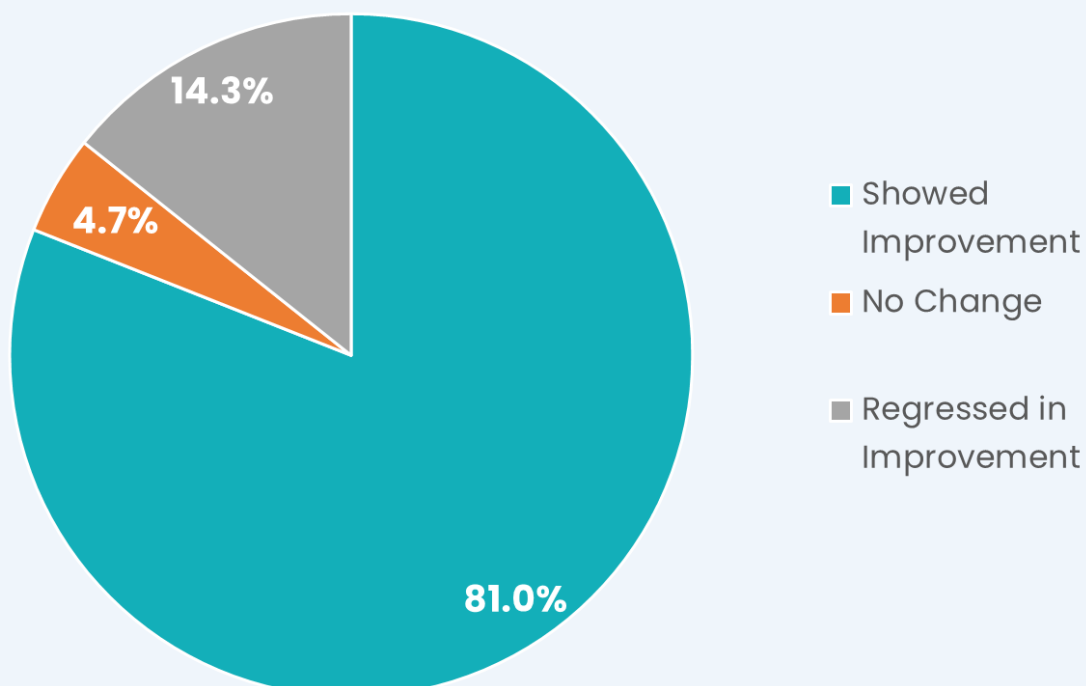
In 2022, The Problem Sums for Upper Primary programme was carried out in 5 centres namely Bishan, Sengkang, Parkway Parade, Chua Chu Kang and Serangoon Learning Centres. In Term 1 2022, out of the total of 23 students in the P6 PSUP programme, results of 21 students' pre - test and post test scores were collected and compared. From the data, it is observed that 81% of the students showed an improvement in their post test scores; no change was observed for 4.8% of the students while another 14.3% of the students regressed in their scores.

In Term 2, out of the 19 students in the P6 PSUP programme, 42.1% showed improved scores whilst 57.9% regressed in their scores.

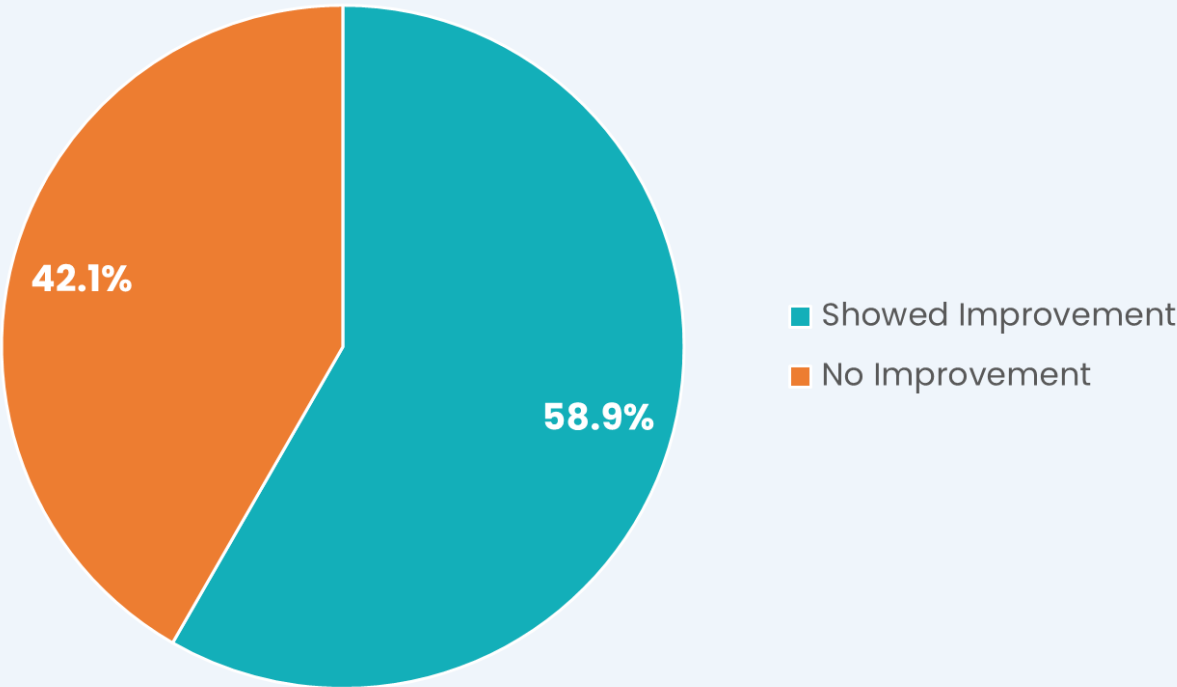
In Term 3, there were 21 students in the P6 PSUP programme. However, one student was absent on the day of the test. Thus, out of the 20 students who participated in the post-test, 35% demonstrated improved scores and 65% regressed in their scores.

It is very encouraging to note that out of an average of 21 students across terms 1-3, 8 students made improvements in their scores for the post-tests in 2 out of the 3 terms. One student improved with 10 marks.

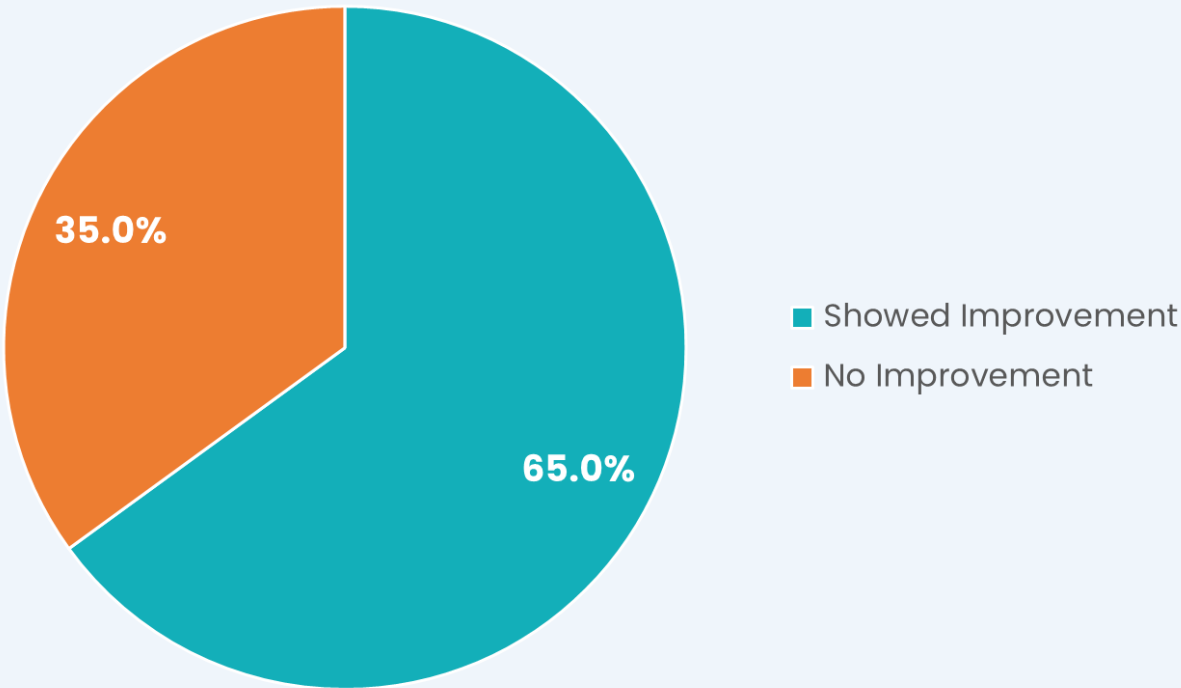
2022 Primary 6 – Problem Sums for Upper Primary  
Student Performance – Term 1



2022 Primary 6 Problem Sums for Upper Primary  
Student Performance – Term 2



2022 Primary 6 Problem Sums for Upper Primary  
Student Performance – Term 3



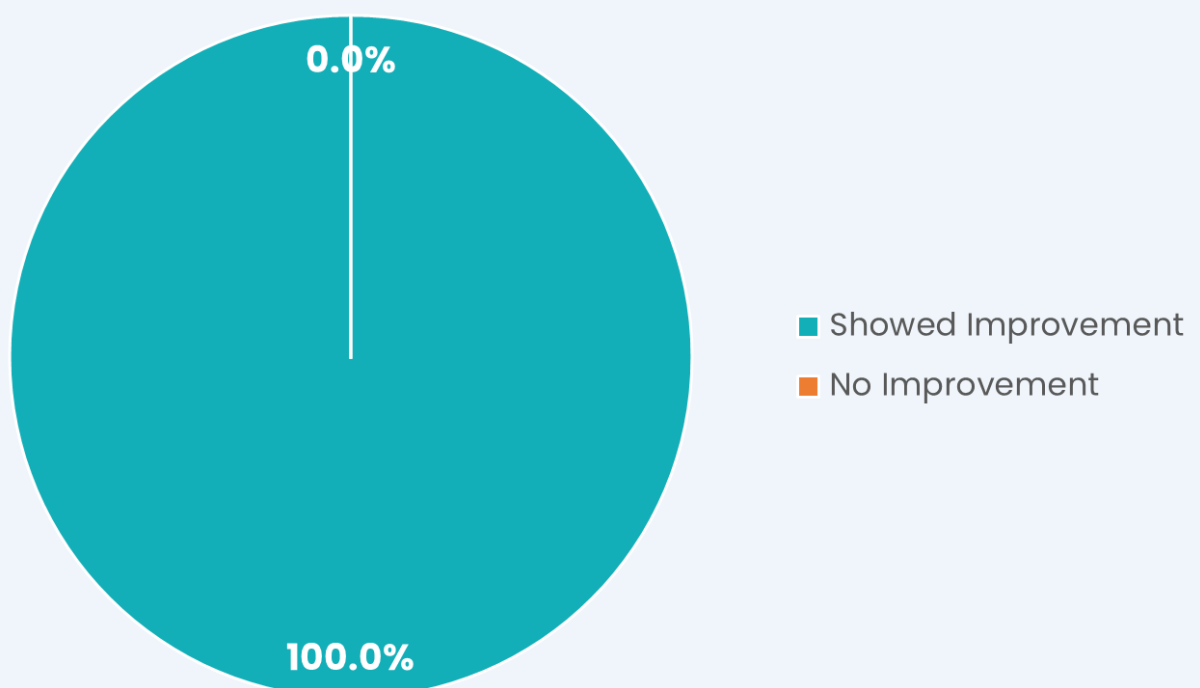
One of the reasons for the regression of scores in the post-tests is confusion in choosing the correct strategy to apply in a particular word problem. Students may have acquired the strategies taught but they did not manage to apply them accurately. Another reason is the time lapse between the time the concept was taught to the students and the time of the post-test, which was taken at the end of the term.

### Primary 5 Problem Sums for Upper Primary Pre and Post Test Scores

In Terms 1 and 2, there were five students in the P5 PSUP programme at Bishan centre and all five students achieved improved scores in their post-test. In Term 3, Sengkang centre and Bishan centre offered P5 PSUP classes with a total of 10 students. All 10 students improved in their post-test scores. There were a total of 11 students in Term 4 at Sengkang and Bishan centre and all students demonstrated improved scores in their post-test.

Three out of the four students from Sengkang learning centre demonstrated the greatest improved scores with an increase of between nine and 18 marks in the post-test. The other one student improved with six marks.

2022 Primary 5 Primary Sums for Upper Primary  
Student Performance – Term 1 to 4



## Secondary 1 Normal Technical Maths Short-Term Programme (STP)

The Secondary 1 Normal Technical (NT) Maths programme follows a modular structure, with distinct topics covered during each term. At the beginning of each term, in Week 1, students undergo a pre-test to assess their prior knowledge. They receive eight weeks of instruction, focusing on the specific topics, before taking a comprehensive summative test in Week 10, encompassing all the concepts covered throughout the term. The post-test is completed within an hour. Subsequently, their pre-test and post-test scores are recorded and analysed. For four terms, students' pre and post-tests were collected and reviewed. This evaluation serves to assess the effectiveness of the program and identify areas for improvement in the curriculum and evaluation methods, with the aim of enhancing students' performance.

### SEC 1 NORMAL TECHNICAL MATHS (STP)

Developed to help Secondary 1 students taking the Normal Technical Maths syllabus in their transition to secondary school mathematics



Conceptual Understanding



Procedural Proficiency



Thinking Skills & Mathematical Communication

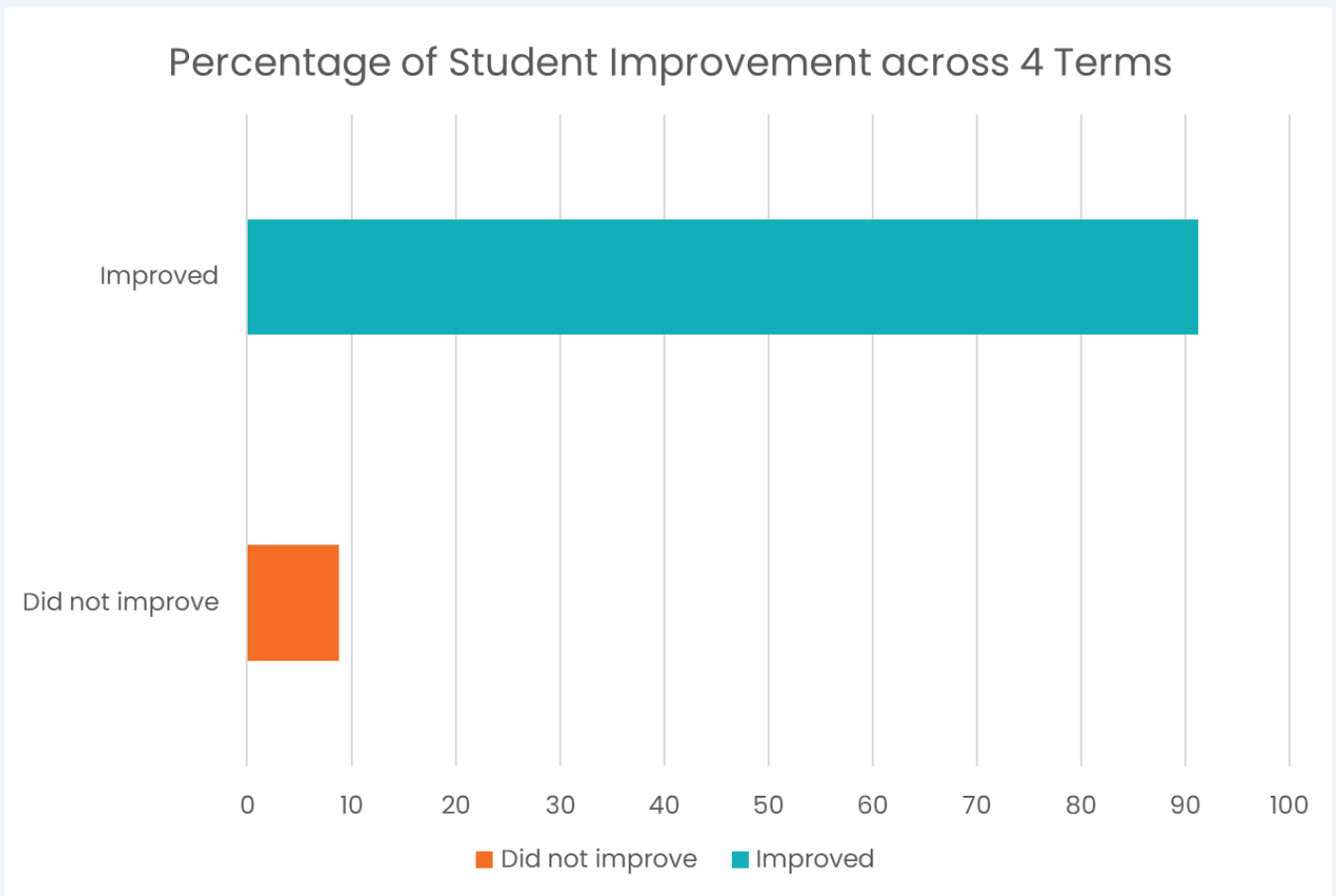


Real-Life Applications

## Pre and Post Test Scores

	Term 1	Term 2	Term 3	Term 4
No of students whose scores were evaluated	19 out of 25	24 out of 25	27 out of 31	23 out of 31
Percentage of students who improved	90%	94.5%	94.4%	85.8%

Since the Secondary INT maths programme is modular in sequence, students have the choice to continue to the next module or complete the programme after a term. Hence, the overall population consists of new students joining as well as the exit of some students at the end of each term. At the same, not all students' scores were included in the findings because of a few reasons, mainly, absence from the pre or post-test. From the results, it is evident that the students' progress is relatively consistent throughout the year.



About an average of 91.2% of the students showed improvement in their post-tests scores while an average of 8.8% of them maintained their scores (showed no improvement) or had a regression.

While these results are very encouraging, many students were observed to be struggling in the Term 4 topics as their scores were very low, even when they made improvements from the pretests to the post-tests. Additionally, Term 4 recorded the lowest percentage of students who improved. This is an area where the maths team can investigate further to understand the difficulties faced either by the students or by the therapists when teaching the Term 4 topics. It is noteworthy to note that the Term 4 topics consist of geometric and measurement concepts that require good spatial awareness as well as good recall of the formulas for area, perimeter and volume of various shapes like circles, trapezium and cubes.

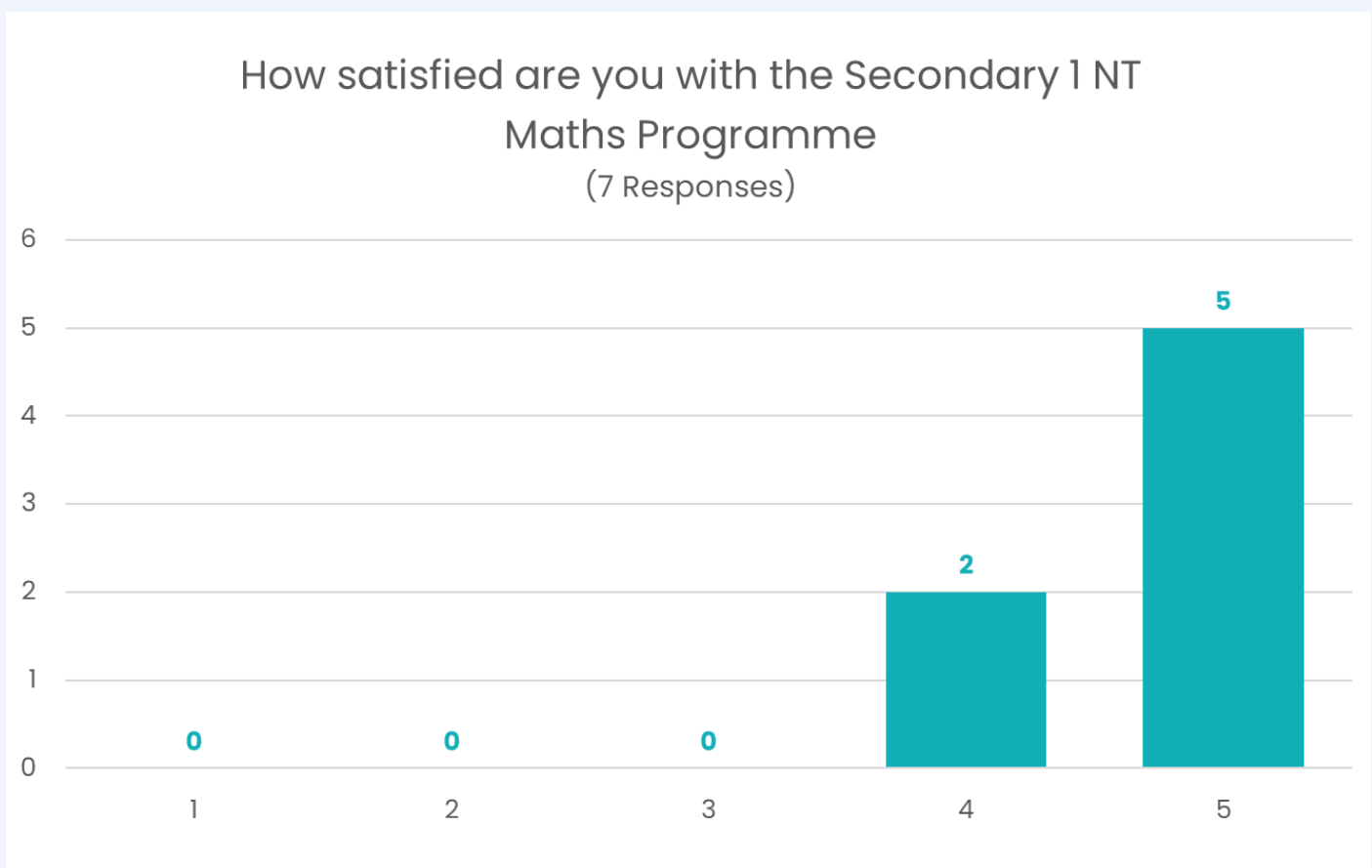




## Secondary INT Maths Satisfaction Survey

Our Secondary INT programme garnered satisfaction from seven respondents, which can be attributed to the diligent efforts of our educational therapists who offered extensive support in fostering mathematical thinking and equipping the students with the necessary skills to navigate everyday life successfully.

Our aim is to ensure that all students attain a level of mathematical proficiency that enables them to effectively apply mathematical concepts and principles in practical situations. Additionally, the positive outcome can be attributed to our dyslexia-friendly curriculum materials and personalised approach in addressing the unique needs of each student. The achievement of this result may also be credited to the effective partnership between teachers and parents, facilitated through termly progress updates, constructive feedback, and opportunities for parents to actively engage by posing questions or offering input.



## RESEARCH CONDUCTED

This case study focuses on the experiences of eight Primary 6 students with dyslexia who participated in the Problem Sums for Upper Primary (PSUP) Programme. The study aimed to gain insights into the effectiveness of a metacognitive-based approach for problem solving, specifically for algebraic word problems. The research utilised a combination of qualitative and quantitative data collection methods to evaluate the students' progress over an 8-week remediation period. The study involved eight Primary 6 students with dyslexia who were attending the PSUP Programme. These students were selected based on their willingness to participate and their previous struggles with algebraic word problems.

### Data Collection:

#### a. Pretest:

A pretest was administered to assess the students' baseline understanding of algebraic word problems. The pretest included a set of questions specifically focused on algebra.

#### b. Review Test

During the 8-week intervention period, students were taught various topics, including algebra, using a metacognitive-based approach. A review test was conducted to assess the students' understanding and retention of the algebraic concepts taught during the intervention.

#### c. Post Test:

At the end of the 8-week remediation period, a post test was administered to measure the students' progress in understanding, planning, and solving algebraic word problems. The post test included a section dedicated to algebra-related questions.

#### d. Confidence Level Surveys:

Throughout the intervention, confidence level surveys were conducted to gauge the students' self-perceived improvement and confidence in solving algebraic word problems. These surveys provided valuable qualitative data on students' experiences.

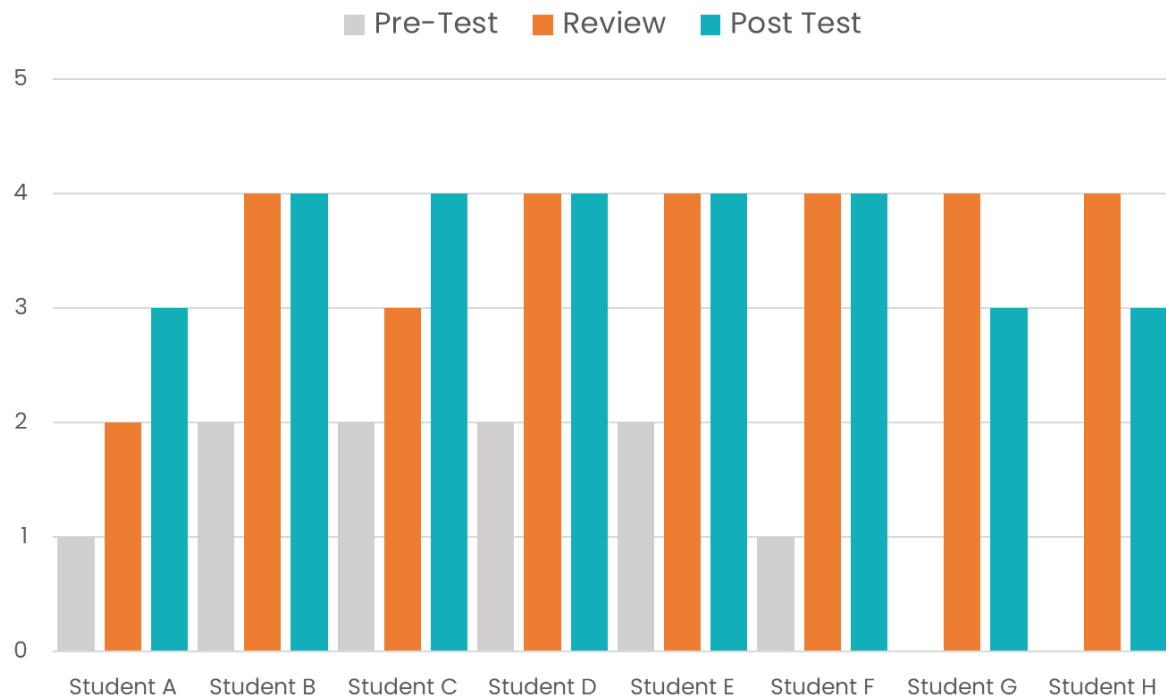
#### e. Response Interviews:

In-depth interviews were conducted with the students to gather qualitative data on their perceptions, challenges, and progress during the intervention. These interviews

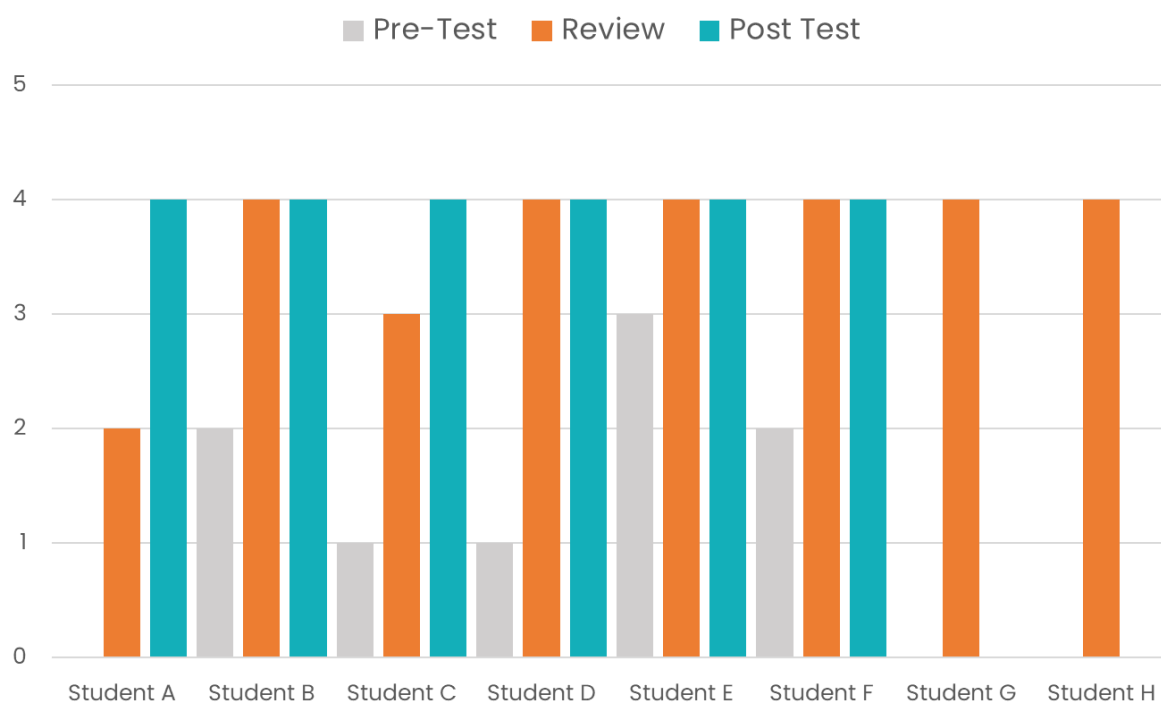
helped to complement the quantitative findings and provide deeper insights into the students' experiences.

A summary of students' cores in Algebra and Simultaneous concepts are:

Algebra Scores, Pre-test / Review / Post-Test



Simultaneous Results, Pre-test / Review / Post-Test



On the overall, when test scores for Algebra and Simultaneous concepts were compared, it was observed that the Post-test scores surpassed the Pre-test scores. The Post-test scores were also greater than the Review test scores. These findings indicate that retention of learning the Algebra and Simultaneous concept had taken place.

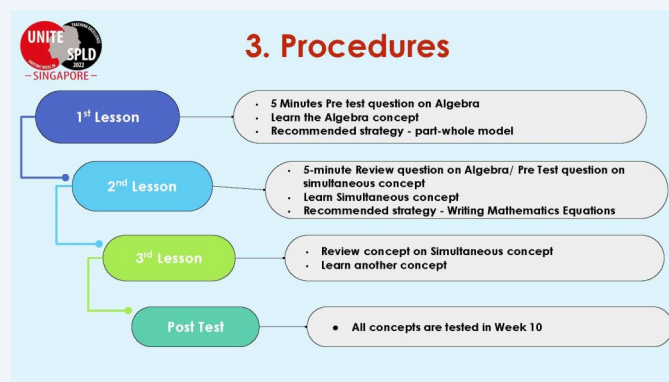
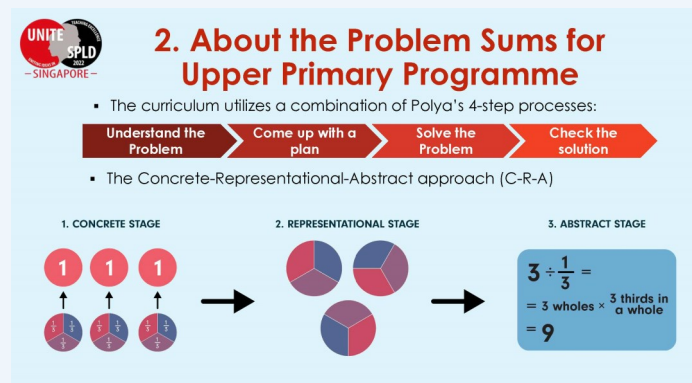
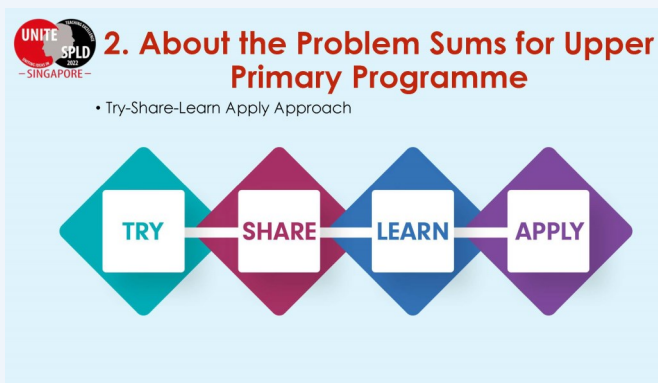
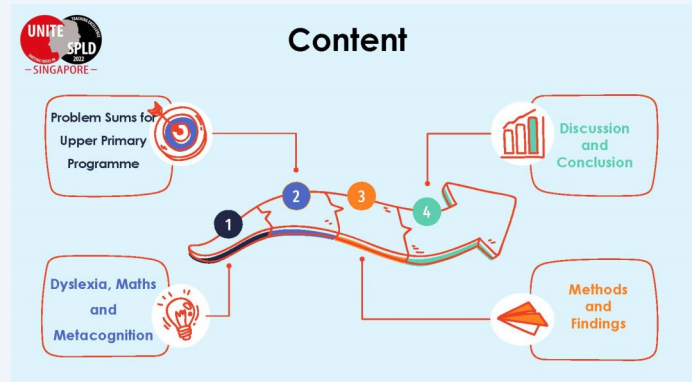
Furthermore, the results demonstrated that the approaches adopted in the Problem Sums for Upper Primary Programme namely: The Concrete to Representation to Abstract approach, the Try-Share-Learn-Apply approach and the application of Polya's 4-step processes, undoubtedly provided significant benefits to the students.

*The findings of this study were presented at the UNITE SPLD 2022 Conference and are also published in the 2023 APJDD Journal.*

**UNITE SPLD 2022 CONFERENCE**  
23 - 24 JUNE SINGAPORE  
Uniting Ideas in Teaching Excellence  
www.das.org.sg  
unite@das.org.sg

**Presentation Title:**  
An insight into the experiences of Primary 6 students with dyslexia using the metacognitive-based approach of problem solving for algebraic word problems

**Aishah Binte Abdullah**      Lead Educational Therapist  
**Kiranjit Kaur**              Senior Educational Therapist



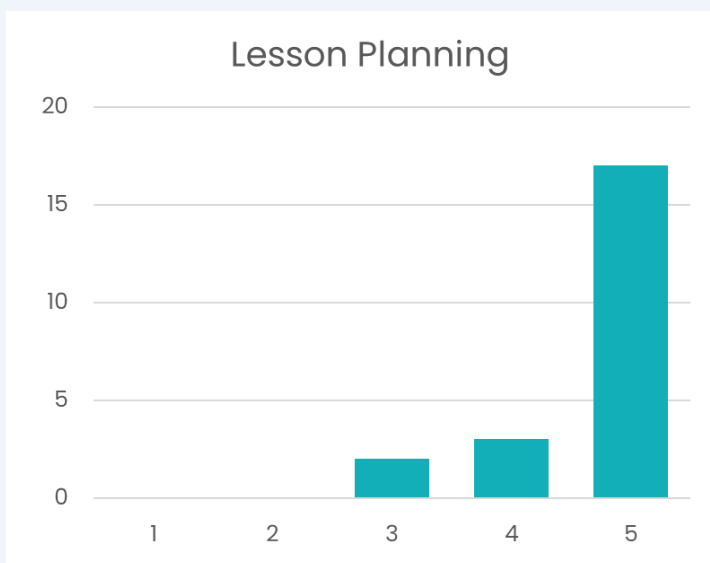
**3. Concepts Covered**

Schedule	Topics Covered
Week 1	Algebra
Week 2	Simultaneous Concept
Week 3	Simultaneous Concept
Week 4	Division of Fractions
Week 5	Equal concept involving ratio
Week 6	Excess and Shortage
Week 7	Penalty Charge
Week 8	Ratio - Quantity and Value
Week 9	Percentage - Increase and Decrease
Week 10	Review and Post test (first hour) ; Student Interviews Re: PSUP Research (2nd hour)

## QUALITY ASSURANCE

The Essential Maths programme conducts yearly quality audits to ensure that our teachers effectively plan lessons of high quality that cater to the specific needs of students. These lessons are designed to employ the Concrete-Representational-Abstract (C-R-A) approach, facilitating students' comprehension of mathematical concepts and vocabulary. Additionally, we assess our teachers' communication and classroom management abilities. Each process is scored on a scale of 1 to 5, with a score below three indicating incompetence and failure in that particular process. The scores from each process are then totalled, and teachers are assigned a performance rating based on the overall score.

In 2022, we conducted a total of 22 quality assurance audits. The graphs below show how our teachers are performing in each of the four processes: Lesson Planning, Lesson Execution, Communication and Management.



### Lesson Planning

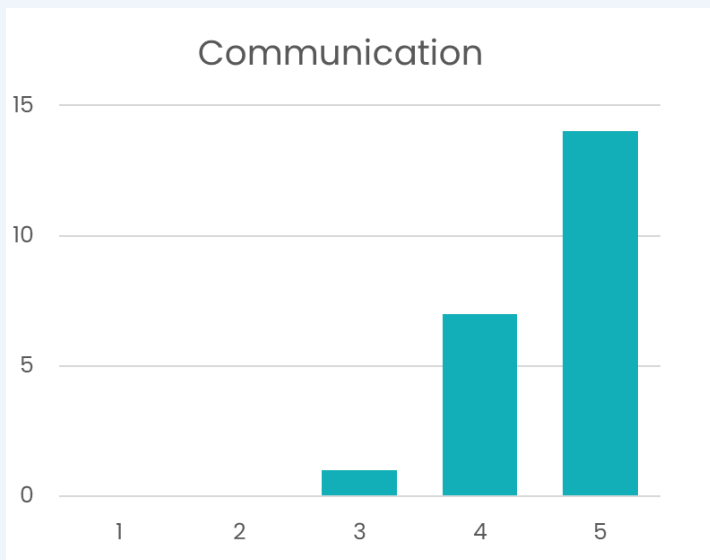
In the process of Lesson Planning, every single teacher has been assessed and found to be competent, and an impressive 75% of them have achieved a perfect score of 5. This news is truly encouraging as it demonstrates that our teachers are dedicated to creating high-quality lesson plans that are carefully tailored to meet the unique abilities of their students.



### Lesson Execution

For the process of Lesson Execution, our teachers have consistently demonstrated exemplary performance in executing their lessons, showcasing their expertise and commitment to student learning. The majority of our teachers have managed to score '5' in this process.





### Communication

Most of our teachers have achieved a commendable score of “4” or “5” in the process of Communication. This illustrates our teachers’ ability to communicate effectively with our students, utilising clear and concise mathematical language to convey information, instructions and expectations. In doing so, it helps to encourage open dialogue with our students to enhance their learning experience.

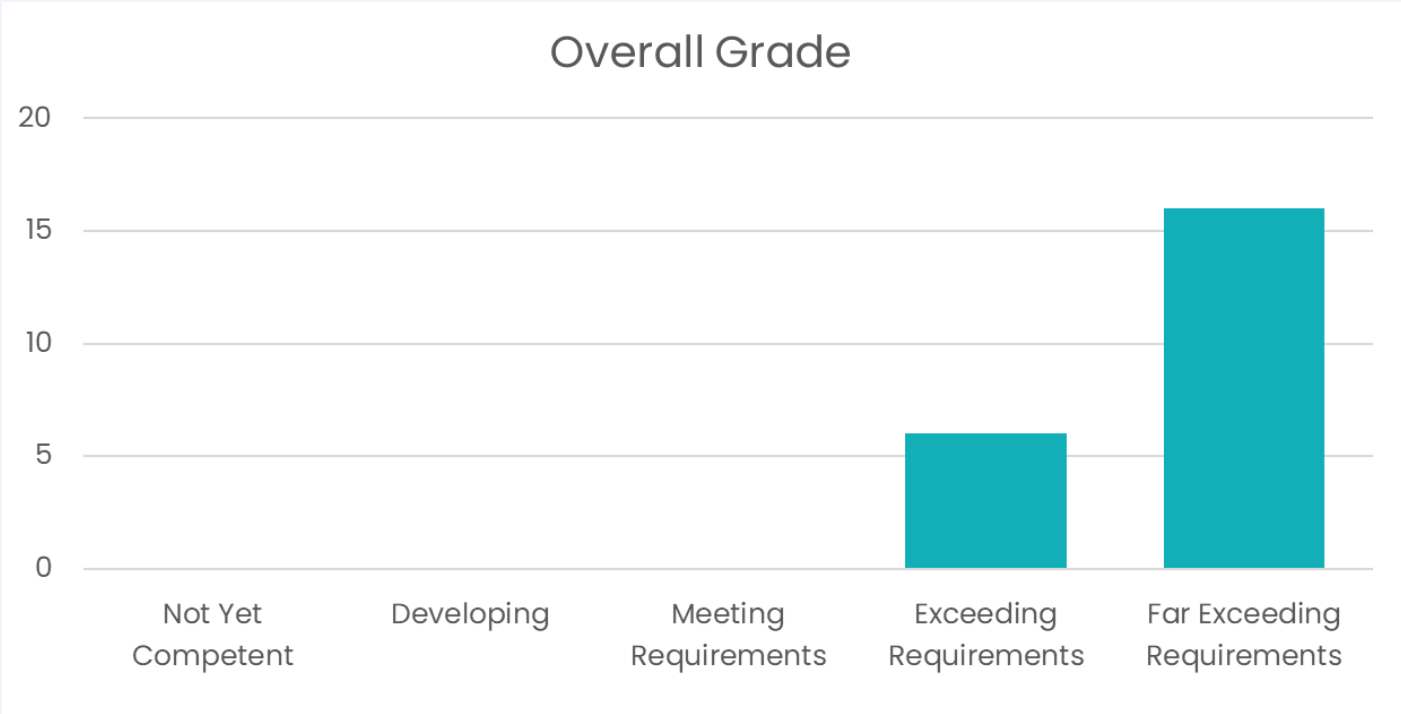


### Management

Throughout the process of Management, every single one of our teachers achieved a commendable grade of “4” or “5” points, indicating their competency in establishing robust relationships and rapport with their students. The efforts of our teachers can be seen in providing individualised attention to students, recognising their unique needs and adjusting their management approach accordingly to ensure every student feels supported and included.

For the remaining teacher who got a “2”, we will look into better support by encouraging the teacher to engage in peer observations and collaborations with colleagues who excel in classroom management. By observing successful practices in action and sharing insights, the teacher can gain practical ideas and inspiration for enhancing her own classroom management skills.

Overall, the majority of our teachers have exceeded the company's expectations when it comes to instructing students with dyslexia at the DAS. These promising results indicate their dedication and competence. However, it is important to continue providing support to our committed teachers who still have potential for growth in areas such as classroom management.



TEACHER TRAINING

Professional Certificate Course (PCC MATHS)

Altogether a total of 6 trainees – 4 Dual Specialists and 2 Flexis successfully completed the PCC training sessions with ‘Competent’ status.

	Batch 1	Batch 2
Trainees	2 Dual-Specialist 1 Flexi Therapist	2 Dual-Specialist 1 Flexi Therapist
Period of Training	Term 3 – July	Term 4 – October

## INSETS— ESSENTIAL MATHS / PROBLEM SUMS FOR UPPER PRIMARY / SECONDARY INT MATHS

NAME OF TRAINING	DATE	OBJECTIVE
Mass Profiling Inset	13 April 2022	Brief teachers on the schedule and processes, as well as conduct a 'live' practice for those who need a refresher.
Mass Profiling Inset	2 June 2022	Brief teachers on the schedule and processes, as well as conduct a 'live' practice for those who needs a refresher.
PRIMARY 6 Problem Sums for Upper Primary Inset	21 June 2022	Reflection of previously taught topics and training on the topics that will be covered in Term 3.
PRIMARY 5 Problem Sums for Upper Primary Inset	21 June 2022	Reflection of previously taught topics and training on the topics that will be covered in Term 3.
SINT Inset	22 June 2022	Introduce the topics that will be taught in Term 3 and provide opportunities for teachers to practice on related questions.
Topical Test Inset	12 July 2022	Briefed teachers on the development of the topical tests (Primary Level) and vetting through completed test papers.
PRIMARY 5 Problem Sums for Upper Primary Inset	5 September 2022	Reflection of previously taught topics and training on the topics that will be covered in Term 4.
Secondary INT Maths Inset	28 December 2022	Training on the topics that will be covered in Term 1 and provide opportunities for teachers to practise on related questions.
Topical Test Implementation Briefing	29 December 2022	Teachers were trained on the implementation process and exchanged feedback.

## NEW INITIATIVES TAKEN FOR 2022–2023

### 1. Expansion of Programme: P5 Problem Sums for Upper Primary Short-Term Programme

The PSUP Short-Term programme for Primary 5 (Standard) students started as a 1-hour programme that lasted only for two terms. As of Term 1 2023, the programme began to function as a 2-hour STP for an entire year of four terms. Parents who wanted longer intervention duration for their children welcomed this new initiative. Upon completion, the students will then progress to a 2-hour STP class when they move on to Primary 6.

### 2. Implementation of the Topical test into the Essential Maths Curriculum

The Maths team has been engaged in developing a series of criterion-referenced tests since 2021 to assist in assessing students' progress in the Essential Program. These tests are designed with the aim of monitoring progress and serve as pre-tests prior to learning new topics, as well as post-tests to evaluate students' learning outcomes upon completion of a topic. The test contents are in line with Singapore's Mathematics curriculum, and the concepts covered are aligned with our in-house scope and sequence. In total, there are 24 topics spanning across the 6 primary levels, encompassing both the foundation and standard streams at the P5 and P6 levels. By implementing these tests, we hope to achieve these two main objectives:

**Student Readiness:** Pre-tests conducted help gauge the students' preparedness for the upcoming topics. By assessing their existing knowledge and identifying areas of weakness, teachers can better understand the students' starting points and adjust their teaching strategies accordingly. This personalised approach ensures that students receive instruction that is appropriate for their current level of understanding, promoting effective learning and growth.

**Progress Evaluation:** Post-tests administered at the end of each topic allow for an assessment of student progress. By comparing the post-test scores with the corresponding pre-test scores, teachers can measure the improvement and growth of the students' knowledge, skills, or understanding. This evaluation provides valuable feedback on the effectiveness of the teaching approach and helps identify areas where further support or adjustments may be needed.

Overall, we aim to provide our teachers with valuable insights into their students' strengths and weaknesses within each topic. This understanding will empower teachers to guide their students more effectively, enabling faster progress in the respective subjects. As these topical tests become a regular part of our lessons, they will help reduce test anxiety among students, while also assisting teachers in identifying those who may struggle with test-taking or lack exam skills. Furthermore, these tests will serve as a valuable tool for evaluating the effectiveness of our teaching practices, enabling teachers to offer parents a more comprehensive summary of their child's progress and learning experience at the DAS.

To ensure optimal utilisation of the tests by our therapists, comprehensive training sessions were conducted, taking into account the feedback received from the pilot run conducted last year. Therapists who participated in the previous pilot run played a crucial role in addressing any concerns that were raised and providing valuable insights. In addition, positive feedback was received regarding the inclusion of these tests in the curriculum. Many therapists expressed that the tests have significantly contributed to their teaching practices, and students have positively responded to the opportunity of observing their own progress.

### **3. Enhancement of Flexi-Schemed Maths Educational Therapist role**

DAS has experienced significant growth in its therapist workforce over the years, particularly with the addition of flexi-schemed Maths educational therapists. The advantage of being a flexi-schemed therapist lies in the flexibility of working hours and the ability to undertake roles that align with one's talents and level of commitment. This arrangement provides therapists with the opportunity to balance their personal and professional responsibilities effectively while contributing their expertise to DAS.

Hence, we have focused on expanding the training opportunities for flexi-schemed therapists, specifically in areas such as conducting maths profiling, curriculum development, and writing maths articles, in addition to their ongoing training in maths remediation. We eagerly anticipate the increased involvement of flexi therapists in providing comprehensive support to our students at DAS. By broadening their skill set and knowledge base, these therapists will be better equipped to meet the diverse needs of our students and contribute to their overall academic progress and success.



## ENGAGEMENT AND AWARENESS

### Awareness Talks

A total of 2 Maths Awareness sessions were conducted in 2022. All sessions were conducted online due to the pandemic situation.

DATE	ORGANISATION
13 July 2022	Corporation Primary School
5 Oct 2022	Xingnan Primary School

## TESTIMONIALS

Success stories and points from parent satisfaction survey

### Essential Maths

My child is enjoying the lessons and always looking forward to going for lessons. Thumbs up to Ms Shahinaz. Hope Ms Shahinaz can help to improve his memory retention on the topics he learnt.

~Parent of Serangoon

Ivy is great and we can see that Hao Wen's Maths has improved even more after going to the Maths programme.

~Parent of Yishun

Would like to thank Ms Durges for engaging and teaching Naurah with much patience. Naurah always enjoys going for Math lessons at DAS.

~Parent of Jurong

Ms Lynnette is a dedicated teacher who understand the needs of her students. My daughter enjoys attending her class.

~Parent of Sengkang

Every DAS teacher is very patient and kind. I hope they can keep up the good work.

~Parent of Woodlands

Both Mdm Sofia and Mdm Zakiyyah have been very accommodating and always on the lookout for the students wellbeing. Truly appreciate their effort.

~Parent of Tampines

### **Problem Sums for Upper Primary (PSUP)P**

Teacher Cailyn is very helpful and concern to her students. Not only in terms of learning, also to make sure they behaving well in class. Towards the teacher, classmates and focusing in lessons. We do appreciate all her efforts with whatever outcomes my son's getting from her class.

~Parent of Chua Chu Kang.

Ms Aishah is very patient in helping Summer understand the maths concept. She is warm and kind which makes it easy for Summer to open up to her.

~Parent of Bishan

We love you Winnie!! Kudos to you for creating such a fun and effective learning environment!

~Parent of Sengkang

### **Secondary INT Maths**

I would like to express my deepest appreciation for Teacher Hongwei. It is not easy to teach dyslexic students about maths. Thank you for your kindness & patience.

~Parent of Tampines

Teacher Siti is nice and very patient in her teaching and care for the students.

~Parent of Bishan

Ms Winnie constantly updates me on Precia's progress & encourages her to improve & work harder. Thank you, Ms Winnie!

~Parent of Sengkang

## SUCCESS STORIES/CASE STUDY

### Dalya Binte Fauzy

(Primary 5),  
Sengkang Learning Centre

Testimonial from Ms. Pei Wen  
Maths Educational Therapist



Dalya continues to be a conscientious and hardworking student who always does her best to apply the taught skills and concepts in her work. Since starting the programme, Dalya has shown marked improvement in her calculations involving the four operations. She is more confident in her multiplication tables and this has helped in her scores in both section A and B of the Maths Paper. Dalya also participates more actively during class discussions, volunteering to share her answers and thought processes with her classmates. Dalya still struggles with word problems due to her difficulties in comprehension and grasping certain topics (e.g. fractions, ratio).

However, she has demonstrated more determination in attempting such problems in school. She is beginning to annotate the key information in the problem independently and is able to suggest a plan to solve the problem with some guidance. Once she comprehends the plan, Dalya has little problem with the calculations. From the Math Essential programme, Dalya has gained significantly more confidence in her Math abilities. Hence, it is recommended for her to continue to receive support to help her cope with the increasing demands from her upcoming PSLE next year.

### Testimonial from Ms. Zaida, Mother of Dalya

Dalya has a medical condition. She is an IgA Nephrotic kidney patient. Dalya has benefited a lot since attending the Math Essential programme. Despite being tired when going to class, she never gives up when attempting to do questions that challenge her. I am amazed by her increasingly positive learning attitude towards Math. Thank you to Teacher Pei Wen for your encouraging words and tips given to her. The bursary has helped us by lessening our financial burden and also giving my child the opportunity to attend this Maths class with ease. Thank you once again for the opportunity given to my child!

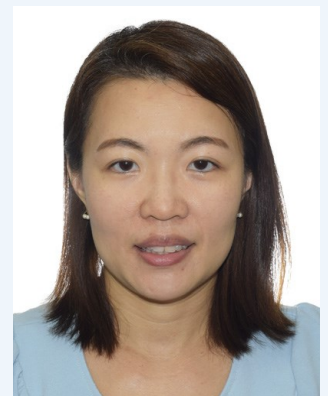
## Jun Rong

### Sengkang Learning Centre

Jun Rong has been in the DAS Maths Programme since 2021. He is currently schooling in APSN Chaoyang School, which offers a different academic curriculum.

Nevertheless, Jun Rong benefited greatly from the programmes offered by the DAS as they are tailored to meet the needs of students with diverse learning profiles, including those with multiple specific learning differences.

Jun Rong is making good progress in class and he gets along with his classmates. His attentiveness and motivation are key factors in his success. It's particularly encouraging that he has gained confidence in his number sense, especially in the area of place value concepts. This foundation is crucial for further mathematical understanding. Moreover, the improvements in Jun Rong's understanding and computational skills for addition and subtraction demonstrate his hard work and dedication. It is great to see that he is responding positively to the intervention and that his efforts are paying off. His grit and positive learning attitude are admirable qualities that contribute to his academic growth. With the right motivation and guidance, Jun Rong has the potential to continue excelling in his studies. It is essential to continue nurturing his enthusiasm for learning and to challenge him appropriately to foster continuous improvement. Jun Rong's academic progress is not solely attributed to his own efforts and positive attributes but also to the close partnership between his parents and the various stakeholders involved in his learning journey. By recognizing his potential and providing him with the necessary resources and guidance, educators can help Jun Rong reach even greater heights in his educational journey.



Ivy Lim  
Educational Therapist

#### Parent's Testimonial:

*"Being a mild special needs child with dyslexia, Jun Rong has always found maths a difficult subject. With the DAS programme, Teacher Ivy is willing to start him at a slower phase to strengthen his foundation. We saw his improvements and confidence in dealing with Maths problems. He achieved 100% in Numeracy for his SA1 in Sped school this year. Thanks to DAS strong support in coaching him. He was very proud of himself! Thank you to all his teachers for coaching Jun Rong and shaping him to what he is today."*

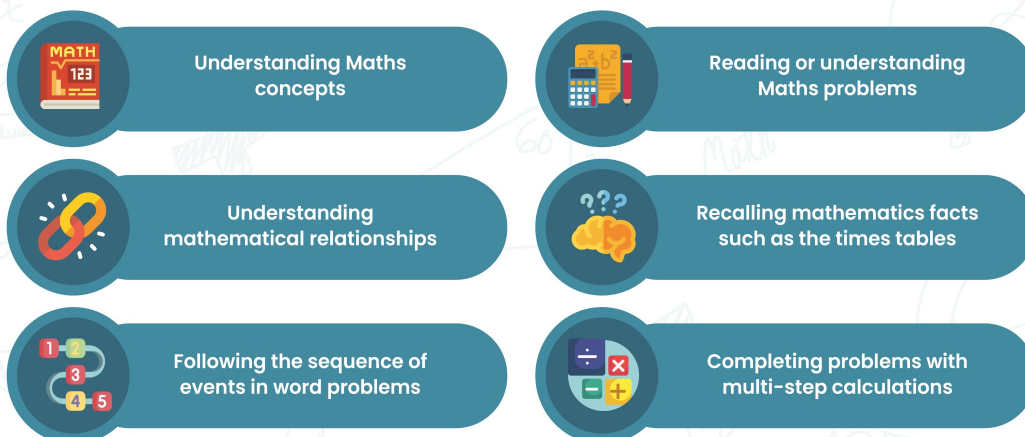
# MATHS PROGRAMME



**Specialised  
Educational  
Services**  
UNLOCKING POTENTIAL

The SES Maths Programme aims to effectively support students with dyslexia who have persistent difficulties in mathematics, particularly with understanding of math concepts and word problems.

## HOW DOES DYSLEXIA AFFECT MATHS?



The Maths Programme currently offers 3 curricula:

### ESSENTIAL MATHS

Developed to help students who are struggling to cope with Maths at the school level



Conceptual Understanding



Procedural Proficiency



Reading Comprehension



Mathematical Communication

### PROBLEM SUMS FOR UPPER PRIMARY (STP)

Developed to help Primary 5 / Primary 6 students who are strong in math concepts, but continue to show difficulties with understanding and solving word problems



Challenging Word Problem Types



Thinking Skills & Heuristics



Mathematical Communication



Reading Comprehension

### SEC 1 NORMAL TECHNICAL MATHS (STP)

Developed to help Secondary 1 students taking the Normal Technical Maths syllabus in their transition to secondary school mathematics



Conceptual Understanding



Procedural Proficiency



Thinking Skills & Mathematical Communication



Real-Life Applications



FOR MORE INFORMATION,  
VISIT [WWW.DAS.ORG.SG](http://WWW.DAS.ORG.SG)

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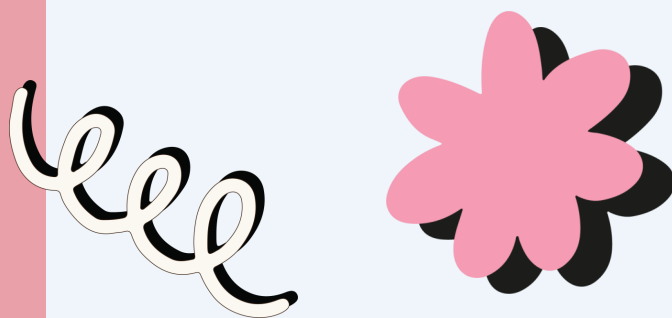
✉ [info@das.org.sg](mailto:info@das.org.sg)

📱 @dyslexiasg

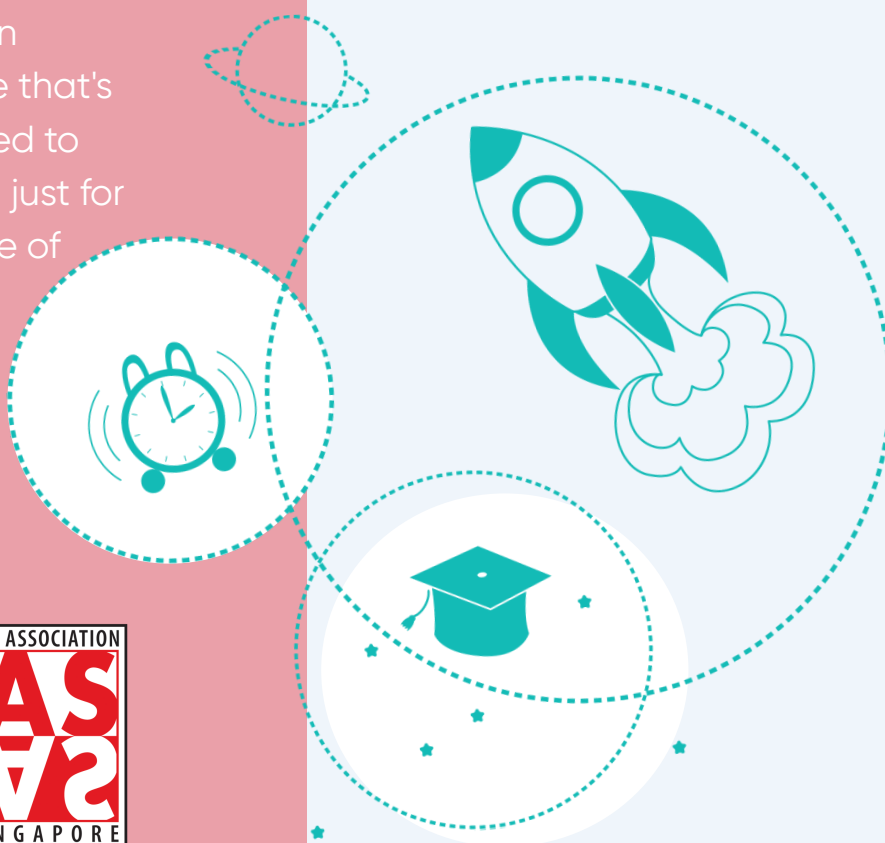
# PREP 2 PSLE PROGRAMME

Amid shifting educational paradigms that downplay exams, the Primary School Leaving Examinations (PSLE) remains a crucial milestone, defining students' entry into secondary education. Beyond rote memorisation, triumphing over this challenge demands a robust toolkit of knowledge, skills, and strategies.

PSLE success transcends rote learning; it's about critical thinking, problem-solving, and effective question handling. In an educational landscape that's shifting, we're committed to preparing students not just for exams, but for a lifetime of accomplishments.



Our approach isn't confined to grades; it's about nurturing learners equipped to navigate challenges, armed with the skills and strategies that propel them toward a brighter academic journey.





# PREP 2 PSLE PROGRAMME (P2P)

## INTRODUCTION

The thought of every child's primary school milestone – the PSLE, seems like a daunting task. It is all the more challenging for learners with dyslexia, who face a myriad of difficulties in language learning. The PREP 2 PSLE programme (Preparation for English Paper 2 PSLE) was established with the intent of supporting primary school children with learning difficulties to tackle the school's English language examinations. The programme aims to reach out to struggling learners with dyslexia beyond the DAS, empowering them with skills and strategies to take ownership of their learning, and to allow for explicit transference of skills to tackle the various components of the Primary School Leaving Examinations (PSLE) English paper. These components include Grammar, Editing, Synthesis and Transformation and Reading Comprehension.

## PROGRAMME DESCRIPTION

While there is an increasingly lesser emphasis given to examinations in schools, the PSLE continues to be the first major hurdle for students as they move on to secondary schools. In preparing to overcome this hurdle successfully, students require more than just the regurgitation of concepts but rather, an important set of knowledge, skills and strategies that can help them tackle questions in a more effective manner.

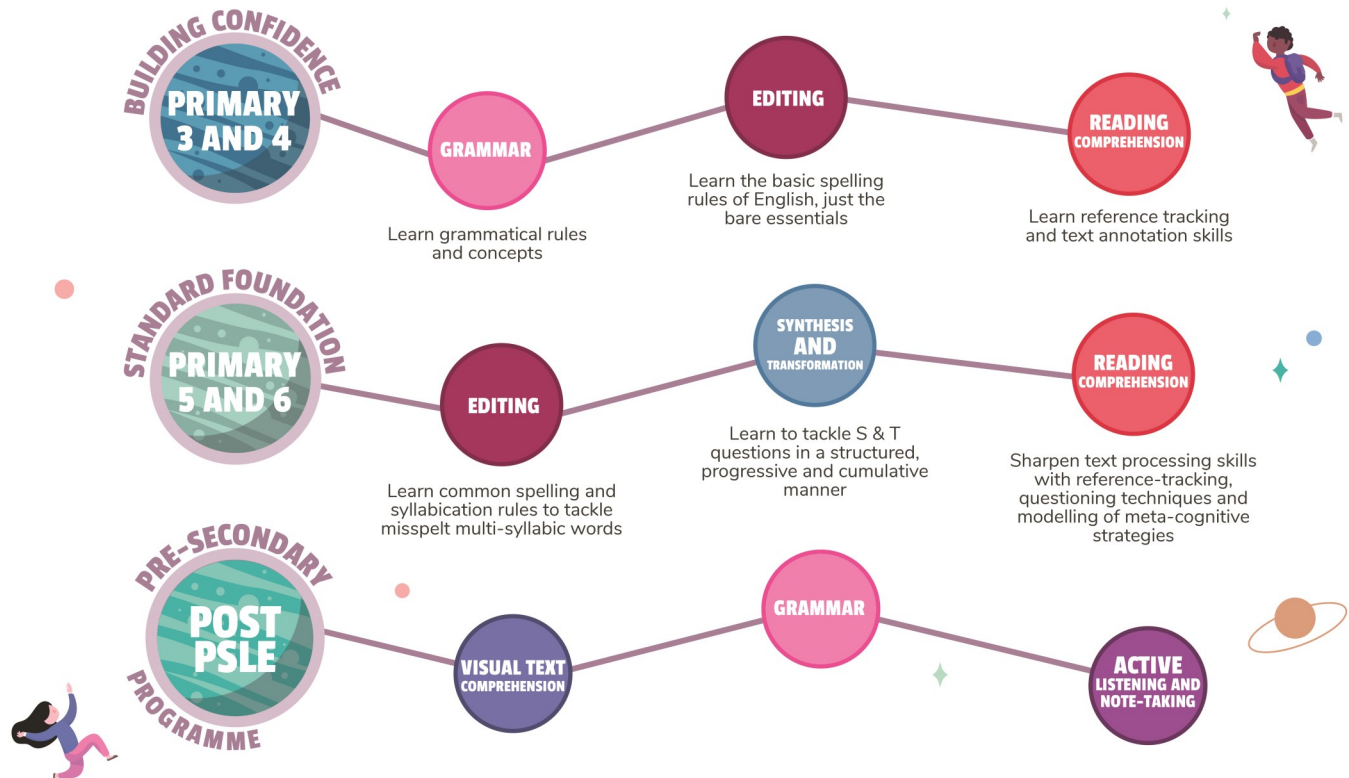
The PREP 2 PSLE programme is recommended for students from Primary 3 to Primary 6 with a diagnosis of dyslexia or other specific learning differences (SpLD). The student must also attain a minimum score of 35% in his/her most recent school English Exam Paper.



# PREP 2 PSLE (P2P) PROGRAMME



The SES PREP 2 PSLE Programme aims to equip our students with this set of knowledge, skills and strategies to meet with the demands of the PSLE English paper.



P2P also offers other services for students in need of a boost in preparation for PSLE.

## SHORT TERM PROGRAMMES

These programmes equip students with the necessary skills for other components in the English examinations. These include Oral English, Cloze Passage and the PSLE English Paper 2 Boot Camp.



FOR MORE INFORMATION,  
VISIT [WWW.DAS.ORG.SG](http://WWW.DAS.ORG.SG)

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## EVALUATION OF PROGRAMME FOR 2022-2023

In FY 2022–2023, there was a peak enrolment of 139 students in Term 3, 2021. Student enrolment dipped to 107 students in Term 1 2022 with the exit of the P6 students but we had 18 new students who were successfully placed into Prep 2 PSLE after they sat for the English Readiness Test in November 2022. Prep 2 PSLE has a stable team of 16 teachers across 11 DAS learning centres. All our teachers have been trained to teach and deliver the Prep 2 PSLE curriculum, having attained a Certificate in Supporting SpLD Learners in English Exam Skills awarded by the DAS Academy.

A total of \$117,698.35 was provided to students on the bursary scheme through DAS fund-raising efforts (DAS Workplace Giving & General Pool) and support from the Singapore Teo Chew Foundation (STF) in the year 2022. This amount has greatly supported primary school dyslexic learners to gain confidence and succeed in their English examination. The Prep 2 PSLE programme would like to extend our sincere gratitude and appreciation to our donors for their generosity in helping our students with the provision of bursaries.

To monitor the progress of our students under the programme, termly evaluations in the form of pre- and post-tests were administered to all students, using iPads for 20 minutes. These evaluations are carried out prior to the first lesson and following the final lesson of each term. The tests consist of 15 multiple-choice questions (MCQs) that equally test the skills taught during the term. For P3/4 students, these include Grammar, Editing and Reading Comprehension. P5/6 students in both Standard and Foundation streams are tested on Synthesis & Transformation, Editing and Reading Comprehension.

The results in figure 1 and 2 are tabulated according to level and stream (P3/4 and Standard). The results generally show an improvement in test results at the end of the term, as compared to the results in the pre-test.

A paired samples t-test was performed to compare the pre-test and post-test results. There was a statistically significant improvement in the following streams: P3/4 Term 2 2021 ( $p < 0.001$ ), Standard Term 3 2021 ( $p < 0.001$ ), and Standard Term 1 2022 ( $p < 0.001$ ). The students on all streams, on average, scored higher in the post-tests relative to the pre-tests throughout all four terms.

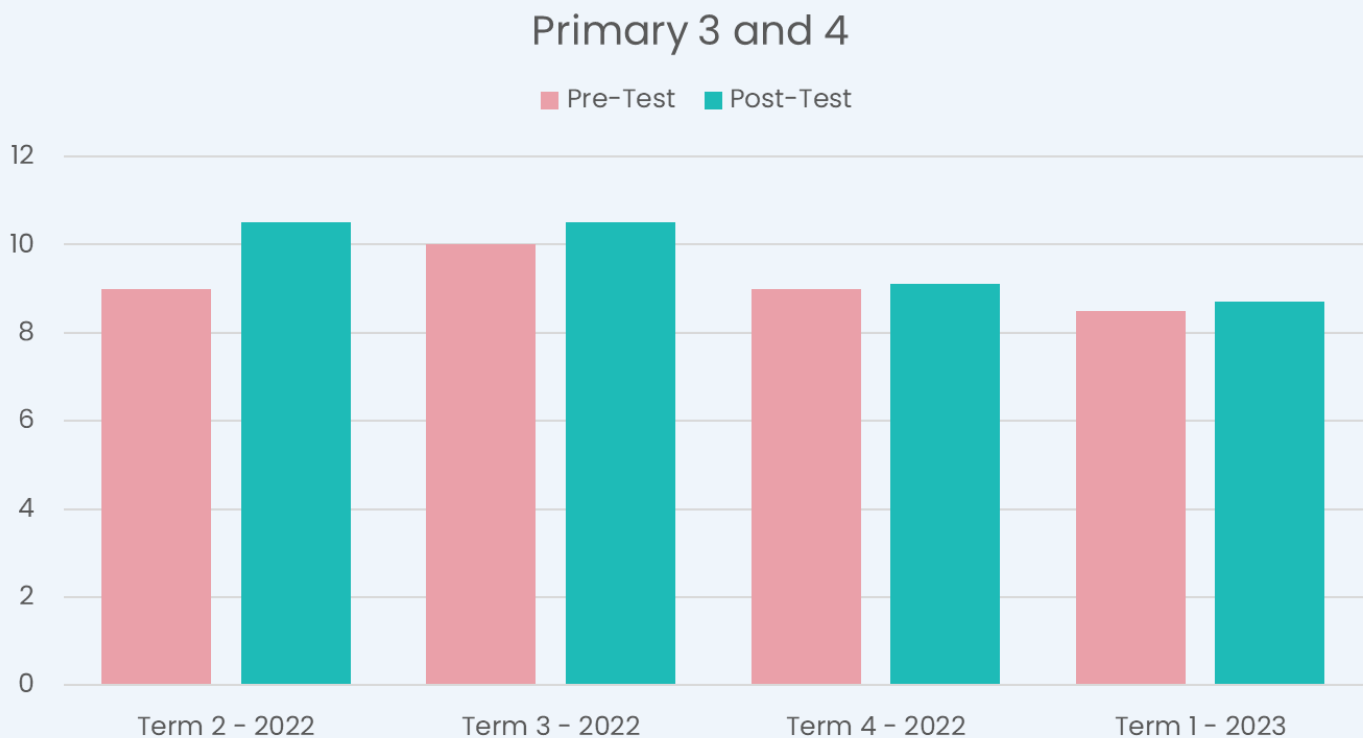


Figure 1. Termly evaluation results for Primary 3 and 4

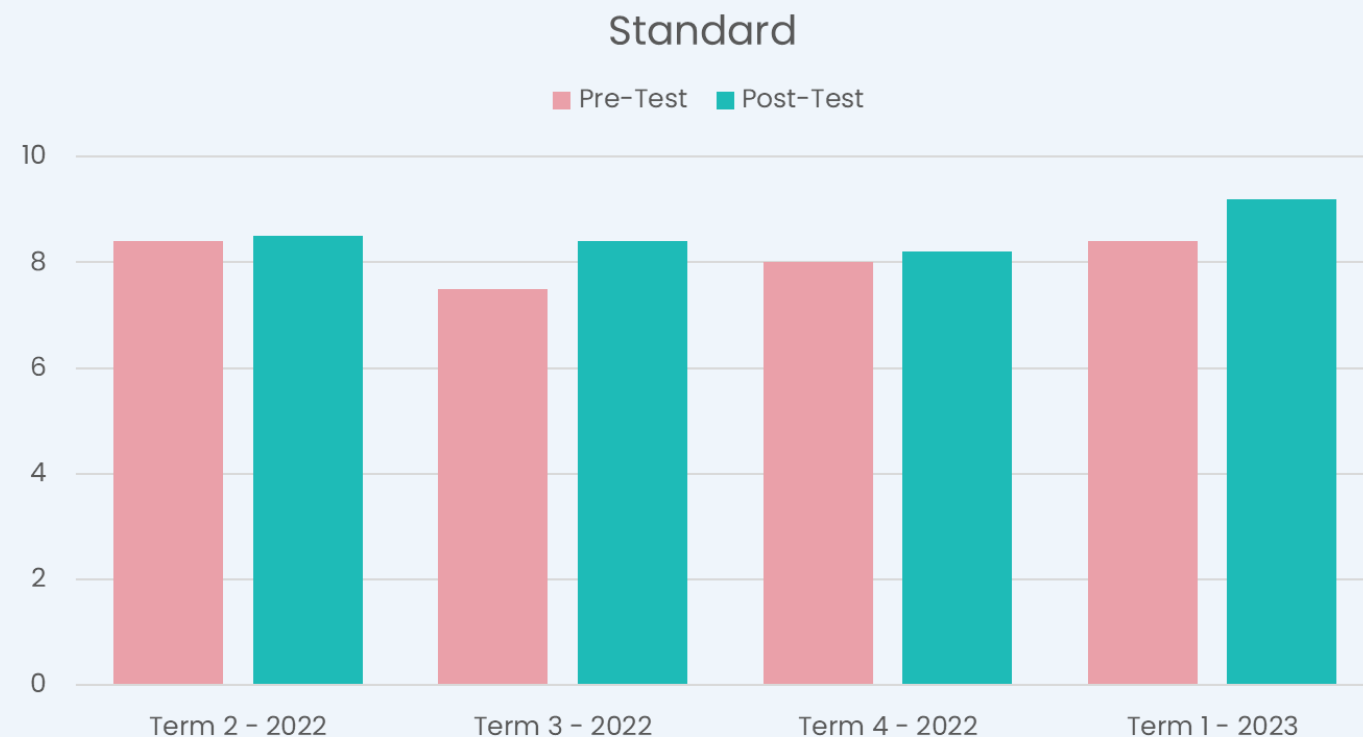


Figure 1. Termly evaluation results for Standard

## QUALITY ASSURANCE

In order to ensure that students benefit from the programme, it is important that teachers are equipped with sufficient content knowledge and skills to deliver Prep 2 PSLE classes. In line with the organisation's mission and objective to deliver programmes of high quality as dyslexia experts in the region, all Prep 2 PSLE educational therapists' lessons will be observed by a lead or senior therapist through the annual Quality Assurance Audit (QAA) process every financial year. The annual QAA lesson observation assesses each teacher in 3 main aspects: lesson execution, where focus is placed on maintaining a consistent lesson delivery structure, communication with students and class management.

## TEACHER TRAINING



## INSETS

The Prep 2 PSLE programme regularly organises teacher training INSETS (In-service Education and Training) to support the professional development of educators. These INSETS provide a platform for teachers to exchange valuable ideas, learn from one another, and enhance their teaching skills. Following a structured approach known as Think, Share & Learn, the INSETS cover a range of topics including curriculum enhancement, analysis of past year papers, identification and correction of students' errors, and curriculum development.

Beyond teaching, one significant aspect of the INSETS is the emphasis on curriculum enhancement as a form of personal development. Teachers were encouraged to actively participate in refining and enriching the curriculum. By working collaboratively, educators have the opportunity to contribute their expertise and insights to create more engaging and effective learning materials for their students.

To facilitate these sessions, the INSETS are conducted virtually on the Zoom platform. Breakout rooms are utilized to enable meaningful group discussions, fostering an environment where teachers can engage in brainstorming activities and actively participate in the planned sessions. This approach aims to provide a conducive setting for teachers to exchange ideas, collaborate, and collectively contribute to the ongoing improvement of the P2P programme.

Through the teacher training INSETS, the Prep 2 PSLE programme supports educators in their professional growth and empowers them with the necessary skills to deliver



quality education. By focusing not only on teaching and instructional delivery but also on curriculum enhancement and personal development, the programme acknowledges the vital role teachers play in shaping the educational experience of their students.

### **Specialist Certificate in the Professional Development of Teacher Leaders/Supervisors by Siti Halimah, Lead Educational Therapist**



From 6 to 23 September 2022, I had the privilege to attend the Specialist Certificate in the Professional Development of Teacher Leaders/ Supervisors by RELC. Using a blended learning approach, the course provided an extensive and insightful overview of the various components of teacher training. From the differing roles and qualities of supervisors, trainers, teacher leaders and mentors to the various tools and models to design a training workshop. The experience was an eye-opener as it equipped me with the necessary theoretical knowledge and gave me the opportunity to listen in and learn from all the other participants from diverse backgrounds who shared their own experiences and the teaching models in their own country or organization. In my own reflection of my roles and responsibilities as a Core Team member with the Prep 2 PSLE programme, I am now more aware of my beliefs and how it impacts the way I support and provide feedback to Educational Therapists in the P2P programme. This course has truly expanded my knowledge in my field of work and impacted a change in my perspectives. Gaining new friends from around the world is the icing on the cake. I look forward to more enriching experiences.



## NEW INITIATIVES TAKEN FOR 2022–2023

### Coffee Chat for West and East Cluster Learning Centres

One of the new initiatives that the Prep 2 PSLE team has started was a Coffee Chat session for parents in the East (Bedok, Parkway Parade and Tampines) and West clusters. These sessions were conducted by clusters as we planned for a smaller session so that parents would be more comfortable to discuss and share their own personal stories and questions. The Coffee Chat sessions aimed at spreading awareness about the Prep 2 PSLE programme and provide parents with information and insights into the benefits and impact of the programme on their children's learning and development.

During these sessions, various aspects of the programme were presented, including its curriculum, teaching methodologies (RIMAIR approach), and the specific knowledge, skills and strategies that children can gain from being enrolled in the programme. The Coffee Chat sessions emphasized Prep 2 PSLE's distinguishing features and the success stories of students enrolled in our programme. Feedback gathered from the parents indicated a positive response. These Coffee Chat sessions enabled parents to make informed decisions and provided a platform for them to actively engage and interact with the presenters.

**Ever wondered why your child has been struggling with his English Exams?**

**We want to hear your concerns and help your child!**

**COFFEE CHAT**

**DAS DYSLEXIA ASSOCIATION OF SINGAPORE**

Join us for a coffee chat with the DAS Prep 2 PSLE team to know how learners with dyslexia can overcome their struggles with English exams.

## ENGAGEMENT AND AWARENESS

The Prep 2 PSLE team dedicated the first 2 weeks of April to boost its marketing and outreach efforts among DAS staff, parents and students. With the professional help from DAS' Publicity and Publications team, we were able to use the above e-flyers to reach out to our stakeholders by organising an online profiling test for Primary 3 to 6 students (also known as Prep 2 PSLE Readiness Test), free webinars for parents to offer them simple and practical tips and strategies to support their children at home and a weekly release of new Prep 2 PSLE marketing videos. We tapped on DAS social media platforms such as Facebook, DAS website, Instagram and mass emails to parents and caregivers to reach a wider and more diverse audience.



## UNITE SpLD 2022

During the Unite SpLD conference on 24 June 2022, Tuty and Halimah shared on 'Supporting learners with grammar as they transit to secondary school' in one of the many streams. The sharing session aimed to showcase the Prep 2 PSLE programme and the overview of its curriculum as well as present an analysis of the grammar concepts that are being tested in secondary school. Two grammar concepts were presented; Collective Nouns and Noun Quantifiers. Attendees were equipped with practical knowledge and skills of grammar and were given opportunities to apply them to questions. The discussions that followed indicated a high level of interest among the attendees.



UNITE SPLD  
2022  
CONFERENCE

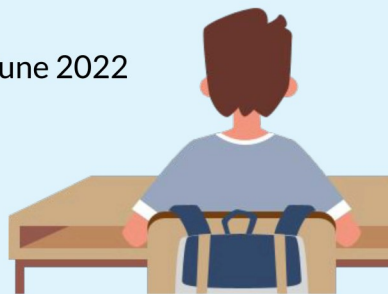
23 – 24 JUNE  
SINGAPORE

*Uniting Ideas in  
Teaching Excellence*

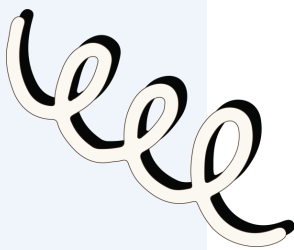
[www.das.org.sg](http://www.das.org.sg)  
[unite@das.org.sg](mailto:unite@das.org.sg)

# SUPPORTING LEARNERS WITH GRAMMAR AS THEY TRANSIT TO SECONDARY SCHOOL

24<sup>th</sup> June 2022



## PRESENTERS



**Tuty Elfira**

Prep 2 PSLE Programme Manager  
Lead Educational Therapist (DAS)  
Fellow, Register of Educational  
Therapists (Asia)



**Siti Halimah**

Prep 2 PSLE Curriculum Specialist  
Lead Educational Therapist (DAS)  
Fellow, Register of Educational  
Therapists (Asia)

## RATIONALE FOR PRE-SECONDARY BRIDGING PROGRAMME

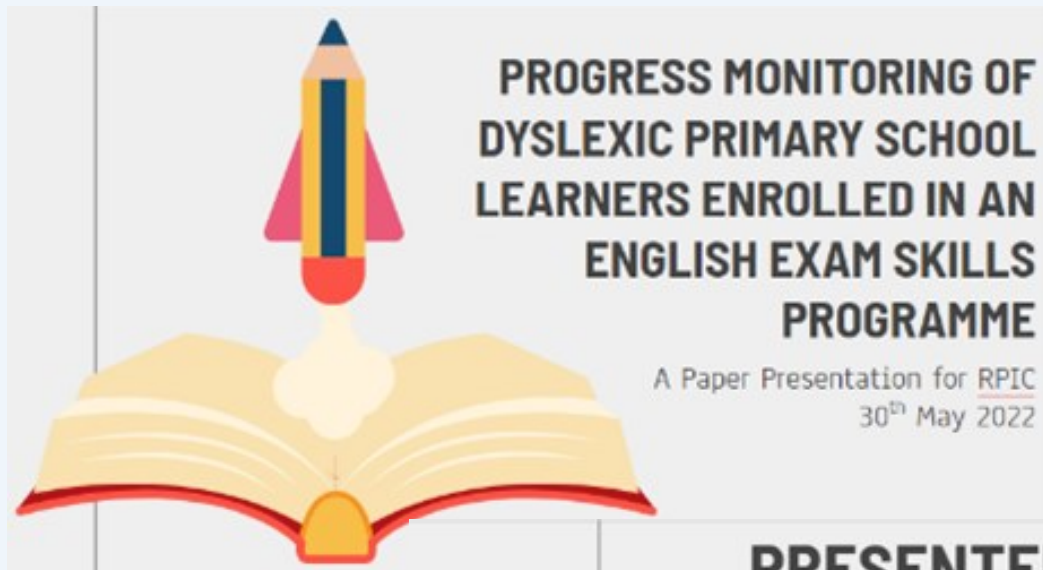
1. Grammar continues to be a challenge in secondary school.
2. Grammar skills are required in many components:
  - Editing
  - Writing tasks (report, e-mail, expository, etc.)
  - Written responses for reading comprehension
3. Guide and support graduating P6 students
4. To enhance their readiness to meet the demands





## Redesigning Pedagogy International Conference (RPIC) 2022

Paper presentation (Virtual):



### PRESENTERS



**Tuty Elfira**

Prep 2 PSLE Programme Manager  
Lead Educational Therapist (DAS)  
Fellow, Register of Educational Therapists (Asia)



**Siti Halimah**

Prep 2 PSLE Curriculum Specialist  
Lead Educational Therapist (DAS)  
Fellow, Register of Educational Therapists (Asia)

### METHODOLOGY

**TOTAL NO. OF PARTICIPANTS: 96**

- ☒ diagnosed with Dyslexia
- ☒ attending Main Literacy Programme

**30 weeks**

80 students

1



12

## **Progress Monitoring of Dyslexic Primary School Learners enrolled in an English Exams skills Programme**

Tuty and Halimah had the privilege of attending NIE's Redesigning Pedagogy International Conference 2022 that proved to be a remarkable gathering of educators, administrators, and experts in the field. With its theme being 'Transforming Education and Strengthening Society', the conference, held online over three days, aimed to explore innovative teaching methodologies, discuss emerging trends in education and foster collaboration among attendees. The diverse range of topics for keynote speeches and parallel sessions provided valuable insights into topics such as personalized learning, technology integration, research papers and student engagement.

Tuty and Halimah presented Prep 2 PSLE's research paper on 'Progress monitoring of dyslexic primary school learners enrolled in an English Exam Skills Programme'. The parallel sessions were grouped according to themes. As such, the other speakers were also presenting topics in the field of special education. As we shared our findings from the research we conducted, an attendee who was working on her own research paper on intervention for SpLD learners had questions as she compared her data to ours. The interactive discussions we had during parallel sessions facilitated meaningful exchanges of ideas and best practices. Overall, the conference served as a platform to enhance professional growth, inspire new approaches to education, and establish valuable connections within the education community. It was a truly enriching experience that left us feeling inspired and equipped with fresh perspectives to enhance our own teaching practices.

## **Prep 2 PSLE Readiness Test 2022**

On Monday 21 November 2022, the Prep 2 PSLE team organised their annual readiness test event at Bishan Learning Centre. The main objective of the event was to reach out to more students who may need help beyond literacy difficulties. The readiness test, which is in line with our Prep 2 PSLE lesson curriculum, provides a quantitative and qualitative measure to ascertain if a student would benefit from the programme.

The event had two sessions – morning and afternoon to cater to two groups of students. In the morning, 10 students in Primary 2 and 3 sat for the test followed by 22 Primary 4 and 5 students in the afternoon.



While students were completing the assessment facilitated by Prep 2 PSLE educational therapists, parents were invited to attend a TIPS talk by Tutu Elfira, Programme Manager and Siti Halimah, curriculum specialist. The talk not only provided parents with information on the content of curriculum and teaching methodology, parents were actively engaged in learning some tips to support their children in some basic but hard-to-grasp concepts like Subject-verb agreement (grammar) and annotation skills (reading comprehension).



It is encouraging to note that 26 students registered for the P2P programme after the 1 to 1 consultation sessions between parents and the educational therapist who assessed the student's readiness test. The purpose of the 15-minute 1 to 1 consultation was for the educational therapists to share with parents their evaluation of students' areas of strengths and weaknesses in components of English Paper 2 that consist of grammar, syntax, spelling and comprehension skills. Parents would also be able to share their own experience, observations of their child's learning and together with the educational therapist, discuss how P2P's learning objectives, and outcomes can help the student.

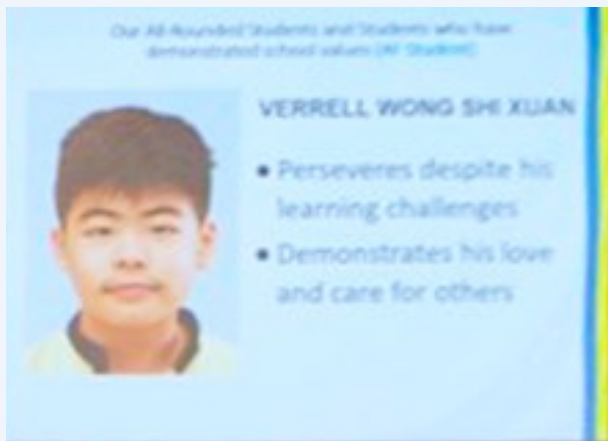


*P2P core team members, educational therapists and volunteers*

Overall, the P2P team felt that the event went successfully given the encouraging number of sign-ups of 26 out of 32 (81%) students who sat for the test. The readiness test is one of the programme's main activities for the next financial year and we look forward to a wider reach of students especially those in the lower primary because like other programmes at the DAS – we believe in getting them started on intervention as early as we can.



## TESTIMONIALS



### VERRELL WONG

By Verrell Wong's grandparent  
Jurong Point Learning Centre

Verrell, having joined the P2P (Prep 2 PSLE) programme for a duration of less than two terms prior to his PSLE, initially exhibited a notable lack of confidence. However, through persistent effort and dedication, he

displayed a commendable growth in self-improvement over the course of the programme. Demonstrating a remarkable commitment to his academic development, Verrell diligently applied the specific strategies imparted in our lessons to his independent work in class. Despite a demanding schedule, he exhibited exceptional attendance and attentiveness in class. While some of his written responses may have contained inaccuracies, Verrell's unwavering determination remained undeterred as he continued to invest his utmost effort in striving for self-improvement.

In the words of his main caregiver, Mrs Chin, who was very involved in his education,

*"Thank you so much for your help, Verrell passed with all Bs and named as Exemplary student of Lakeside Primary school 2022, our appreciation, Mrs Chin "*

She also shared that she was very worried as he failed his prelims and his school teachers had preempted her that he may have to retain in Primary 6.

*"Now 360 degree turn... His teacher teared when talked to me just now. Teacher cried and was very touched. All his teachers came to congratulate him."*

**NUR ELLISHA BATRISYA**

By Nur Ellisha Batrisya's mother

Online Class – Rex Learning Centre

Prep 2 PSLE classes have helped Ellisha identify her weaknesses and offered her tips to overcome her difficulties in answering certain question types especially for synthesis and comprehension. I noticed that Ellisha became more confident in answering comprehension questions as compared to previously where her answers were very short and lacked details. The online class is interactive and Ellisha enjoys it. She is able to remain focused even though it is not face to face interaction in a classroom.

**DALYA**

By Dalya's mother

Sengkang Learning Centre

I would like to thank Ms Tuty and Ms Ellen for being supportive and patient with Dalya. Under both of your guidance, Dalya has improved her English not so much but she is making gradual progress. Still, I am proud that she did not give up on her lesson despite being absent a few times due to her medical conditions. Thumbs up for both your dedication and passion in helping to nurture students like Dalya. Prep 2 PSLE is a good investment for Dalya and I hope she will be ready for P6 next year. Thank you once again for your kindness and partnership with me.



## SUCCESS STORIES

### MUHAMMAD AFANDI BIN MUHAMMAD AKBAR



Afandi joined the Prep 2 PSLE (P2P) programme in mid 2021. Prior to joining the programme, he had been highlighted as a student with attendance issues. He refused to come for classes at the DAS and would often miss lessons without a valid reason. On days when he attended P2P lessons, he was quiet and disengaged. He would not answer any questions and refused to participate in class discussions. It took a year of constant motivational talks and building of trust for him to finally open up and share his personal stories and respond to questions. He started attending every DAS lesson and would make it a point to come very early for lessons. With a better attitude, he was then able to grasp the skills and strategies taught easily. He was increasingly able to

annotate comprehension texts meaningfully and understood the texts and questions better. From failing his English exams in school, he started passing them and for the 2022 PSLE, he scored a B for English.

Despite scoring well for English, he has to repeat his PSLE paper once again as he failed his Mathematics paper. At the start of this year, he felt embarrassed to face his new classmates again and did not want to attend school and DAS. The first lesson that he attended, we sat down for a talk and he briefly shared his frustrations. We talked about opportunities and seeing new perspectives. With renewed lenses, Afandi has since shown great determination and has continued to show progress in his literacy skills. I am so proud of his accomplishments and his positive disposition!



Siti Halimah Binte Mohamed Yahaya  
Prep 2 PSLE Lead Educational Therapist  
Bedok Learning Centre



## TAY JIA LE JESTON

Jeston has been in the Prep 2 PSLE programme since mid of 2020. A self-motivated student, Jeston takes ownership of his own learning. He is always inquisitive and seeks answers to clarify any possible doubts. Jeston has always been a fluent reader. When he first started out in the programme, his reading fluency aided in his understanding of comprehension texts. However, it is evident that this understanding is only on the surface level. As such, this could only help him to answer factual questions where answers can be found directly in the text. However, he needed more prompts to make logical predictions and inferences from the text. He was introduced to text annotation strategies but he was reluctant to annotate as he wanted to complete tasks quickly. Through consistent practice, he has since gained automaticity in text annotation and this has proved to be beneficial in gaining better accuracy in his answers. The multisensory and structured nature of lessons in the Prep 2 PSLE Programme has definitely made learning more fun, engaging and meaningful for him. Equipped with the skills and strategies, I believe Jeston will be able to achieve greater results.

By Educational Therapist  
Learning Centre





# SPEECH AND LANGUAGE THERAPY

Speech and Language therapy is offered to children who need support in communication. This service is available to all preschool to secondary school students and a diagnosis of dyslexia is not required to access these services. Therapy is an integral step following an assessment for your child that shows areas of difficulties.

The aim of therapy is to help your child overcome difficulties where they face challenges and develop strategies to help them to learn.



Therapy sessions are planned and delivered by our team of Speech-Language Therapists (SLTs) who are all registered with the Allied Health Professions Council (AHPC) which is established by the Allied Health Professions Act 2011 to regulate the allied health professions in Singapore. Your child is in good hands with our therapists.

# SPEECH AND LANGUAGE THERAPY

## INTRODUCTION

Children with dyslexia and other specific learning differences often have associated speech, language and communication difficulties. These include speech-sound disorders, developmental language disorder, fluency disorder, voice disorder and social communication disorder. Having these difficulties limit children in their ability to participate in and benefit from academic and social activities with their same-age peers.

At the DAS, both assessment and intervention services are available for supporting these children. Individual and group-based therapy are provided by our Speech-Language Therapists (SLTs), who facilitate their speech and language development. Our SLTs also provide students with strategies to manage the challenges they face. DAS is a unique provider of an SLT service in an educational setting.

## PROGRAMME DESCRIPTION

Speech-language assessment and therapy services are accessible to children from mainstream preschool, primary and secondary schools. A diagnosis of dyslexia is not required to access both assessment and therapy services.

All therapy sessions are planned and delivered by a team of trained and qualified DAS Speech-Language Therapists (SLTs). The SLTs are all registered with the Allied Health Professions Council (AHPC), established by the Allied Health Professions Act 2011 to regulate allied health professions in Singapore.

## Who would benefit from SLT programme?

Speech-language therapy is beneficial for children with difficulties in the following:

- ♦ saying and pronouncing words clearly such that they can be easily understood by others
- ♦ speaking fluently (i.e. they stutter / stammer)
- ♦ using their voice to produce clear speech
- ♦ understanding what others say and mean in everyday and academic situations (e.g. difficulties following instructions, understanding what the teacher says in class, etc.)

- ♦ expressing themselves effectively during daily activities and in school (e.g. difficulties expressing thoughts and ideas, speaking in a vague way, leaving out key words when speaking, etc.), and / or interacting in socially appropriate ways with other people.

## PROGRAMME EVALUATION

### Student Numbers

The following chart shows the student enrolment in the SLT programme. To many of these children, the SLT service plays a critical role in supporting them on top of their mainstream education and the DAS' Main Literacy Programme.

	Term 2 2022	Term 3 2022	Term 4 2022	Term 1 2022
Student Enrolment	162	169	128	119

The SLT team had six full-time and one flexi therapist in Term 2, 2022. However, the team underwent a reduction in manpower to having only 3 full-time and 2 flexi therapists. This explains the drop in student enrolment. Despite that, the teaching capacity of the SLTs remained at a high of close to 90%. The team will be reinforced with the addition of a new therapist come Term 2, 2023.

### Programme Evaluation and Data collection

The SLT programme evaluation is conducted annually to strengthen the quality of the SLT service and to identify areas for future enhancements. This ensures that the programme remains relevant and continues to meet the needs of the children and teenagers we serve.

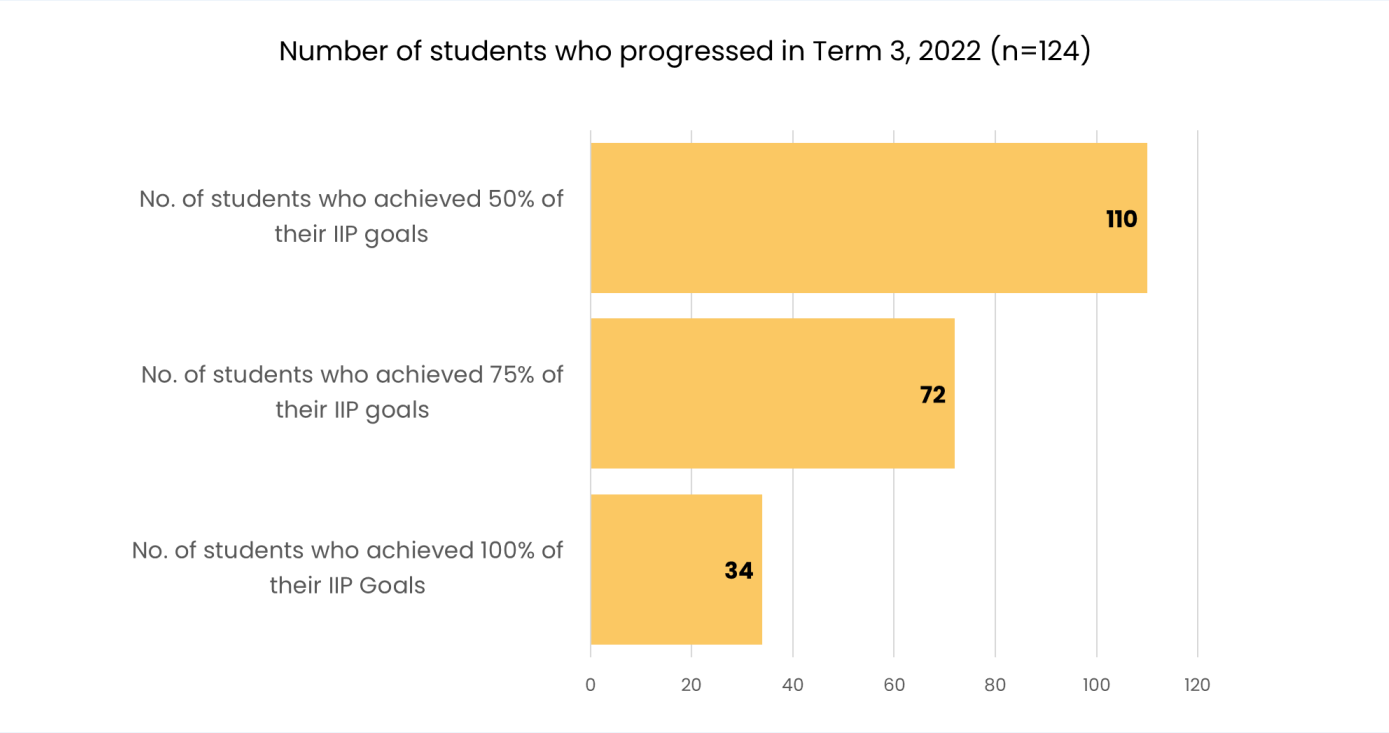
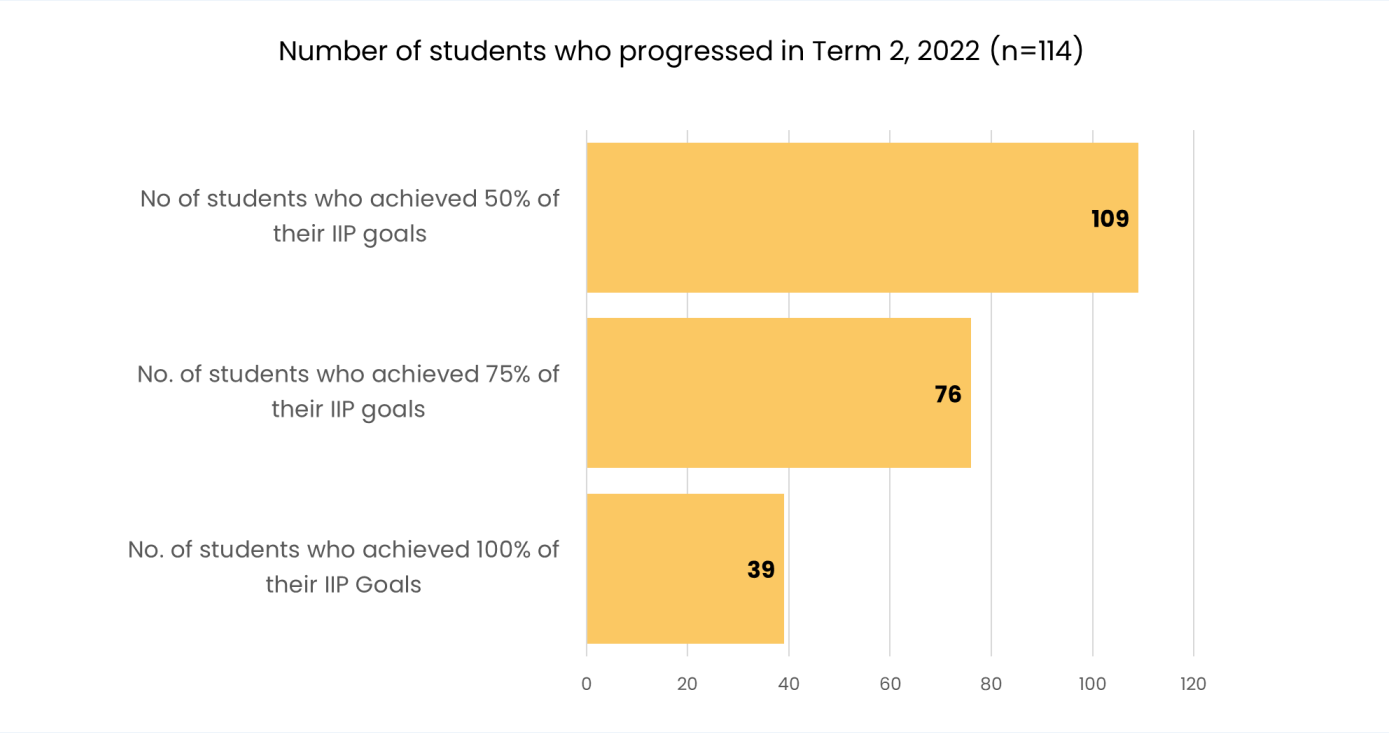
Unlike academic programmes such as Math and Chinese, SLT therapists track students' improvement through the number of Individual Intervention Plan (IIP) goals achieved every term. The IIP consists of termly goals (over ten weeks) that are reviewed and evaluated at the end of every term. These goals contribute to the long-term mastery of skills, such as speech, receptive and expressive language, social communication and fluency, that impact a student's ability to perform and participate in everyday activities such as speech, receptive and expressive language, social communication and fluency.

The goals set in the IIP are related to one of the following speech, language and communications domains:

Domain	Definition
<b>Receptive Language</b>	Understanding spoken language in different communication settings
<b>Expressive Language</b>	Using spoken language to communicate one's thoughts and feelings in different communication settings
<b>Speech</b>	Pronouncing and making accurate sounds when speaking
<b>Phonological Awareness</b>	Understanding that speech can be broken into smaller units of soundsuch as syllables, onsets and rimes and phonemes
<b>Social Communication</b>	Understanding and applying commonly accepted rules for social Interaction, as well as understanding and using language appropriately for social purposes
<b>Fluency</b>	Speaking with as few instances of stuttering / stammering as possible
<b>Voice</b>	Using one's voice appropriately in any given situation

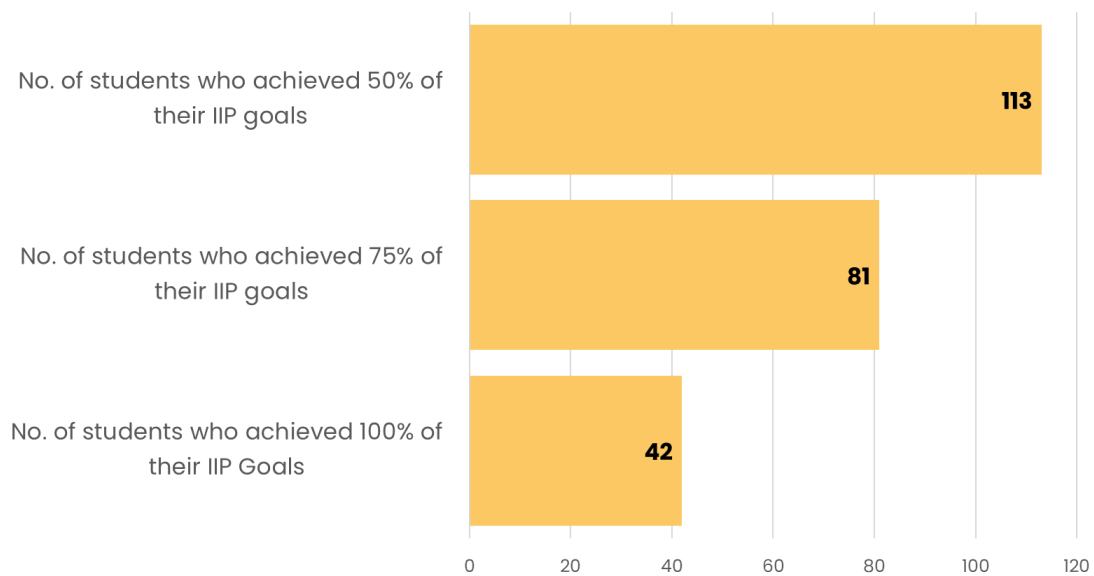
The objectives established for each child primarily focus on short-term accomplishments, to be completed within a single term of 10 weeks. These objectives play a part in helping children acquire different sub-skills that are connected to long-term goals typically achieved over a longer period of time. At the beginning of each term, the IIP for each child will be updated. Goals that have been successfully accomplished will be replaced with new goals, either targeting another sub-area or skill, or adjusting the success criteria to aid the child's gradual progression towards mastery in the same sub-area or skill.

At the end of each term, the SLTs will record the number of goals each child managed to attain. The charts above show the number of students who achieved at least 50%, 75% and 100% of their IIP goals at the end of each term.

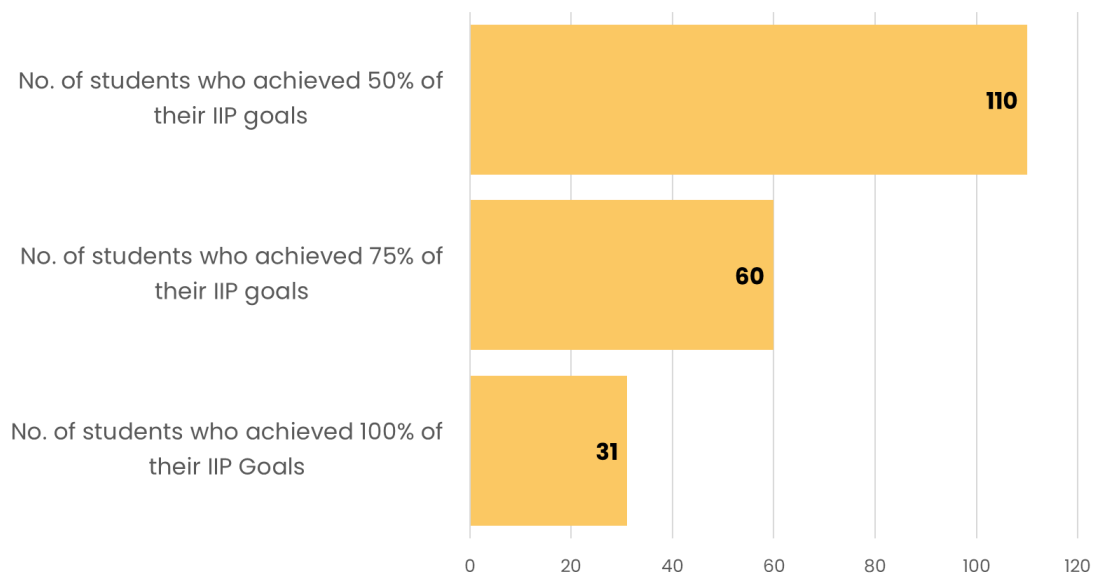




Number of students who progressed in Term 4, 2022 (n=117)



Number of students who progressed in Term 1, 2023 (n=117)



## Results

From the evaluation, it can be seen that almost 90% or more students in the SLT programme attained at least half of their IIP goals, while approximately a third of these students achieved 100% of their IIP goals. In addition, there were qualitative gains made by students on top of having their IIP goals met. Students were observed by SLTs and their parents in gaining greater confidence speaking to others and being

able to better understand conversations in both the home and school settings. These results are encouraging and demonstrate the significance of speech-language intervention in helping our children with speech, language and communication issues.

## **QUALITY ASSURANCE AND CONTINUOUS PROFESSIONAL DEVELOPMENT**

As part of the process to ensure quality assurance, SLTs at the DAS observe each other's intervention sessions at least once a year and are required to attain at least 50 hours of Continuous Professional Development within the year.

Following are some courses and/or workshops attended by the SLTs in the year:

- ♦ Brain Gym
- ♦ Childhood Apraxia of Speech: Foundational Knowledge and Clinical Management
- ♦ DIRFloortime® (Floortime)
- ♦ Hanen Learning Language and Loving It Programme
- ♦ International DLD Research Conference 2022
- ♦ Social Engagement and the Steps to Being Social

The SLTs organise regular sharing sessions, at least once a term, for the attendees to share and present what they have learnt from these courses. This promotes continuous learning as well as robust discussions on how the knowledge and strategies acquired from these courses can be made relevant to their students and the DAS at large.

## **KEY EVENTS FOR 2021–2022**

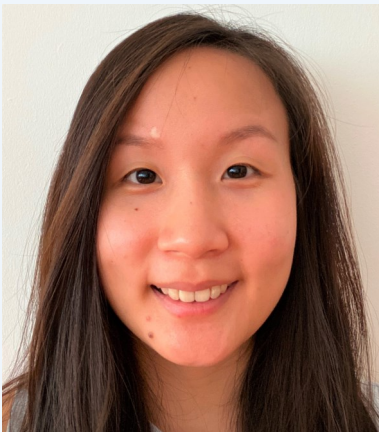
### **Speech–Language Service at Northlight School (NLS)**

The weekly Speech and Language Therapy (SLT) programme at Northlight School, conducted by DAS Speech and Language Therapist Ms. Felicia Poh, started on 5th April 2022 and was completed on 11th October 2022. Each therapy session was 30 minutes long, with 15 Year 1 and 2 students receiving SLT under this programme.

The majority of these students face challenges in areas of stuttering, receptive and expressive language, social thinking and social communication. The selection of therapy goals for each student was determined through dynamic assessment, teachers' input, continuous observations and students' own motivation. As a result of these individually-tailored therapy goals, all students successfully achieved a minimum of 80% of their goals by the end of the intervention period

## SLT Programme Welcomes Anna Belle to the Team

Anna Belle started work with the DAS in January 2022. She was awarded a sponsorship provided by the DAS in conjunction with Workforce Singapore (WSG), and graduated from the National University of Singapore with a Master of Science in Speech and Language Pathology in December 2022. Anna Belle is currently under supervision by Senior SLT Shuet Lian and SLT Elizabeth, and has already taken on her own class of students at the DAS Bishan learning centre.



In Anna Belle's own words:

*My career with DAS is fun and fulfilling thanks to the diverse student profiles and the encouraging mentors I've met at this organisation. I look forward to using my experience to contribute to the larger Singaporean community and to make a difference in the lives of more children.*



*Senior SLT Ho Shuet Lian engaging ECDA CEO Mr Tan Chee Wee over the SLT display booth*

## Early Childhood Development Agency (ECDA) visits DAS

On 18 January 2023, CEO Mr Tan Chee Wee, and his team from the Early Childhood Development Agency (ECDA) visited the DAS and was shown to the Speech-Language Therapy booth. The DAS SLT programme was represented by Senior SLT Shuet Lian. It was an interactive session of sharing experiences and ideas in supporting language and communication development amongst pre-schoolers.

## Courses, workshops and trainings conducted by SLTs

As with past years, the DAS SLTs have been actively involved in conducting trainings on top of their regular speech-language classes and assessment services. It reflects the SLTs' significant abilities and vast experiences, and the desire to pass on their knowledge, skills and expertise to the wider community.

Date(s)	Provider	Course/ Workshop	Participants	SLT(s) conducting
April 23, 2022	External Training by DAS Academy	Talk for Success Workshop	Education Professionals and Parents	Elizabeth Lim
May 2022	DAS International Spotlight Webinar	Coach your child in Social Communication Skills	Education Professionals and Parents	Elizabeth Lim
May 21 & 28, 2022	External Training by DAS Academy	Certificate in Understanding Speech, Language and Communication Needs (USLCN)	Education Professionals and Parents	Lee Er Ker, Tammy Wong
May 28, 2022	External Training by DAS Academy	Be Your Child's Social Skills Coach Workshop	Education Professionals and Parents	Elizabeth Lim

<b>Date(s)</b>	<b>Provider</b>	<b>Course/ Workshop</b>	<b>Participants</b>	<b>SLT(s) conducting</b>
June 3, 2022	DAS Teams Teaching Teams	How to do Story Telling with Sound Effects	DAS Educational Therapists and DAS Staff	Elizabeth Lim
October 17 & 18, 2022	External Training by DAS Academy	Cert in Understanding Speech, Language and Communication Needs (USLCN)	Education Professionals and Parents	Ho Shuet Lian, Elizabeth Lim
November 5, 2022	External Training by DAS Academy	Be Your Child's Social Skills Coach Workshop	Education Professionals and Parents	Felicia Poh
November 23, 2022	External Training by DAS Academy	MA(SEN) Concepts and Contexts module	Education Professionals and DAS Educational Therapists	Ho Shuet Lian
February 22, 2023	In-house Training	AET Training	DAS Educational Therapists	Felicia Poh
March 13 & 14, 2023	External Training by DAS Academy	Cert in Understanding Speech, Language and Communication Needs (USLCN)	Education Professionals and Parents	Seet Xian Hui



## TESTIMONIALS

Dear Teacher Lian,

Jun Rong received two awards today. Thank you very much for coaching him and shape what he is today. Very much appreciated.

Mrs Lim (parent of Jun Rong)

"I am happy to share the experience of my child's speech therapist, Teacher Tammy. Through the speech therapy sessions, she has built a strong rapport with my child and made him feel comfortable and at ease. She took the time to understand my child's unique needs and worked diligently to address the specific sounds that my child struggled with.

The progress my child has made under Teacher Tammy's guidance has been tremendous. My child's speech has improved significantly, and I am amazed at the progress that my child has made to pronounce sounds that were previously challenging for him. She also tries innovative ways to engage my child, which made the therapy sessions enjoyable and effective. My child has grown to love attending therapy sessions with Teacher Tammy, and looks forward to each session with excitement.

One aspect that impressed me was the invaluable tips that she has provided for us to work on at home. She shared creative and effective techniques that we could incorporate into our daily routine to further enhance my child's speech development.

Thank you, Teacher Tammy, for your dedication, professionalism, and care towards my child. We are grateful for the positive impact you have made on our child's speech development."

Ms Pauline (Mother of Raphael)

## SUCCESS STORIES



### Batrisyah Binte Shamshir

Batrisyah binte Shamshir is a Primary 5 student at Ngee Ann Primary School, taking all of her subjects at the Foundation level. She started receiving support from the Speech and Language Therapy (SLT) at the Dyslexia Association of Singapore (DAS) in May 2022.

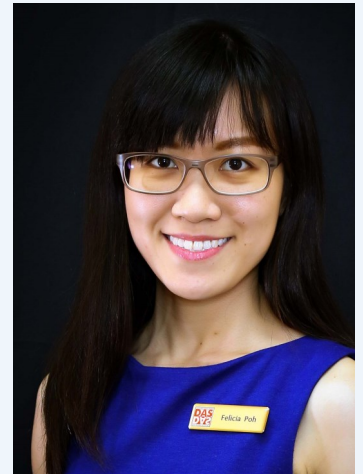
Batrisyah underwent a psychological assessment at the DAS towards the end of K2 in 2017, where she was diagnosed with dyslexia alongside significant language difficulties. Since Primary 1, she has been receiving specialist literacy intervention at the DAS under MOE bursary. While Batrisyah was also recommended by the psychologist to receive SLT, this was not taken up as her parents were not concerned about her speech and language skills then. In March 2022, a review assessment was conducted to obtain an update of her language and literacy profile. While she has shown some improvements in her reading and spelling skills, she continued to face literacy difficulties associated with dyslexia. Additionally, she presented with significant language difficulties.

Batrisyah attended 21 one-hour weekly SLT sessions between May and November 2022 in a group setting. During the initial sessions, there were multiple breakdowns in communication between her and the therapist as well as her peers. While she had difficulties understanding questions and following conversations, she does not actively clarify her understanding. In addition to her limited vocabulary, her poor understanding of words and concepts led her to using words in a way that deviates from the actual word meaning. Consequently, there were many occasions of misunderstanding or miscommunication where she struggled to explain and/or clarify herself.

SLT sessions focused on skills that contribute to Batrisyah's ability to learn in the classroom, as well as repair communication breakdowns to support her communication with adults and peers. For instance, as Batrisyah tends to make assumptions and guesses on what the therapist or her peer has said, therapy worked on contrasting her understanding and the actual intended meaning to help her understand the extent of communication breakdown. As such, she was coached to clarify her understanding whenever she is uncertain by means of asking specific questions. Additionally, therapy worked on clarifying her understanding of certain

concepts and building up her vocabulary repertoire. Expressively, therapy also supported her verbal reasoning skills and ability to share her ideas in a structured manner.

Batrisyah is a keen learner who focuses well during SLT sessions. She shared to have found the sessions on clarifying her understanding of concepts beneficial and that she was more willing to practice the taught concepts on her schoolwork. She has made good progress in the areas targeted in SLT this year. Based on the Individual Intervention Plan (IIP) used to evaluate the progress of a child undergoing therapy, she achieved the following:



by Felicia Poh  
DAS Speech and Language Therapist  
DAS Learning Centre

### **Mohammad Reno Ruwayfi Bin Syed Mohammad Rustam Al-Habshee**



Mohammad Reno Ruwayfi Bin Syed Mohammad Rustam Al-Habshee attended group Speech-Language Therapy sessions from January 2021 to November 2022. Therapy targets included selected grammar skills (e.g. Verb Tenses and Subject-Verb Agreement), sentence construction skills (through synthesis and transformation sentence formulation exercises), selected reading comprehension skills and oral narrative & narrative writing skills. In the beginning, Reno had grammatical and syntax weaknesses at sentence level, which were also

apparent in his writing. He also had organizational difficulties in his oral narratives and in his narrative writing. Over time, he developed the skills of writing more grammatical sentences as well as better organisation of ideas in his oral narratives and narrative writing. Reno did well in his PSLE and qualified for both the Normal Academic and Express Streams in Secondary School. He was therefore discharged from Speech-Language Therapy at the end of 2022.



by SLT Elizabeth Lim  
DAS Speech and Language Therapist  
Jurong Point Learning Centre

# SPEECH & LANGUAGE THERAPY PROGRAMME



The SES Speech-Language Therapy (SLT) programme aims to help children with speech, language and communication difficulties understand others, express themselves better and be more effective learners.

## SIGNS OF SPEECH & LANGUAGE DIFFICULTIES



Speech & Language assessments are also available.

## SPEECH & LANGUAGE ASSESSMENT

An assessment helps to find out if your child's speech and language ability is age-appropriate. It also identifies individual strengths and weaknesses.

Our comprehensive SLT assessments may comprise of

- Informal assessment/observations
- Recordings analysis of samples of communication
- Formal standardised testing



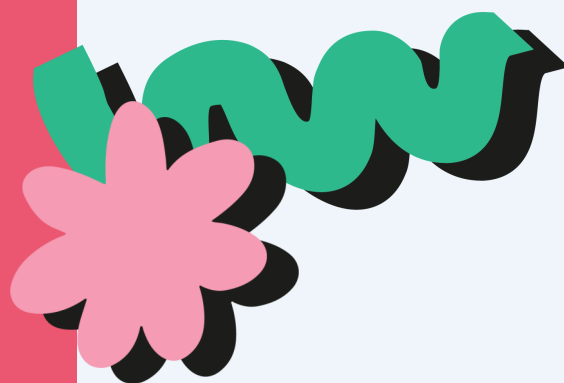
FOR MORE INFORMATION,  
VISIT [WWW.DAS.ORG.SG](http://WWW.DAS.ORG.SG)

6444 5700  
[info@das.org.sg](mailto:info@das.org.sg)  
 @dyslexiasg



# SPEECH & DRAMA ARTS

Using drama activities, students have the opportunity to enhance their persuasiveness and confidence in communication. Students are given the freedom to express themselves freely, using their imagination and creativity. Other vital communication skills that are fostered in the class setting includes listening and concentration. Activities ranging from role-playing to stage performances require students to understand the fundamentals of stage directions, character dialogues, music and light cues. Orton-Gillingham Principles are incorporated in our lessons to ensure quality and effectiveness.





# SPEECH AND DRAMA ARTS



## PROGRAMME VISION

To reach out to students in and beyond DAS, transforms them into confident communicators, as well as to empower them to be inquisitive and compassionate individuals through social-emotional literacy.

## PROGRAMME DESCRIPTION

The Speech and Drama Arts programme provides children with specific learning differences (SpLD) a safe platform where they can learn to express themselves, experience team work and develop friendships through drama activities. Apart from drama skills and language skills, our structured curricula foster social-emotional development and confidence-building. A confident child will be more motivated to learn and likely to learn well.

## OUR OBJECTIVES

- ◆ Drama & Acting Skills
- ◆ Language Skills
- ◆ Social-Emotional Development
- ◆ Critical Thinking

## WHO DO WE SERVE?

Under the Speech and Drama Arts programme, there are 3 curricula to cater to the different age groups.

- ◆ Creative Drama (K2 – Primary 3)
- ◆ Literacy Through Drama Programme (Primary 4 – Primary 6)
- ◆ Educational Drama (Secondary 1 – Secondary 2)

## WHY IS IT IMPORTANT WE SERVE THESE STUDENTS?

Children diagnosed with SpLD not only struggle with academic demands but may also have trouble communicating with people around them. Not being able to find the right word to develop and share ideas with their peers and family members can be

frustrating and embarrassing. These issues have significant impact on their self-esteem and confidence. Students in Speech and Drama Arts programme have the opportunity to enhance their persuasiveness and confidence in communication. They are also given the freedom to express themselves freely, using their imagination and creativity. These experiences will help the students recognise their strengths as they work on presentations – feeling capable and confident.

## EVALUATING OUR PROGRAMME

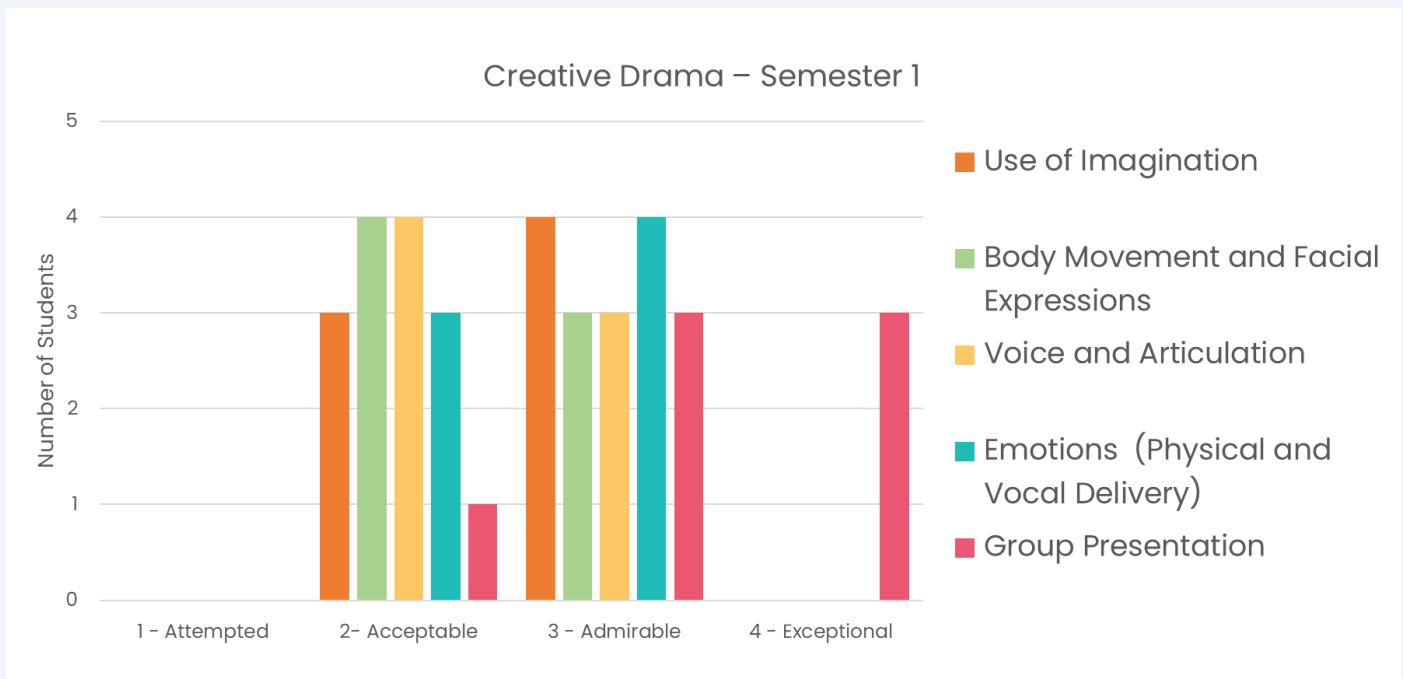
The Speech and Drama Arts programme evaluates the progress of our students once twice a year – at the end of Term 2 and Term 4. This evaluation process includes the assessment of the progress of our students in the programme and enables us to identify areas for future enhancements to ensure the programme remains fit for the needs of our learners.

Through the programme evaluation exercise, we hope that that we will be able to evaluate areas in which we are doing well in and should continue, and areas in which we could do better in or work differently with for each individual child we see. We hope that our consistent programme evaluation process would enable us consistently improve the development and implementation of our Speech and Drama Arts curricula. Each curriculum is unique and has its own objectives in each semester. Students are assessed by a 4-point scale rubric that covers a set of skills – drama skills, literacy component, critical thinking / creativity and presentation skills. In addition, we also gather Parents' Feedback at the end of each semester as we believe in working closely with parents so that we can better support our students' learning journey.

In FY22/23, the Speech and Drama Arts programme had these curricula – Creative Drama, Literacy Through Drama and Educational Drama, conducted in Bishan Learning Centre and Bedok Learning Centre.

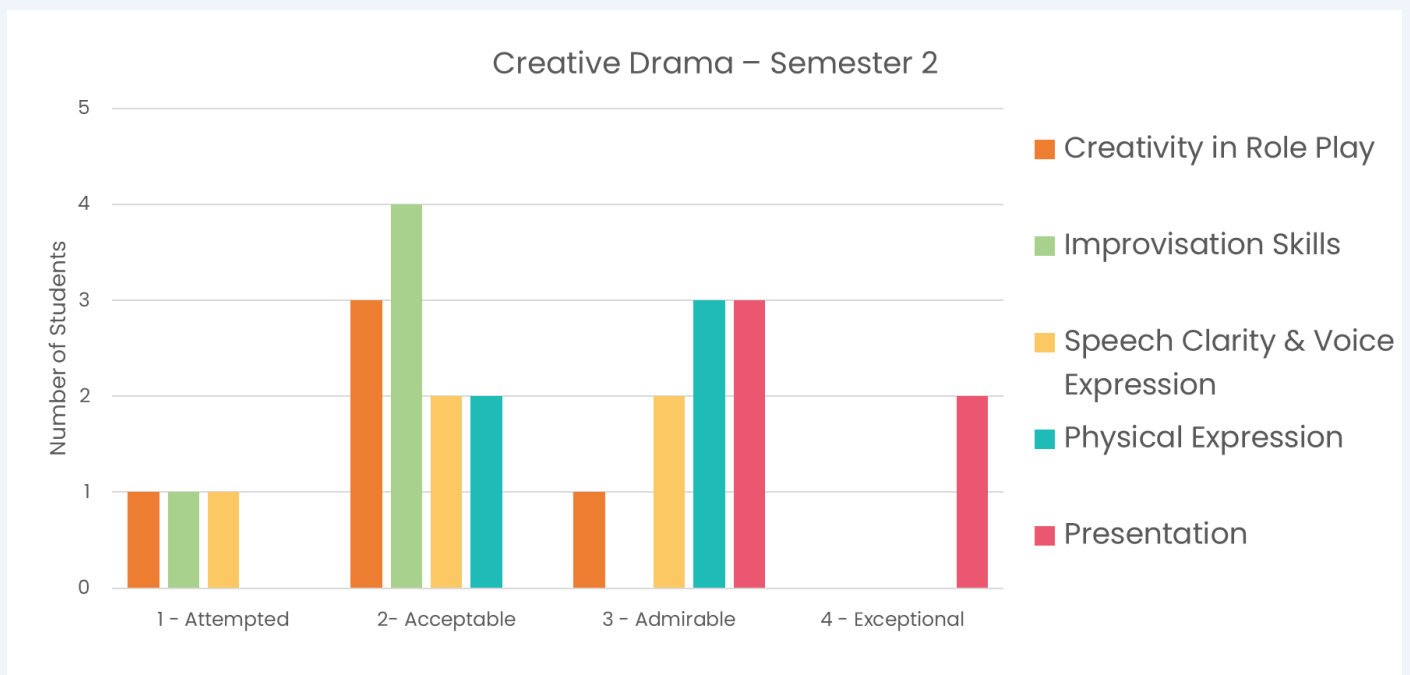
In Semester 1, 7 students from Creative Drama were assessed on 5 components – use of imagination, body movement and facial expression, voice and articulation, emotions through physical and vocal delivery and overall group presentation. The graph below shows how our students performed for each component.





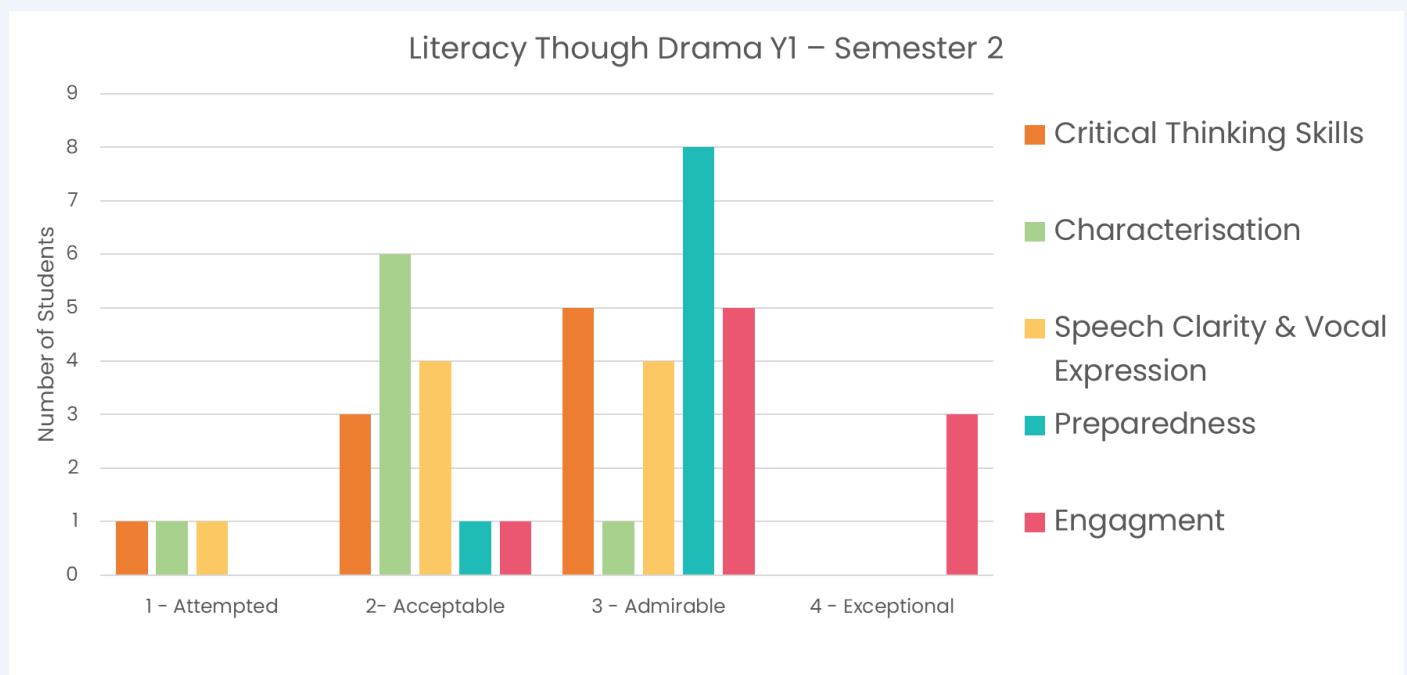
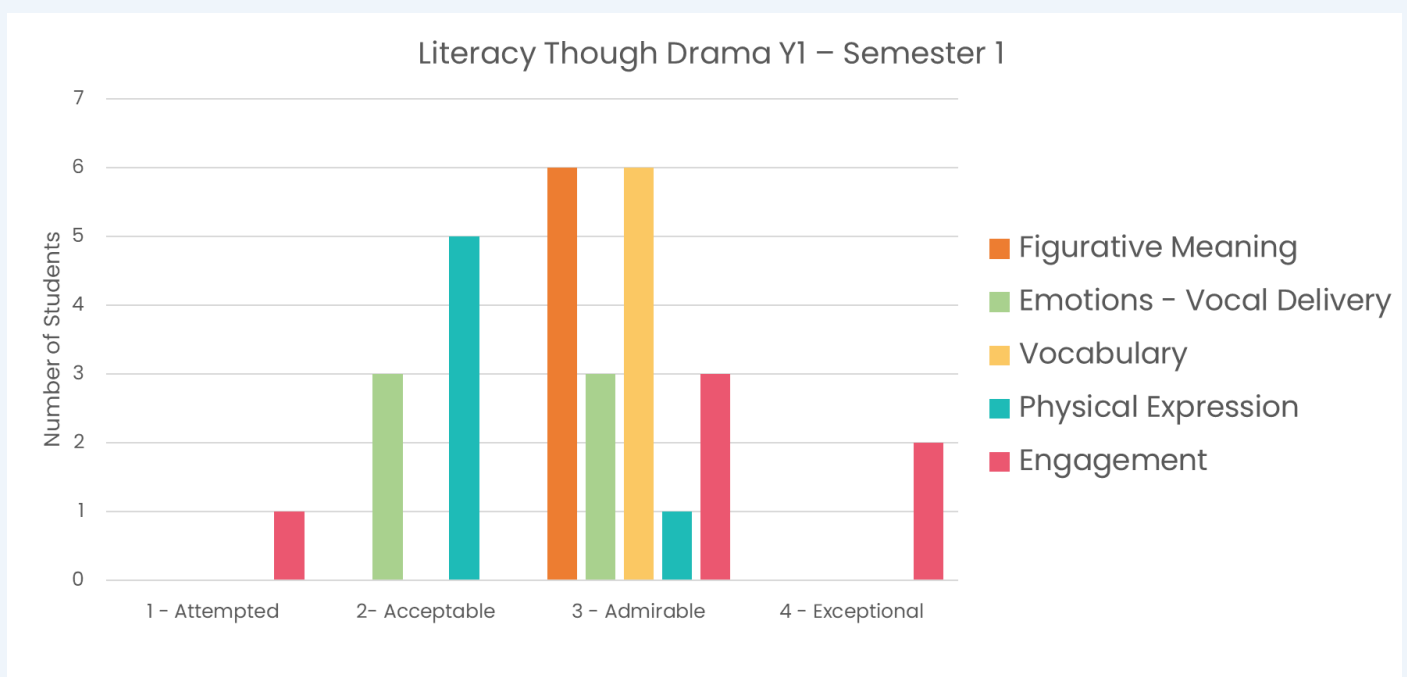
This curriculum placed much emphasis on the use of imagination. The activities encourage students to respond in creative ways to many scenarios, and this helps develop problem solving skill and interaction skill, among peers.

At the end of Semester 2, there were 5 students, of which 2 were new students. They were assessed on 5 components – creativity in role play, improvisation skill, speech clarity and voice expression, physical expression and overall presentation. The graph below shows how our Creative Drama Year 1 students performed for each component.



The curriculum placed much emphasis on role play and improvisation – which both test the creativity of the students and at the same time, their spontaneity, ability to collaborate and support fellow actors.

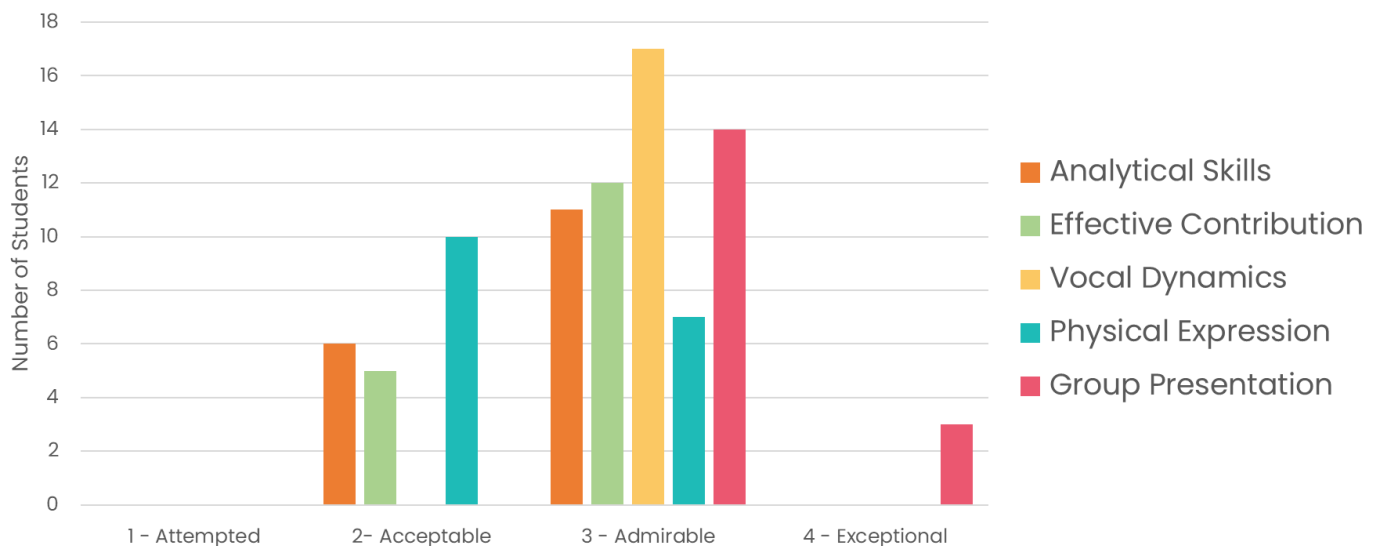
The next graph shows the progress of students in the Literacy Through Drama Year 1 programme. There were a total of 6 students from Bishan Learning Centre. In this curriculum, students were introduced to figurative language through drama activities, games and presentations. The graph below shows that all 6 students were able to give accurate definition for the idioms taught.



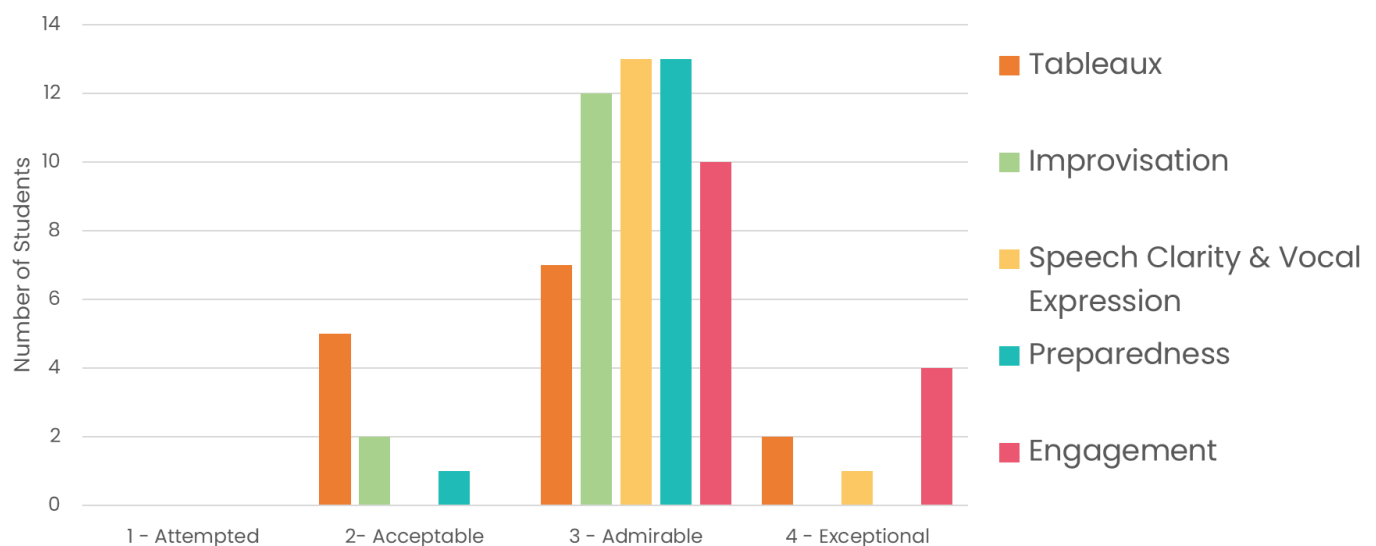
In semester 2, our Literacy Through Drama students went into greater depth with characterisation and play-building. The curriculum aims to hone their critical thinking skills, in addition to their acting and presentation skills. During this period, students gained insight into perspectives of characters in the stories and the settings, and used that to approach common situations in multiple angles.

This year, we developed the Literacy Through Drama Year 2 curriculum for students who progressed and continued in the programme. In semester 1, we started out with 17 students. This programme was offered at Bedok and Bishan Learning Centre.

Literacy Though Drama Y2 – Semester 1



Literacy Though Drama Y2 – Semester 2



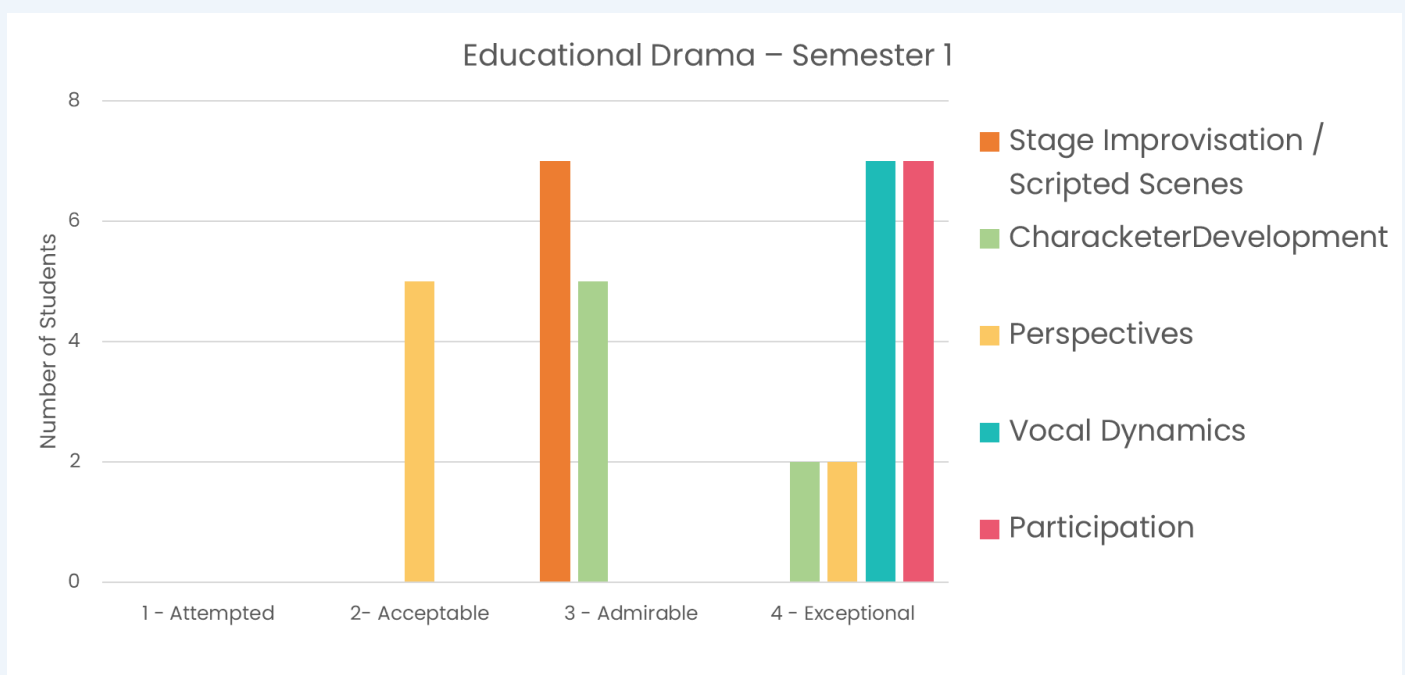


In this curriculum, students will explore different text types such as poems, stories and even posters. The class will analyse and discuss theme, purpose and characters. After which they had a chance to use drama to create a commercial for class presentation. As you can see from the graph, the vocal dynamics of our students have improved as they were more comfortable and familiar with presenting to the class. However, they still need guidance in analysing texts and be able to contribute effectively in discussions.

In semester 2, Literacy Through Drama Year 2 covered tableaux and improvisation in depth. Students learned the elements of tableaux and how to create good 'frozen images'. Together with improvisation, this curriculum challenges their creativity, imagination and the ability to communicate effectively with their peers.

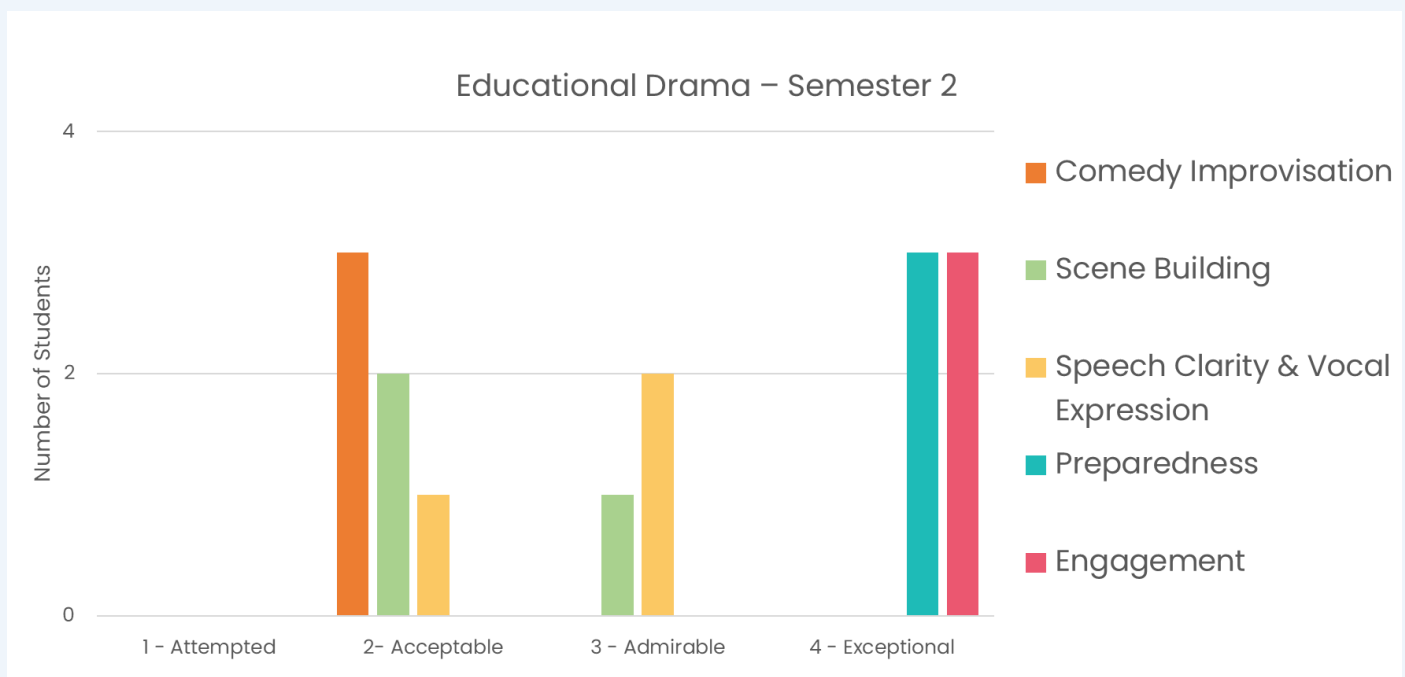
The graph above shows the different components that the students were assessed on. It seemed tableaux was a challenging component for some students.

We started the year with 7 students in the Educational Drama class which was offered in Bishan Learning Centre. This curriculum is meant to give our students' the opportunity not only to act in plays but also to devise them. This semester, the Educational Drama curriculum included intended activities that would foster collaboration and original work as the students go through the creative process. From the table below, students from this group scored well in three components – stage improvised/scripted scenes, vocal dynamics and participation.



Based on the theme 'Mental Health Matters', the students explored and researched on this issue. The process looked at loneliness in the context of covid-19 lockdown, the impact of stress on your body. At the end of semester 1, the class presented a virtual showcase titled 'Super Anonymous', an adaptation of D M Larson's Super Heroes Support Group.

In semester 2, the Educational Drama curriculum covered comedy genres by exploring the history of Commedia Dell'arte and to identify Commedia stock characters as the basis of our modern day comedy. As it was a new concept, to help students understand and being able to apply the properties of comedy, they had to prepare an original 1-minute comedy piece as part of their class work.



The graph above shows only 3 students who actually stayed throughout Term 3 until the end of Term 4. In between these terms, some of our students left for examination break. They were preparing and sitting for the GCE N levels and PSLE during that period. These students joined the programme again towards the end of Term 4 to prepare for a performance. All 7 students in the Educational Drama programme, together with SDA students in Bedok, put up a performance at DAS Student Graduation and Achievement Award Ceremony in November 2022 after 2 years of virtual showcases.

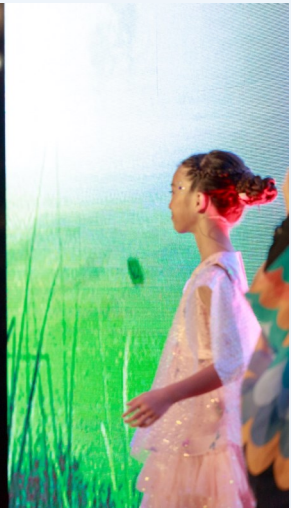
## KEY EVENTS

### DAS 30th Anniversary Charity Gala Dinner at St Regis Singapore

On 7 September 2022, eight students from the Speech and Drama Arts programme had an opportunity to perform in front of the Guest-of-Honour, Her Excellency, President Halimah Yacob and many other distinguished guests. The play, Bubble Wrap Princess, an adaptation from the same play written by Debra A. Cole, is about a princess who discovers her strengths while travelling through a vicious forest. The experience to perform at events such as this one, gave these students a great sense of achievement.









## DAS Student Graduation & Achievement Awards Ceremony at SUTD

Next, the Speech and Drama Arts students from Bedok and Bishan Learning Centre presented an original piece – Castaway on 26 November 2022, at DAS Student Graduation & Achievement Awards Ceremony. This event was held at Singapore University of Technology & Design (SUTD). Castaway is a tale of four children who were stranded on an island after a sea storm. Their biggest challenge was learning how to survive in the wilderness while facing many challenges along the way. 13 SDA students between the ages of 10–16 years old graced the stage. Donned with their costumes, make-up and props, the students dazzled the audience with their acting abilities and enthusiasm. After the performance, the students were beaming with joy and feeling proud of themselves for performing on stage.









## On-site Teaching – School Projects

When it was safe for co-curricular activities to make a comeback in schools, the Speech and Drama Arts team had opportunities to conduct speech and drama workshops for struggling learners in secondary schools. Each curriculum was developed to meet the school's objectives and outcomes. At the end of these workshops, we were heartened to receive positive feedback from the students and the school teachers.



**Testimonial**

“ Dear Ms Muzdalifah,

**YOUR TEACHING  
STYLE IS UNIQUE  
AND EFFECTIVE...**

and I am confident that your  
guidance will have a lasting  
impact on her academic and  
personal development.

”

★★★★★

**Yong Chaun Kai**  
Parent of Seow Zhen

DAS Speech and Drama Arts

[I.ead.me/DAS-SDA](https://lead.me/DAS-SDA)

@dyslexiasg

## SUCCESS STORY

Hazel Low was diagnosed with dyslexia in 2018, when she was in Primary 1. She struggles with English and Chinese spelling and other academic subjects. When faced with difficulties, Hazel used to give up easily. In January 2021, Hazel joined the Speech and Language Art (SDA) Programme. She has a great work ethic and exhibits a positive outlook. Big or small, Hazel portrays every role with the great enthusiasm and earnestness. Over the last two years, she has grown in confidence and eloquence.

On 26 November 2022, Hazel was among the seven recipients of the SDA Outstanding Performer award during the DAS 20th Student Graduation & Achievement Award Ceremony held at the Singapore University of Technology and Design (SUTD).

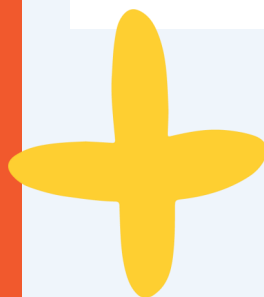


*Hazel as the Narrator, in SDA Virtual Showcase – King Midas*

# ARTVENTURE

## WHERE YOUR ART JOURNEY BEGINS!

At ARTVenture, we provide structured art programmes designed to bring out children's interest in art as well as organising and participating in various events to promote a person with dyslexia's talents. Whether your child has an avid drawer or just enjoys doodling around, your child will learn at his/her own pace and develop his/her skills according to each individual's interest area. We also provide opportunities for DAS students who love art to participate in art events and competitions.



# ARTVENTURE

To provide equal opportunity for students from all socio-economic backgrounds and learning capabilities to access quality art programmes thereby pursuing their love for the subject academically through community partnerships and support from our various stakeholders.

## WHO DO WE SERVE?

At ARTVenture, we provide structured art programmes designed to bring out children's interest in art as well as organising and participating in various events to promote dyslexic's talents. Whether your child has an avid drawer or just enjoys doodling around, your child will learn at his/her own pace and develop his/her skills according to each individual's interest area. We also provide opportunities for DAS students who love art to participate in art events and competitions.

## WHY IS IT IMPORTANT TO US TO SERVE THIS POPULATION OF STUDENTS?

Every child deserves an art education – ARTVenture believes that all DAS children should be given an equal opportunity to pursue their talent regardless of socio-economic background. For that reason, we vivaciously work with our corporate partners so that students in the DAS will continuously enjoy generous subsidies when they enroll into our ARTVenture short-term programmes and workshops.

## KEY EVENTS

This year, ARTVenture gradually pivoted towards partnerships and collaborations so that we are able to provide a wider range of opportunities for our children to feature their artworks on a bigger platform. While we continue to provide in-house art programmes to ensure that our children continue to be able to access quality-structured programmes to nurture their talent, we also actively seek corporate and community partners to support us in terms of programme delivery and engaging quality instructors. This is to help us focus more on relationship building with our partners, seeking funding to support our children with talents but no access to art programmes and organizing activities to help promote our dyslexic children's talents.



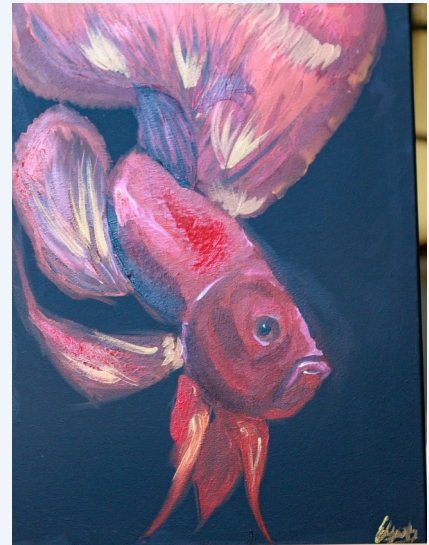


## ARTVENTURE ARTISTS LIVE PAINTING @ DAS FUND-RAISING GALA

In September 2022, 13-year-old Elijah Lim and 11-year-old Johanna Shi created live painting pieces that were put up for live auction at the event. They both raised \$430 and \$330 respectively for the DAS.







### ARTWORKS OF DAS ARTISTS AS TOKEN OF APPRECIATIONS

Outstanding year for our students as their masterpieces were given as token of appreciation at multiple DAS key events attended by well-known public figures including President Halimah Yacob. These are some of the significant events.





## student graduation & achievement awards ceremony 2022



14 year old **Amber Pan** presented her masterpiece as a token of appreciation to Ms Liew Wei Li , Director-General of Education, Ministry of Education on 26 November 2022.

*"The snail represents us, the crowd represents the different challenges we face, while the grass represents our goals and dreams. Like the snail, sometimes the obstacles in our way feel impossible, but if we persevere and don't give up, we can reach our dreams!"*



Multi Winner DAS Art Competition, Mikael Eshan, creating an original art piece to be presented to Lion City Sailors during Score for Dyslexia event – Sunday 24 July 2022 at Jalan Besar Stadium.







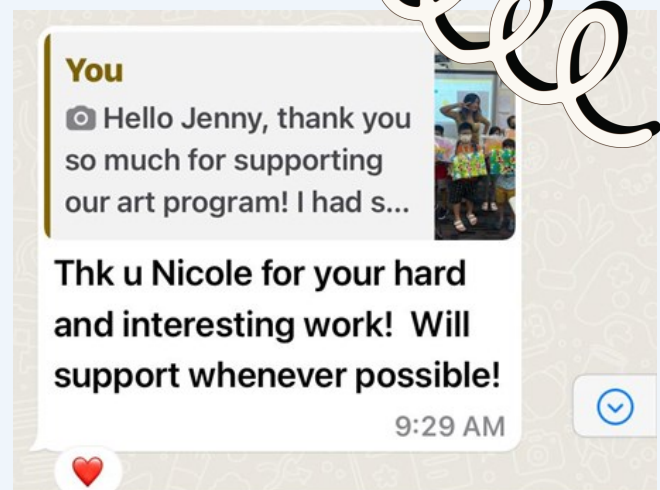
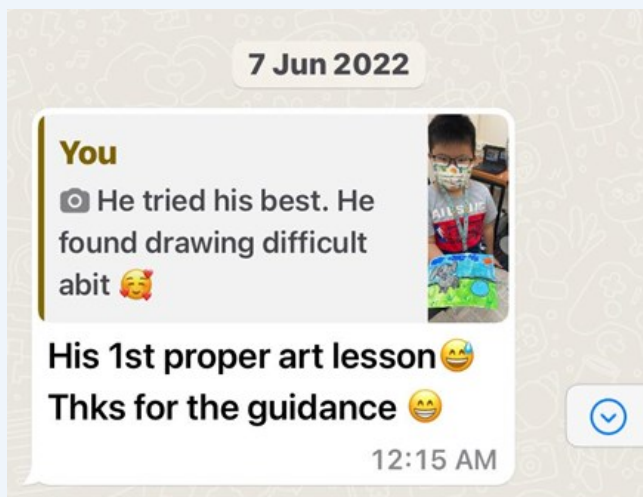
DAS Yishun Opening Ceremony graced by Mrs Goh Chok Tong and MP Nee Soon Dr Faishal. Thursday, 13 October 2022. Artist Muhd Ziqry Bin Muhammad Irfan.



## ESSENTIAL ELEMENTS OF VISUAL ARTS (EEVA) HOLIDAY PROGRAMME JUNE 2022 & DEC 2022

As ARTVenture continues to evolve with the everchanging needs of our children and parents, the programme has shifted to be made available during school holidays instead of term time. This shift allows children to fully immerse themselves in art and enjoy the programme fully, away from the academic demands during school term. It is now delivered in the block of five days, two hours each day. The first two intakes were trialled out with EEVA (Essential Elements of Visual Arts) which targets P1 – P3 students. Both were sold-out intakes. Moving forward, ARTVenture will shift all its short term programmes to be delivered during the school holidays.

### TESTIMONIAL AND PARENTS' FEEDBACK

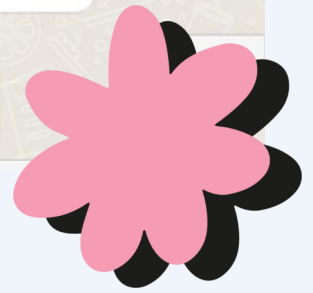
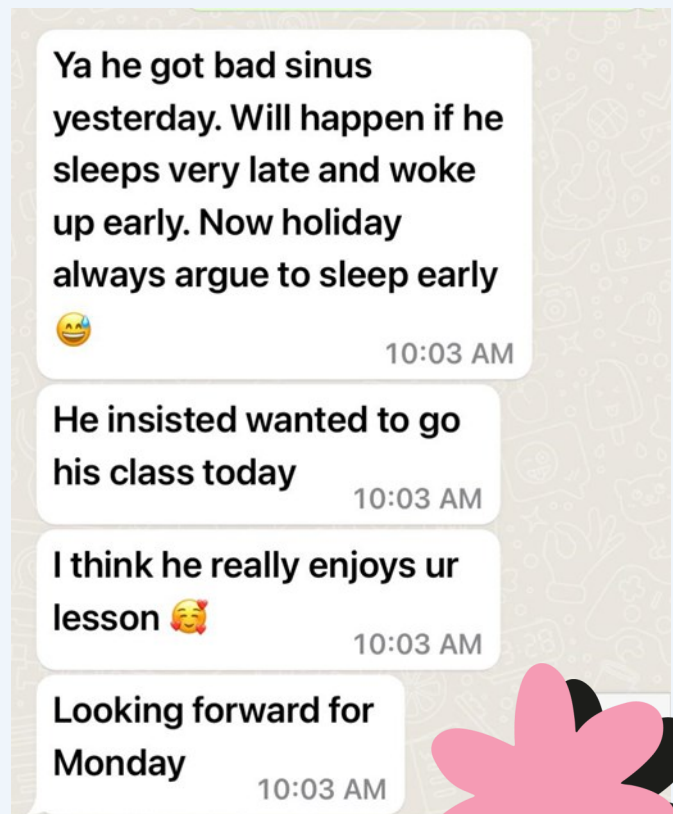


Edward was in Primary 3 when he joined EEVA Holiday Program in June 2022. He has significant learning difficulties especially in term of writing and spelling. Because of that he has low self-esteem and came to class reluctant to perform any task. Every activity was met with task avoidance as he told the teacher that he had not much interest in Art and was not sure what to do. With the encouragement and guidance from his art instructor, he slowly warmed up and made friends. At the end of the five days, he managed to complete all the art pieces and left a happy and bubbly boy.

Edward is a bursary recipient of UOB Art Fund and this is the first time that he has joined an art class. Because of financial constraint, Edward never had a chance to attend classes like this. Edward joined us again December 2022 willingly this time, with smiles!



Mahyr is Primary 3 boy with autism. He comes from a single parent family whose mother cares for him singlehandedly. Prior to joining EEVA Holiday Program, Mahyr has never attended any art class before, however, has always been expressing interest in drawing and painting. When his mother came across our email, she decided to sign him up for the program as it offered 90% subsidy for all bursary students. It was something that she could afford and a rare chance for Mahyr to experience attending an art program for the first time. Mahyr was an enthusiastic and keen learner who enjoyed coming to class each day. His mother even shared how disappointed he was when he knew he could not come to class due to his sinus!



# SCIENCE EXPLORERS

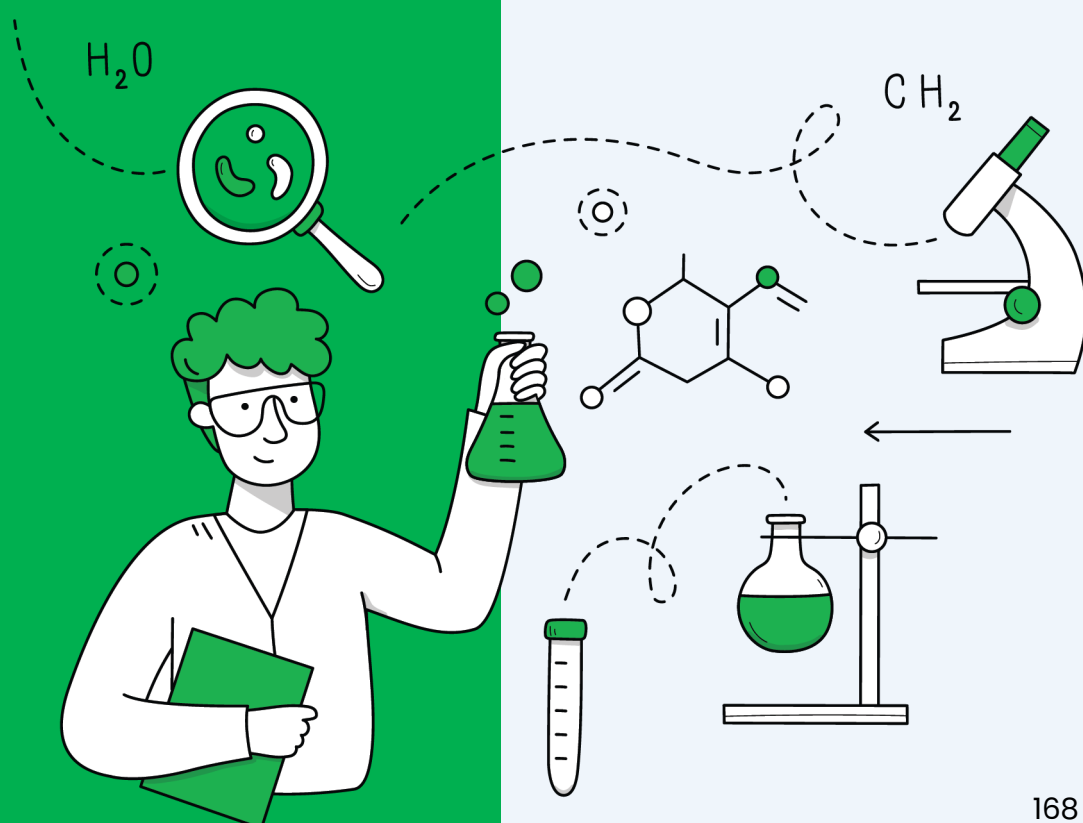
The Science Explorers Short-Term Programmes (STP) are conducted in every school term this year with a focus on different Science themes in line with MOE syllabus.

## Curriculum Structure

These Science Programmes are designed to provide support for our primary school students with the Science Literacy, Understanding of the Science Processes, Specialised Science Vocabulary Knowledge and Application of the Conceptual Understanding and Skills to answer Science Exam Questions in a Fun and Interactive Environment.



**Specialised  
Educational  
Services**  
UNLOCKING POTENTIAL



# SCIENCE EXPLORERS



## INTRODUCTION

At the Dyslexia Association of Singapore (DAS), we want to help our students with dyslexia to cope better with their Science literacy, grow as confident individuals and achieve success. As such, we understand the various difficulties faced by our students when learning Science in their mainstream schools. The Science Explorers Short-Term Programmes (STP) are conducted in every school term with a focus on in-depth learning of the different Science themes that are in-line with the MOE syllabus such as Diversity, Energy, Cycles, Systems and Interactions.

## PROGRAMME DESCRIPTION

Students can receive early intervention for their Science literacy that will help them to understand the Science processes and specialised Science vocabulary better. Students will then be able to apply the learned conceptual knowledge and skills in their Science exam questions in an engaging environment.

### Entry Criteria

A Science Explorers STP accepts both DAS and Non-DAS primary 3 to primary 6 students who are diagnosed with dyslexia in their valid psychological assessment report. Students must score below 75% for their Science examination.

### Exit Criteria

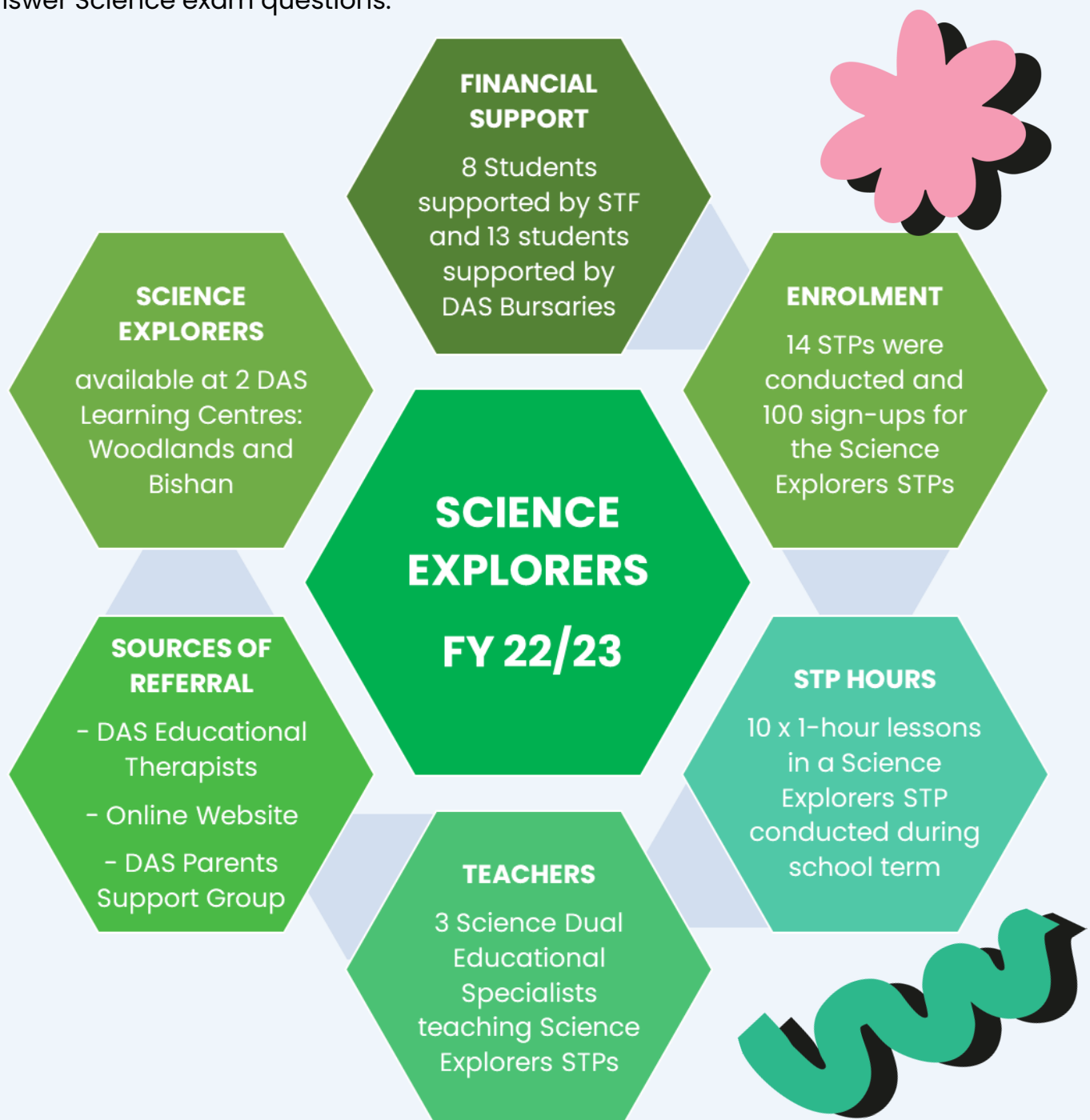
Students will automatically exit from the Science Explorers STP when they have completed 10 1-hour lessons in the school term. As such, students can sign-up for another Science Explorers STP with a different Science theme in the following school term.

### Who the Programme is for

The Science Explorers STP are for Primary 3 to Primary 6 students who have been diagnosed with dyslexia and are facing challenges to learn Science in their mainstream schools and hence, require a strong foundation in the conceptual knowledge and understanding of the Science syllabus.

## OVERVIEW

The Science Explorers Short-Term Programme (STP) is one of the most exciting programmes available under Specialised Educational Services. In line with our Ministry of Education's (MOE) Science Syllabus, our students with dyslexia learn to 'Explore Science & Enrich Their Minds'! There are five Science Themes; Diversity, Interactions, Systems, Energy and Cycles, which are, included respectively in each Science Explorers STP, throughout the year. These Science Explorers STPs were designed to support our students from Primary 3 to Primary 6 with their understanding of the Science concepts and processes as well as applications of the concepts and skills to answer Science exam questions.



## EVALUATION OF PROGRAMME FOR 2022-2023

To ensure that our programmes are of high quality and its effectiveness throughout the year, a termly evaluation of our Science Explorers STP is carried out as one of the best practises at the DAS. Our evaluation process includes the Science Pre- & Post-assessments as well as feedback from our Science Dual Specialists and parents. The data derived from this evaluation process certainly enables us to analyse and identify areas for future developments and enhancements to ensure that our Science Explorers Short-Term Programmes supports the educational needs of our students with dyslexia who face challenges when learning Science in their mainstream schools.

### Science Pre- & Post- Assessments

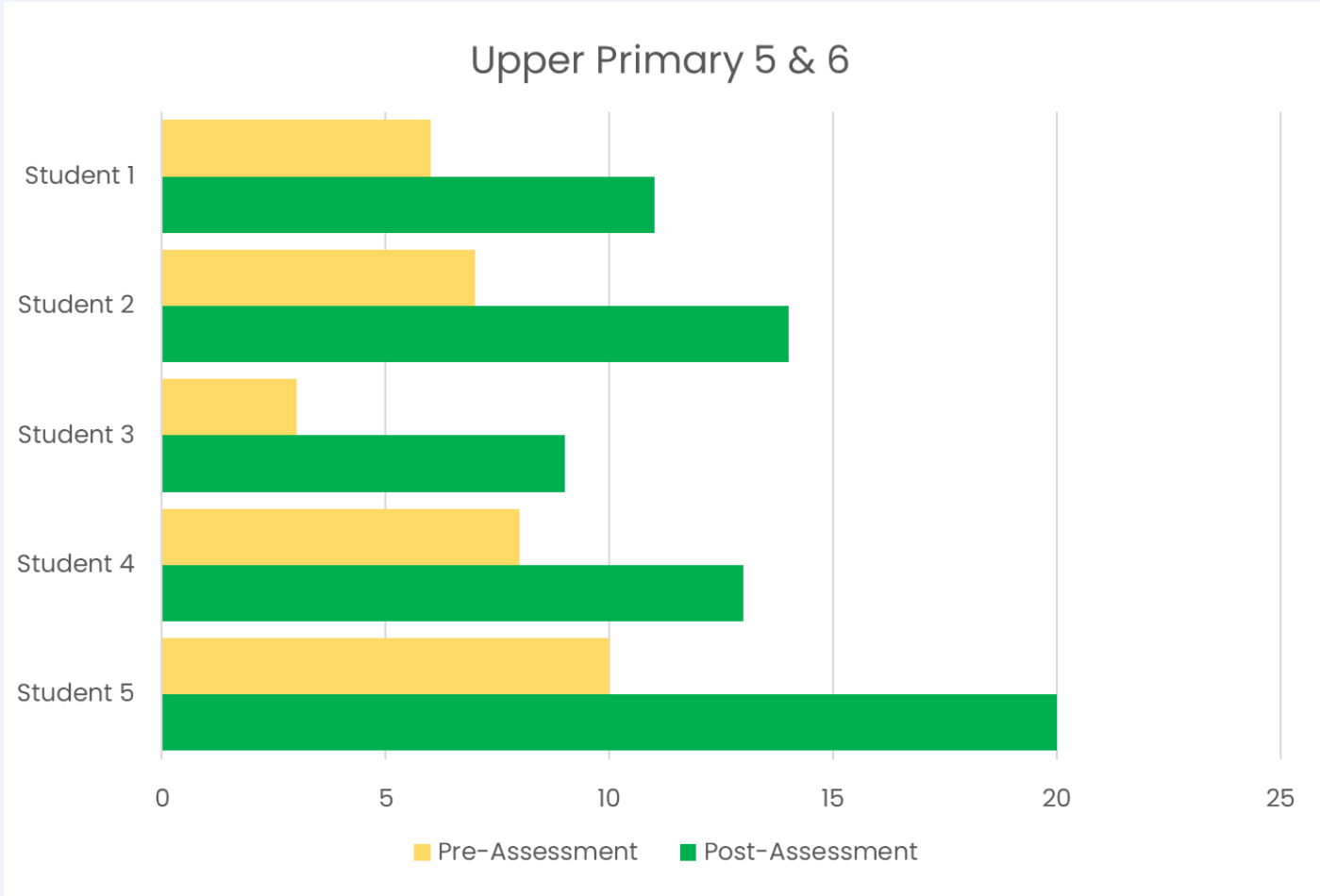
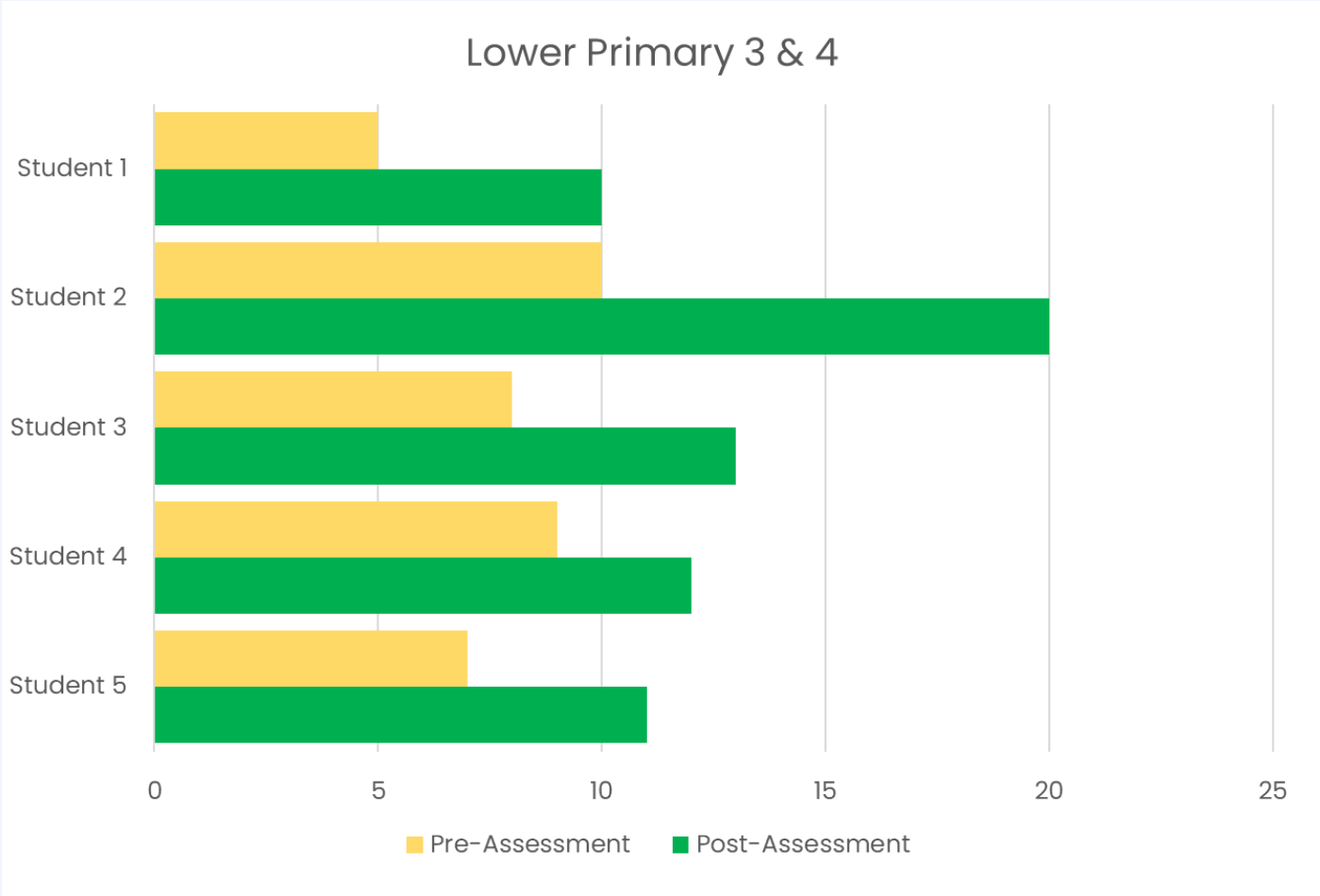
Our students sit for their Science Pre- & Post- assessments on the first and the last lesson of each Science Explorers STP term respectively. The Pre- & Post- assessments consist of Section A and Section B with 25 marks.

- ◆ Section A includes ten multiple-choice questions (MCQ) that students must attempt to complete within 20 minutes.
- ◆ Section B includes five open-ended questions for students must attempt to complete within 30 minutes.
- ◆ All Science questions are based on the specific Science theme of the current Science Explorers STP.

Overall, the results obtained from our termly Science Pre- and Post- Assessments indicated good progress for both the Lower Primary and Upper Primary students. It is evident that our students are able to retain the learned Science concepts and processes. Furthermore, they are able to apply their Science conceptual knowledge and skills when answering Science questions in the Science Post-Assessments.

In comparison with Science multiple-choice questions in Section A with open-ended questions in Section B, most students performed better in Section A as it is not required for students to write down their observations or conclusions, which proves to be a struggle for them. As such, for Section A, they were able to identify keywords in the Science questions and analyse the multiple-choice options before deciding on the correct answer.





## Feedback from Parents

Overall, parents are indeed elated that their children are enjoying the Science lessons especially when there are Science experiments, craftwork and videos to show the real-life problems in today's world. In addition, after Science lessons, their children do share with them the Science concepts that they had learned and some even tested their parents if they have the Science conceptual knowledge of the topic, for e.g. the misconception of the Moon that gives out light. Parents are pleased when they observed the increased self-confidence in their children when learning Science at the DAS and therefore, they continue to sign up for their children for more than one Science Explorers Short-Term Programme in a year. Apart from the positive feedback from parents, they hope that there will be more Science classes available in other DAS learning centres.

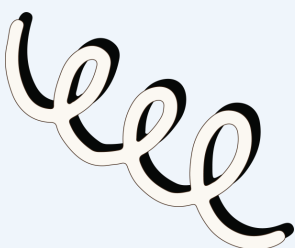
## Feedback from Science Team of Dual Specialists

Our Science Team of Dual Specialists will continue to enhance our Science curriculum with an aim to provide support and guidance for students who face challenges in Section B of their Science examination due to their poor writing abilities.

We have also taken into consideration of the time constraint for our students to complete the Science Pre- & Post- Assessments and hence, we will add another 5 minutes to accommodate to educational needs.

## NEW INITIATIVE TAKEN FOR 2022–2023

We have completed the second year of Science curriculum for Science Explorers Short-Term Programmes for Upper Primary 5–6 students. These programmes have been designed to prepare our students for their upcoming primary school leaving examination (PSLE). Apart from exploring Science concepts and processes, these students are provided with Science exam skills, which help them to cope with their Science examination by understanding the Science questions better.



## ENGAGEMENT AND AWARENESS

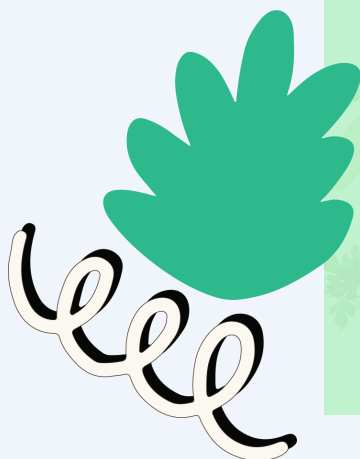
We planned to have Science classes at DAS Yishun learning centre in 2023. Hence, to create more awareness of the Science Explorers Short-Term Programmes, we spoke to all the parents of students from Primary 3 – Primary 6 from DAS Yishun Learning Centre in term 4, 2022 and shared with them more details of the Science Explorers Short-Term Programmes.

### DAS Blog

What is your idea of a typical Science lesson? For me, it is about engaging curious minds, witnessing the young learners' eagerness to learn and of course – their marvellous eureka moment and watching the glimmer in their eyes sparkle. Perhaps they have not realised it yet, but their potential are shining through them too.

<https://www.das.org.sg/news-events/blogs/201-das-news/1407-my-experience-as-a-science-teacher-in-das.html>

**Lim Yi Qing**  
Educational Therapist

The graphic has a light green background with a repeating pattern of faint green leaves and carrots. At the top, two green carrots are positioned on either side of the title. The title 'My Experience as a Science Teacher in DAS' is in a large, bold, dark green font. Below it, the author's name 'by Lim Yi Qing' and title 'Educational Therapist' are in a smaller, bold, dark green font. A circular portrait of Lim Yi Qing, a smiling woman with dark hair, is centered below the text. Below the portrait are two side-by-side photographs of potted plants. The left photo, labeled 'BEFORE' in small green text, shows several small green seedlings in white pots. The right photo, labeled 'AFTER' in small green text, shows the same pots with much taller, more developed plants, including one with orange flowers. At the bottom, the text 'READ HER BLOG HERE:' is in bold dark green, followed by the URL 'tinyurl.com/das-science-teacher' in a slightly smaller bold dark green font. Below the URL are the social media handles '@dyslexiasg' and '#embracedyslexia #embracespld' in a smaller, regular dark green font.

**My Experience  
as a Science Teacher  
in DAS**

**by Lim Yi Qing**  
Educational Therapist

**BEFORE** **AFTER**

**READ HER BLOG HERE:**  
**tinyurl.com/das-science-teacher**

@dyslexiasg  
#embracedyslexia #embracespld

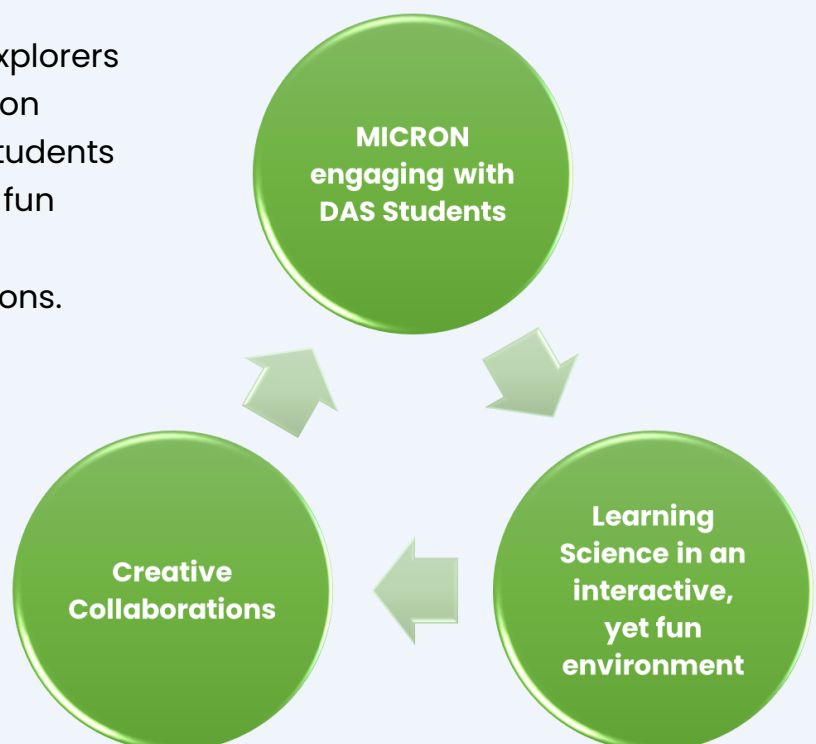
## HIGHLIGHTS FOR FINANCIAL YEAR

### Micron-DAS Science Explorers Workshop for Primary 5 to 6 Students

The Science Team organised a fun Science Explorers Workshop for Primary 5 to 6 students on 25 November 2022 at DAS REX House Learning Centre. It was an inaugural event put together by DAS and Micron Technology Inc., our kind sponsor for the Science Explorers Short-Term Programmes,

The main objectives of the Science Explorers Workshop is to pave the way for Micron Technology to engage with 20 DAS students to learn Science in an interactive yet fun environment, as well as opening up opportunities for creative collaborations.

These students embarked on a learning journey on the Science and history of electricity, how to conduct experiments and to build circuits easily. They also learned how electricity could have an impact on our environment sustainability such as water and waste which the facilitators presented from Micron Technology.



Overall, the Science team felt that the Science Explorers Workshop had catered to the learning outcomes for our students who derived much knowledge about electricity and environment sustainability and that each of them could play a vital role in taking care of our environment and conserving electricity too.





At the end of the workshop, the students were each awarded a 'Certificate of Participation', which made them very proud of their participation in the Science Explorers Workshop.

## TESTIMONIALS

In 2022, all our students who sat for their PSLE had passed their Science examination. Parents were all joyful that their children were able to graduate to Secondary School and send us their thank you messages to us.

"Thank you so much for motivating him for Science! He said topics you taught were tested in the PSLE Science examination. – Josh's mum

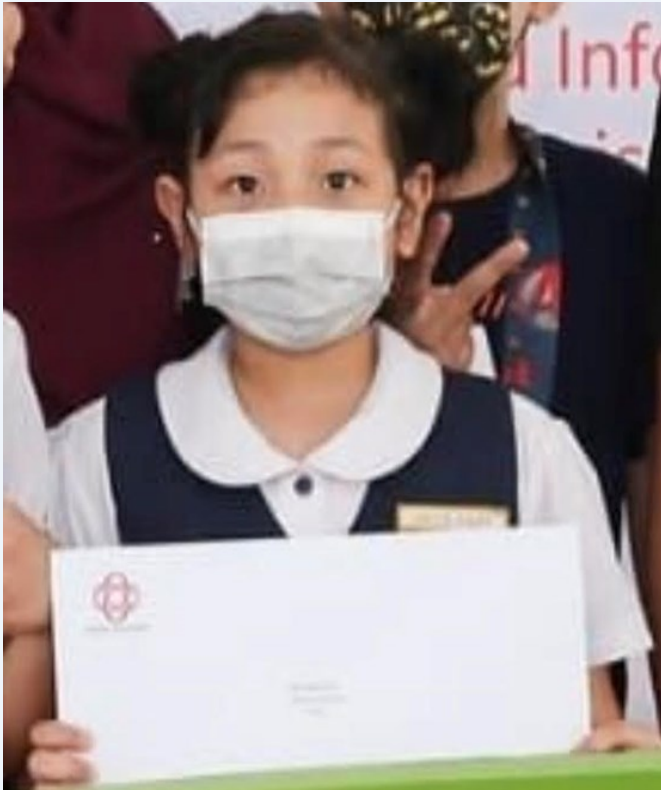
"Thank you for your guidance and encouragement" – Emilio's mum

"We are happy and thank you very much for all that you have done" – Amy's mum



## CASE STUDY/TESTIMONIALS

### DAYLA



Dalya is a very respectful, hardworking and persevering student. Throughout the months she has been my student, she has never been disrespectful to anyone. She tries her best in class. She listens attentively and does what was taught to her.

Dalya earlier faced challenges when trying to answer the Science questions. However, to understand the Science questions better, she now highlights the key words and she eliminates the answers after concluding her observations. She does it without being reminded and therefore, there has been a good steady progress especially when

learning new Science concepts. In addition, Dalya is steadfast and she has never once shown her losing focus despite feeling weaker from her health condition.

Dalya has shown slight improvements through our Science pre-post test results every term. Furthermore, in class, she is one of the few students who is always actively participating when questions are asked. Dalya continues to pass her Science exams in her primary school and this, as a result, has increased her self-confidence when learning Science.

Ms. Nur Farahin bte Ahmad Shariff  
by Senior Science Educational Therapist,  
Bishan Learning Centre



## Dayla's Parent's Testimonial

*"My child has benefited from the Science Explorers programme as she can better understand the Science concepts and remember the tips that have been provided by her Science Educational Therapist, Ms Farahin.*

*We are very pleased with her constant good results. Despite her absence due to her medical condition, Dalya always tries her best to complete her task or show resilience whenever she finds challenging topics. Kudos to you Ms Farahin for always encouraging her to do her best and inform Dalya it is fine to make mistakes and that you will learn and take note in future. For the bursary, we are blessed to be receiving it as it helps lessen our financial struggles and it gives my child an opportunity to enrol in this Science class and do her best in her Science. Thank you once again for believing in my child's strength and nominating her for this bursary."*

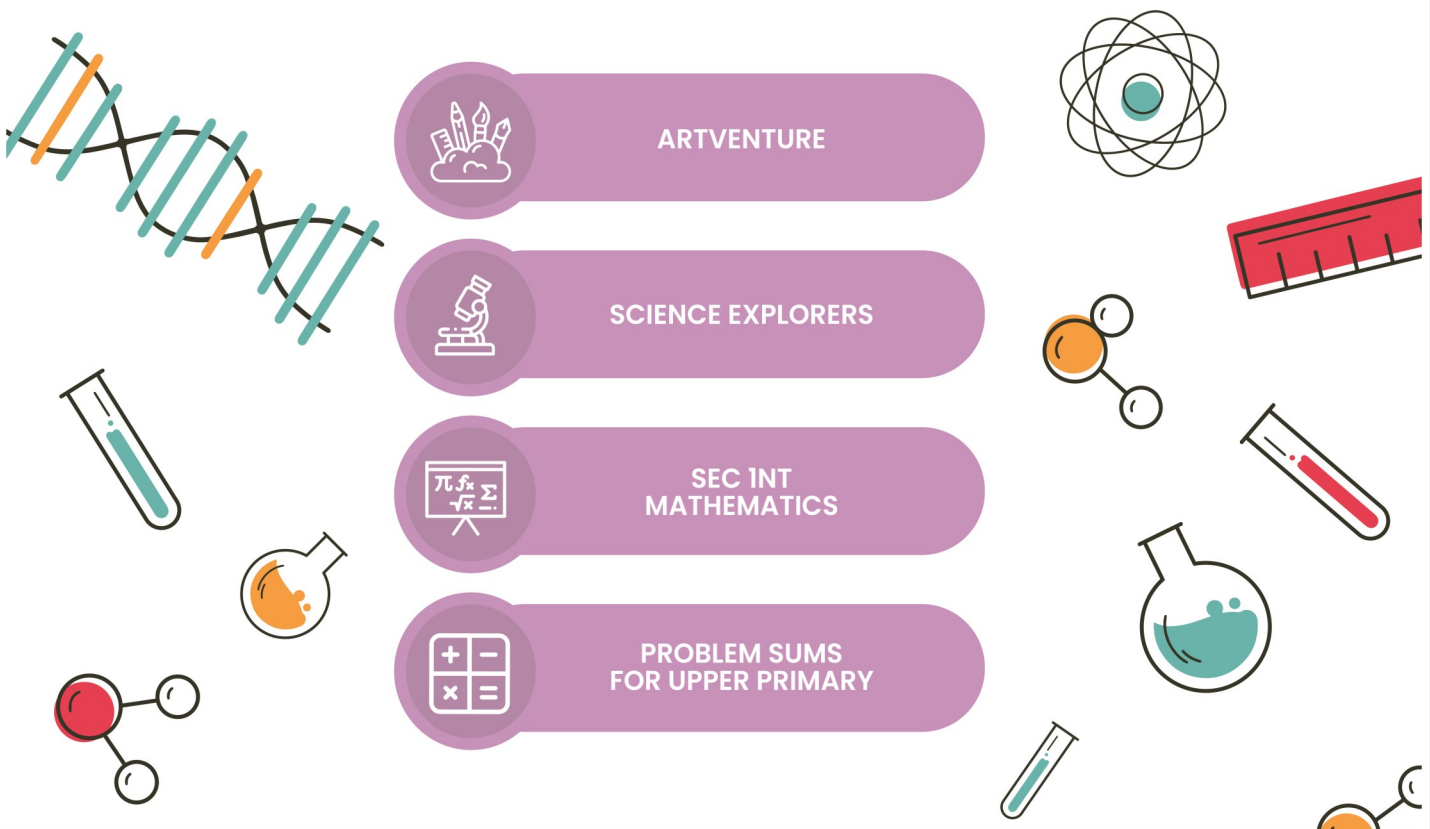
**– Madam. Zaida Binte Hashim**



# SHORT TERM PROGRAMMES



DAS Short Term Programmes (STPs) are designed to provide students with skills, strategies and exposure to various subject matters or topics that will enhance their preparedness and confidence in their school work and unleash their talents in the areas of their interest.



DAS offers a range of Short Term Programmes focusing on specific subjects.

The Short Term Programmes (STP) are short term courses designed to cater to the specific needs or topics our students typically would struggle with.

Each STP would focus on a specific subject content. The STPs would run for at least 10 hours over a term or during the June or December school holidays.



FOR MORE INFORMATION,  
VISIT [WWW.DAS.ORG.SG](http://WWW.DAS.ORG.SG)

☎ 6444 5700  
✉ [info@das.org.sg](mailto:info@das.org.sg)  
f @dyslexiasg

# DAS STAFF PROFESSIONAL DEVELOPMENT

The Staff Professional Development (SPD) division oversees many of the organisation-wide efforts through committees. These efforts include professional and career development, research, the Register of Educational Therapists (Asia) (RETA), and staff well-being through HEAL.



# DAS STAFF PROFESSIONAL DEVELOPMENT



DAS FULL TIME STAFF	229
Directors/ Asst Directors / Learning Centre Administrators	39
Corporate Services & Finance	31
Educational Therapists & Lecturers	127
Psychologists	13
Speech & Language Therapists	4

## Professional Development

At the heart of it, DAS firmly believes in staff professional development. In FY22/23, a total of 268 staff attended paid training. A total of 3,184 paid training hours were achieved, which is about an average of 11.88 hours per pax.

Staff are also encouraged to submit articles and/or share about their experiences and knowledge gained so that others may benefit. In FY22/23, we have had a total of 45 articles submitted by DAS staff for the various publications at DAS.

## DAS Research

Research is paramount, as it feeds into our provision of support. Therefore, DAS invests time and resources in ensuring that the services offered are evidence-based and effective. Staff at the DAS are constantly encouraged to conduct research.



The research findings are then presented at local and/or overseas conferences and journal articles written to be published in journals such as the Asia Pacific Journal of Developmental Differences (APJDD).

## DAS Research Committee

The DAS Research Committee reviews all research proposals submitted and has been instrumental in the continued development of the Asia Pacific Journal of Developmental Differences (APJDD). Besides proposals, DRC peer reviews submitted articles, reviews all UNITE SpLD and Preschool Seminar abstracts and presentations, as well as paper submissions to both local and overseas conferences.



During a research conference organized by MINDS (darForum), the DAS was recognised by the NCSS Chief Executive Officer. In his words, “Among the many presentations that will be shared this afternoon, I note that one of them will be by the Dyslexia Association of Singapore (DAS). DAS has established the Asia Pacific Journal of Developmental Differences, which presents research on arrangement of special educational needs including dyslexia, autism and attention deficit hyperactivity disorder in the Asian context”.

In FY22/23, we had nine research requests, which required DAS approval and support:

- ◆ 4 were by DAS staff
- ◆ 5 were from external institutes:
  - ◇ Catholic Junior College
  - ◇ Raffles Institution
  - ◇ Raffles College of Higher Education
  - ◇ National University of Singapore (NUS)
  - ◇ National Institute of Education (NIE)



### **The Asia Pacific Journal of Developmental Differences (APJDD)**

The Asia Pacific Journal of Developmental Differences (APJDD) is a peer-reviewed journal published by the Dyslexia Association of Singapore. It is unique in addressing a range of special educational needs including dyslexia, autism, dyspraxia, dyscalculia, and ADHD.

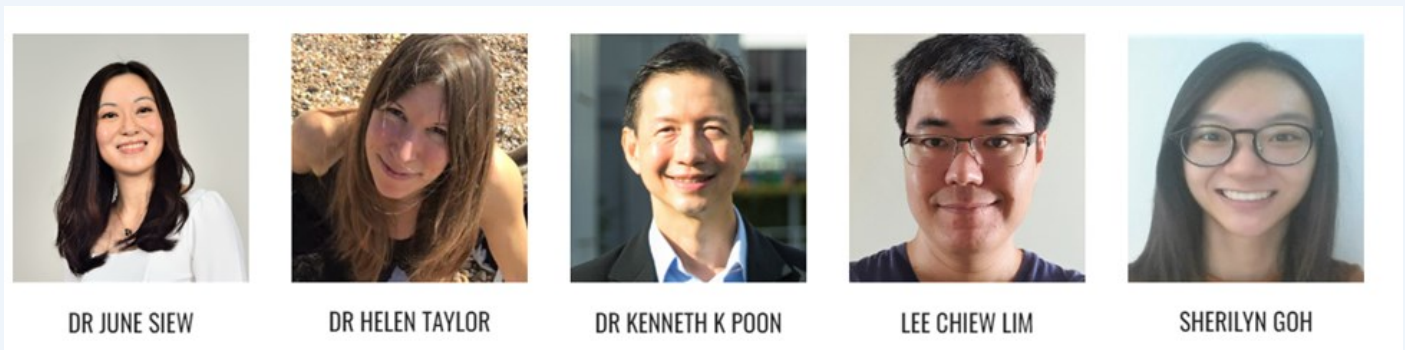
The journal covers theory into practice and provides a showcase for research in the Asian context as well as highlighting research areas that have implications for further research within Asia and beyond. In FY 22/23, we had a total number of 14 journal articles published by both the DAS staff as well as external researchers.

### **UNITE SpLD 2022: Our 8th (and 3rd virtual) Conference**

The UNITE SpLD Conference 2022 was held between the 23rd to the 24th June 2022. This was our third virtual conference. The conference brought together researchers, practitioners working with children and adults with Specific Learning Differences (SpLD) and special educational needs and parents of and individuals with SpLD and/or SEN.

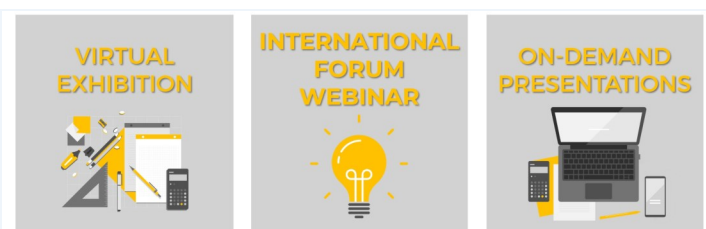
A range of topics was covered, which included behavioural needs, identification and intervention practices, educational technology, and multilingualism. Research and

practical solutions were presented in short, engaging and entertaining sessions. Most exciting was the opportunity to talk directly with researchers and presenters who are making a difference in Singapore and internationally.

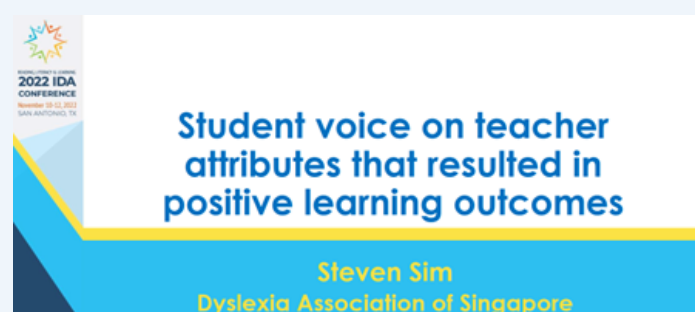
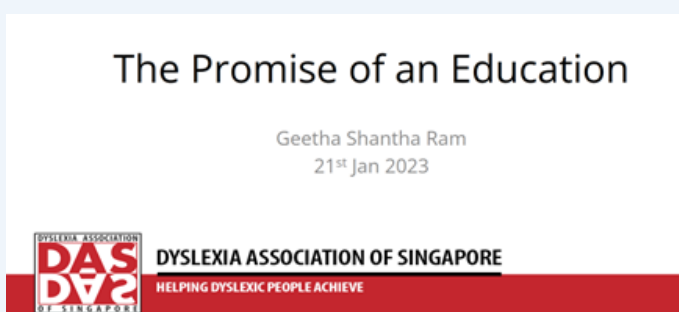
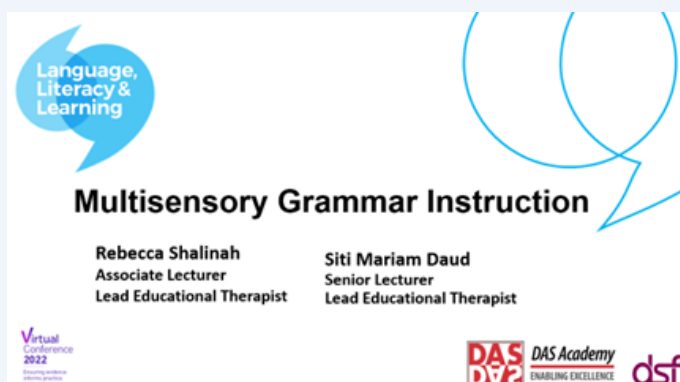


UNITE SpLD 2022 offered 24 breakout presentations and three keynote presentations:

- ♦ Dr June Siew – The Role of Allied Educators (Learning and Behavioural Support) in a Whole-School Approach to SEN Support – June Siew
- ♦ Dr Helen Taylor – Dyslexia-associated cognition: Not a disorder, but an evolved Specialisation in Explorative Cognitive Search
- ♦ Dr Kenneth K Poon, Lee Chiew Lim & Sherilyn Goh – Understanding the emotional and behavioural needs of primary students with specific learning disorders
- ♦ Conference Presentations including on-demand presentations



DAS consistently shares its research and in FY2022–23, DAS staff made 12 conference presentations at both local and overseas conferences.



## Register of Educational Therapists (Asia) – RETA

RETA is an initiative by DAS, which intends to bring together practitioners in the field of specific learning differences, while at the same time recognising their professional status and endorsing their qualifications. RETA, as a Community of Practice, enables members to access training and events such as focus group meetings and case management discussions, which are excellent platforms for collaborative practice, knowledge sharing as well as networking with like minded professionals.

To promote this growth and discussion, RETA has two advisors representing both the local and international needs and standards:



- ◆ Professor Angela Fawcett, Academic Advisor, Dyslexia Association of Singapore
- ◆ Dr Geetha Shantha Ram, Director of SpLD Assessment Services, English Language and Literacy Division, and Staff Professional Development

In FY22/23, we organised three RETA webinars:



24 June 2022

### **What's the hype with ADHD?**

By Hani Zohra bte Muhamad, Safinah Hassan, Michelle-Lynn Yap (NgeeAnn Polytechnic) & Tina Tan (SPARK)



30 August 2022

### **Supporting Third Culture Kids with Specific Learning Differences**

by Anaberta Oehlers-Jaen & Shilpa Madane



20 October 2022

### **Organising A Disorganised Child**

by Rebecca Shalinah & Siti Mariam

There has been an increase in the RETA membership compared to the same period last FY from 202 to 225. The following shows the number of RETA members per membership level:

- ◆ Fellow – 71
- ◆ Associate Fellow – 82
- ◆ Member – 29
- ◆ Associate Member Plus – 42
- ◆ Associate Member – 1
- ◆ Affiliate Member – 0

We are confident that the membership will continue to increase.



## DAS Therapist of the Year 2022

DAS Therapists provide intervention as well as other forms of support. Often they are called to act as listening ears and sympathetic shoulders to lean on. They care for their students' social and emotional well-being and partner parents, schools and other professionals in the educational journey of the children.

Our therapists not only make learning happen, they make life happen.

Congratulations to our 2022 Therapists of the Year –

Corinne Ang Puay Joo and Raihana Binte Mohamed Hashim!



## HEAL: Holistic Education Alternative Learning



### Well-being Articles

This initiative aims to promote well-being within the organisation. The Monthly Wellness Articles and Well-Being Sharing sessions provide educational information, resources and inspirational stories.

These articles and sharing sessions were restructured to follow a thematic approach, as follows: self-care; stress management; work-life balance; and rest and relaxation.

### Wellness Action Plan

During the mid-year performance review last year, a trial was conducted involving all DAS staff. The trial required managers to ask three questions to the staff they were appraising:

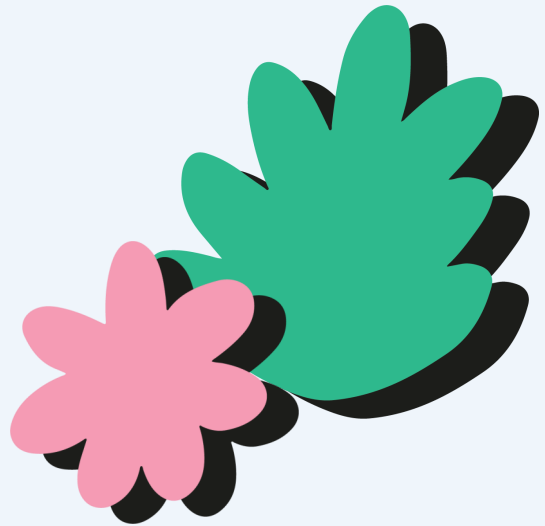
1. How do you maintain your well-being at work and outside work?
2. Are there any issues you are facing? In what ways does it affect your work?
3. How can your manager help you get the appropriate support/ What could managers do to support you at work proactively?

The trial sought to gain insights on the mental-wellbeing of staff; staff feelings in general; and manager experiences in raising these questions. Subsequently, focus group sessions were run to ascertain the feedback from managers.

Based on the feedback provided, the HEAL Team has developed two forms. The first (Form A) is completed by all staff. The managers review the forms to determine if any staff requires additional support. These identified individuals will then receive Form B, which is more in-depth to ascertain the mental-wellbeing of the staff. A toolkit was also designed to provide staff with a variety of resources and tips to help them prioritise their well-being, manage stress and challenges as well as cultivate a healthy work-life balance.

## Supporting Educational Therapists with Challenging Students

The HEAL team has actively supported Education Therapists (EdT's) in managing challenging students. This involves effective collaboration and communication with EdTs, Centre Managers (CMs), and Educational Advisors/Centre Advisors (EAs/CAs) to prioritise the mental well-being of EdTs and the students involved. Through close coordination, the team determines suitable conditional placements when necessary and develops comprehensive action plans for effectively managing at-risk students. Moving forward, the team remains committed to this collaborative effort while also implementing a database to facilitate a systematic approach to address and track relevant information and interventions for improved student support.



# DAS LEARNING CENTRES



The Staff Professional Development (SPD) division oversees many of the organisation-wide efforts through committees. These efforts include professional and career development, research, the Register of Educational Therapists (Asia) (RETA), and staff well-being through HEAL.



## DAS LEARNING CENTRES



Situated strategically across Singapore are 12 DAS Learning Centres that not only conducts dyslexia remedial classes but also provides essential services to parents of about 4000 students. DAS Learning Centres are at the forefront of the organization in engaging parents, assisting them with queries and applications of programs as well as supporting the Educational Therapists to ensure classes run smoothly.

DAS Learning Centres are manned by Centre Managers and Students Service Associates to serve parents, students and the local communities. They ensure that the environment and administration are conducive for both our students and Educational Therapists.

Some of the initiatives undertaken by the Learning Centre division during the year includes:

### Virtual Counter Centre (VCC)

The DAS Learning Centre is working towards converting all our centres to virtual counter centres (VCC). This will reduce our administrative headcount, with our parents and educational therapists at the centres being served/supported virtually by the central administrative staff. The VCCs will be monitored by staff off-site.

The VCC trial was launched in Yishun and Serangoon learning centres in Term 3 2022. For example, parents who arrive at the Yishun learning centre will press the intercom button installed at the main entrance, and the virtual administration team stationed at Bishan Learning Centre will provide assistance.

Some of the services rendered by the virtual administration team are:

- ♦ Open the door for parents to access the self-help kiosk located in the centre's lobby;
- ♦ Assist parents to apply for DAS programmes and services using the self-help kiosk;
- ♦ Open the door for students to attend classes;
- ♦ Assist parents to making fee payments via paynow;



- ◆ Guide parents to drop off bursary documents into the drop box;
- ◆ Respond to all other queries raised by parents.


The two centres were converted to full VCC in Term 4 2022 after we monitored and made the necessary improvements based on feedback received from both parents and colleagues.

We continued conducting VCC trials at three more learning centres, Woodlands, Chua Chu Kang, and Henderson in Term 1, 2023 and converted them to full VCC from Term 2, 2023.

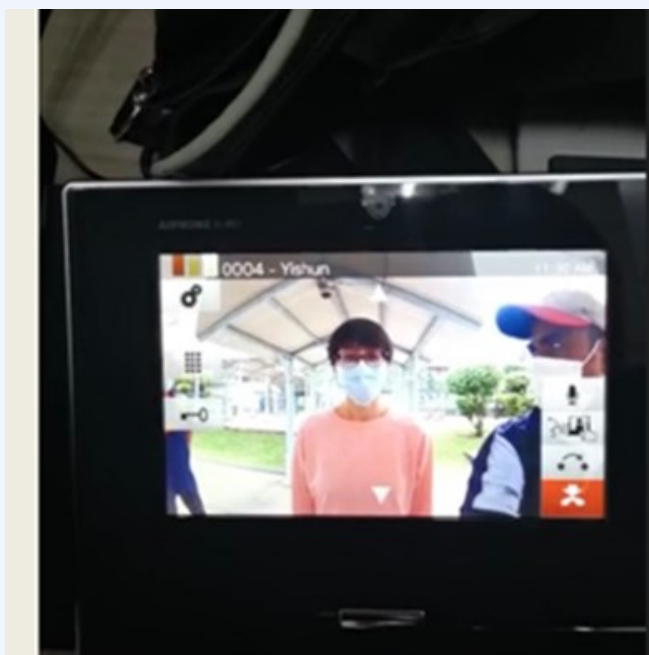
Following are the equipment used to support virtual counter centres (VCC) operations:

## Intercom system

Intercom system allows walk-in parents at VCC to communicate with SSAs virtually.



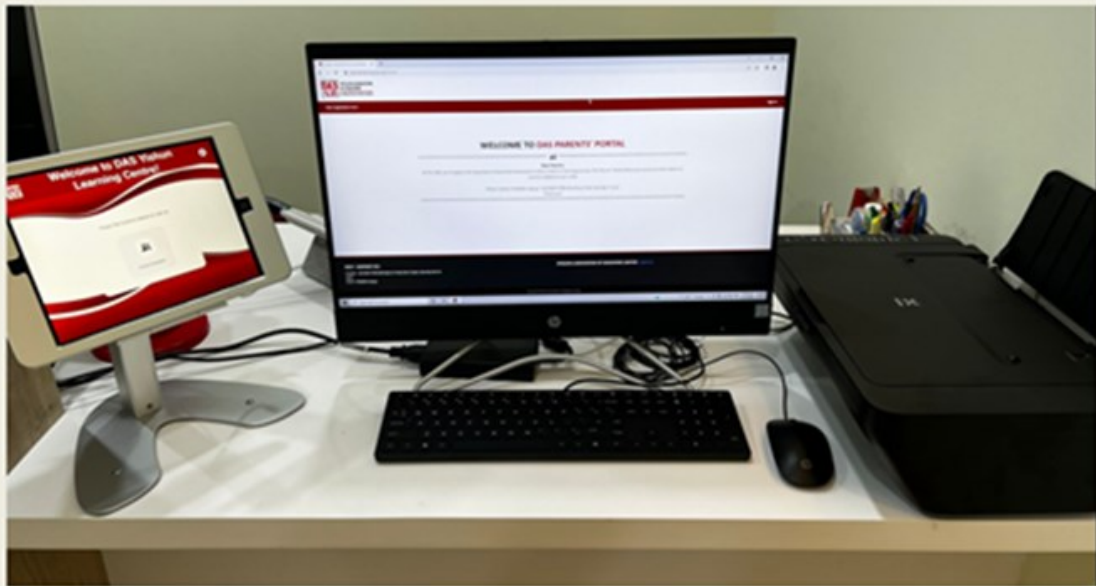
For example: parents who arrive at the YSH center will press the intercom button. SSA in BJ8 will assist the parent virtually.

SSA at BJ8 will be alerted to assist the parent



## Self-service Kiosk



## Closure of DAS Chinatown Point Learning Centre

DAS Chinatown Point learning centre was officially closed at the end of 2022 after more than 10 years of operations. It was officially opened on 19 March 2013, and had offered various programmes such as Math, Prep2PSLE, Specialist Tutoring in addition to the DAS Main Literacy Programme over the years. It served students with dyslexia from the nearby schools such as Gan Eng Seng and Cantonment Primary.

The centre had a total enrollment of 110 students in Term 4 Week 10, 2022 across various programmes. Most of the students were transferred to the nearest DAS Rex learning centre.





## 20th Student Graduation and Award Ceremony 2022



The Dyslexia Association of Singapore (DAS) held its 20th Student Graduation and Achievement Awards Ceremony at the Singapore University of Technology and Design (SUTD) on 26 November 2022, after two years of virtual ceremonies due to the COVID-19 Pandemic. Ms. Liew Wei Li, Director-General of Education from MOE graced the event as the Guest-of-Honour.

The ceremony saw 231 students who have successfully completed the DAS Main Literacy Programme (MLP) and receiving their certificates. Supported by the Ministry of Education (MOE), the DAS MLP supports students diagnosed with dyslexia by strengthening their literacy competencies such as phonemic awareness, phonics, reading fluency, comprehension and writing. In addition, 221 students were presented with the MLP Achievement Awards for showing outstanding progress in literacy development. DAS also presented 53 students from the Specialised Educational Services (SES) programmes with certificates, for their achievements in the Preschool, PREP2PSLE, Maths, Chinese, Speech and Drama Arts and Speech and Language Therapy programmes. DAS presented the Jimmy and Roshen Daruwalla Young Achiever Award and Special Achievement Award to DAS alumni Nuh Syazwan Bin Muhammad Zulkarnaen and DAS student Muhammad Aniq Irfan Bin Abdul Malek respectively.









## STUDENT EVENTS HELD DURING THE YEAR

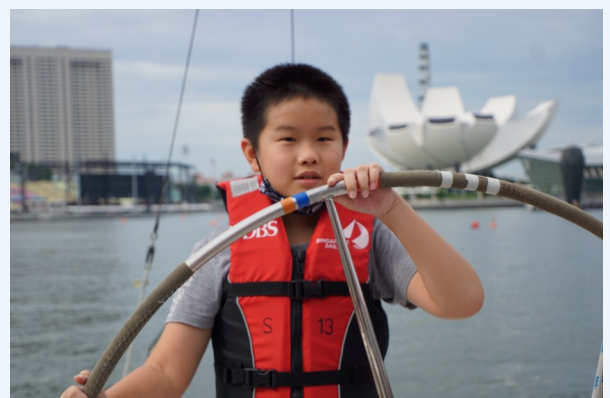
### Sailing at the Bay on 12 June 2022

In collaboration with the Singapore Sailing Federation and the DBS Marina Bay Sailing programme, the DAS Parents Support Group (PSG) orchestrated a captivating event named "Sailing at the Bay" on June 12th, 2022. Exclusively tailored for DAS students, the event enjoyed remarkable success, attracting 51 enthusiastic participants, including 39 students accompanied by 12 parents.

The participants were thoughtfully divided into two distinct groups. The first comprised 24 individuals, featuring Primary 4 and younger students alongside their parents. In parallel, the second group consisted of 27 participants, primarily encompassing Primary 5 and older students. This brought together a collective of 18 DAS staff members and 49 participants, fostering an atmosphere of vibrant engagement and collaboration.

The event's proceedings unfurled seamlessly. Activities commenced at 3 pm with the arrival of the first group. These participants were then divided into smaller clusters, each led by a dedicated DAS volunteer. Comprehensive safety briefings and the distribution of life jackets followed suit. The second group, assembled at 4 pm, embarked on analogous activities, escorted by vigilant DAS volunteers.

Meticulous attention was dedicated to ensuring smooth transitions between the various segments of the event. Transfer boats were deployed to ferry the second group while facilitating the return of those from the initial group, converging back to the pontoon. As the clock neared 6 pm, the event drew to a close. The impact of this endeavour was evident in the





radiant smiles and expressions of pure joy exhibited by the participating students. Their heartfelt appreciation for the exceptional opportunity to partake in this distinctive sailing event resonated alongside the sentiments shared by parents. The event marked not only an educational endeavour but a memory etched in the hearts of all involved, fostering camaraderie and instilling a sense of accomplishment and adventure.



## **Cycling Event Empowers DAS Students with Fundamental Riding Skills**

On October 7th, 2022, a significant cycling event unfolded, offering DAS students a valuable introduction to the world of cycling. Orchestrated in collaboration with the Singapore Cycling Federation (SCF), this initiative aimed to equip our students with essential cycling knowledge.

The SCF played a pivotal role by assessing students' cycling abilities on-site and subsequently arranging them into groups based on their skill levels. A diverse selection of bicycles, tailored to different sizes, and comprehensive safety gear were thoughtfully provided by the SCF. The event boasted a substantial support team, consisting of 3 dedicated coaches from SCF and 6 enthusiastic DAS staff members. To kick off the event, the coaches conducted a thorough safety briefing, acquainting the students with both the bicycles and safety protocols.

With a participation count of 19 students, the event catered to a wide range of participants. Notably, 6 students who were yet to master the art of cycling found the event particularly transformative. Guided by expert coaching, these learners harnessed newfound confidence to engage with the pedals and achieve balance. The session also proved beneficial for novice cyclists, enabling them to enhance their cycling proficiency.

Despite an unexpected downpour midway through the event, the proceedings continued seamlessly thanks to the strategically sheltered venue. This adaptability and commitment underscored the event's success, allowing all participants to make the most of the opportunity.

The event hosted a dedicated team of 6 DAS staff members, contributing their valuable expertise, and catered to a diverse group of 19 students. Among the participants, 18 were bursary students, and 1 student joined as a non-bursary participant, creating a vibrant and inclusive atmosphere.

Parental feedback conveyed profound appreciation for this event, emphasising how it empowered their children with fundamental cycling skills. This initiative not only fostered a sense of achievement but also enriched the students' experiences, promoting both physical activity and confidence-building.

In summary, the cycling event of 2022 exemplified DAS's commitment to holistic student development, offering a platform to learn, grow, and conquer new challenges.







## Sweet Adventures at the Ice Cream Museum: A Day to Remember

On 9 October 2022, 57 eager young learners from DAS embarked on an enchanting trip to the Ice Cream Museum. This special day unfolded as a delightful chapter in their journey of exploration and wonder.

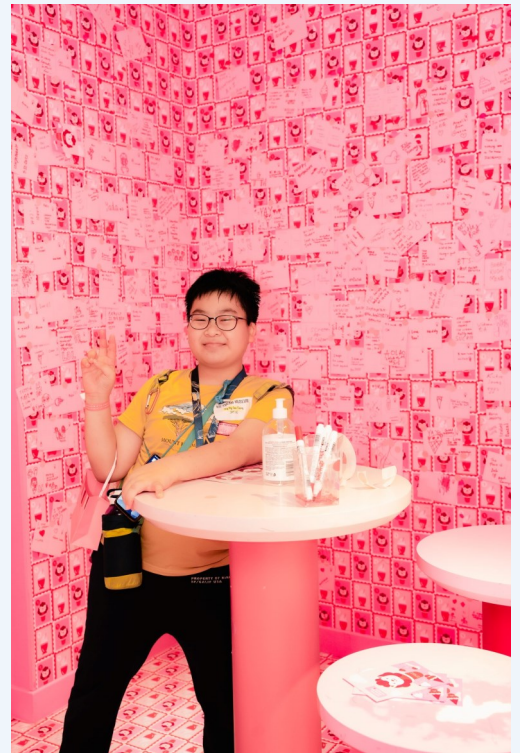
Against the backdrop of colourful installations, the students revelled in 14 multi-sensory exhibits that unveiled the captivating history of ice cream. Laughter and excitement filled the air as they immersed themselves in this delicious learning experience.

A highlight of the visit was the chance to taste real ice cream, turning theoretical knowledge into a tangible treat. The grand finale was a splash of joy in the iconic sprinkle pool, where imagination knew no bounds.

But this outing was more than just fun and flavours. Each student received a postcard, a simple gesture that carried profound meaning. It allowed them to pen heartfelt messages to their loved ones, capturing the happiness and discovery of the day.

In this shared adventure, students from different learning centres came together, forming connections that bridged divides and fostered friendship.

Crucially, this experience was designed for all, embracing students from low-income families. It exemplified DAS's commitment to inclusive growth, offering every child the chance to explore, learn, and savor life's sweet moments.









## Unveiling Illusions at the Trickeye Museum: A Day of Creativity

On 18 February 2023, a magical adventure unfolded as DAS students and parents ventured to the Trickeye Museum. This unique escapade wasn't just about exploring art; it fostered precious parent-child connections and ignited the spark of creative photography. The day brought a fresh wave of excitement, particularly for those who had never experienced the Trickeye Museum's enchantment. Beyond the artful exhibits, the day's true magic lay in parent-child bonding.

The highlight was a thrilling photo hunt activity that united parents and students. Grouped into teams, each parent-child duo embarked on a quest to find and match exhibition pictures with those on their activity worksheets. The race was on, and the first five teams to crack the code won Trickeye tote bags, a fitting reward for their sharp-eyed efforts. Every participating pair received a Trickeye luggage tag, a keepsake to cherish.

The event saw the combined efforts of 4 dedicated DAS staff members with 18 students and an equal number of parents, all bursary recipients, the event not only fostered creativity but also nurtured meaningful connections.

DAS's dedication to holistic growth, offering families an opportunity to weave unforgettable memories and embark on a journey of discovery, together.



## A Galloping Adventure: Horse-Riding Day

On 16 March 2023, 20 DAS students embraced an unforgettable day of horse riding. The event epitomised both fun and learning in their ongoing journey. Guided by Mr. Lim, the owner, the day began with safety and horse-riding basics. Divided into two groups, students alternated between riding and caring for the horses, fostering both excitement and connection. An hour later, the groups swapped roles, offering fresh insights into equine companionship.

Educational moments intertwined as academy helpers shared horse behavior, routines, and feeding patterns. Each student even had the chance to feed the horses carrots, sealing a unique bond.

The event spanned two hours, uniting 5 DAS staff and 3 parent volunteers. All 20 participants were bursary students, affirming inclusivity and shared experiences.

This event wasn't just a day of horse riding; it was an opportunity to create cherished memories. It encapsulated DAS's commitment to holistic growth, where learning extends beyond classrooms, nurturing character and dreams.





# GET TO KNOW MLP

## DAS PARENTS' ORIENTATION



### THIS ORIENTATION WILL HELP YOU TO UNDERSTAND HOW

- ♦ The DAS Main Literacy Programme (MLP) supports your child
- ♦ Your child's progress is monitored and is shared with you
- ♦ You can find out what else you can do to help your child

## EVERYONE IS WELCOME

This talk will benefit you regardless of whether your child is an existing student, is waiting for an assessment, waiting to be placed into a DAS class or you are keen to know more about DAS programmes.

### Q&A

There will be a Q&A segment by our panelists at the end of the session.



“ I greatly appreciate this valuable webinar session and the information on how I can guide and help my child to improve. I strongly recommend this webinar as it saves time and travelling. I could also share this information with my husband who needs to work on weekends. Thank you so much for holding this webinar!”  
Ms Doris Lim, DAS Parent ”

FOR MORE INFORMATION  
[PSG@DAS.ORG.SG](mailto:PSG@DAS.ORG.SG)

6444 5700

Office Hrs:  
9am to 5:30pm

**FREE**  
ADMISSION

VISIT OUR  
WEBSITE TO SEE  
WHEN THE NEXT  
**PARENTS'**  
**ORIENTATION**  
**SESSION**  
IS SCHEDULED



[WWW.DAS.ORG.SG/GET-INVOLVED/PARENTS.HTML#ORIENTATION](http://WWW.DAS.ORG.SG/GET-INVOLVED/PARENTS.HTML#ORIENTATION)

## Empowering Parents through Informative Orientations

At DAS, our commitment to engaging parents and stakeholders is unwavering. Through regular Parents' Orientations, we provide a bridge between our mission and the understanding of our programmes, fostering a strong partnership for student success.

## Main Literacy Programme (MLP) Parents' Orientations

Our Main Literacy Programme (MLP) Parents' Orientations embody our dedication to open communication. Regardless of enrolment status, parents are invited to these informative sessions. Delivered virtually via webinars, these orientations are designed for convenience, allowing parents to participate at their own pace.

In FY2022–2023, we extended our reach to 271 stakeholders. Attendees provided valuable feedback, praising the clarity of our presentations and expressing their eagerness to recommend the sessions. Their interest in more practical examples of identifying dyslexia symptoms in children further inspires us to enhance our content. Each orientation concludes with a comprehensive Q&A session, fostering direct interaction and addressing queries.

## Specialised Educational Services (SES) Parents' Orientations

Our SES Parents' Orientations, an integral part of our outreach, have been a beacon of awareness since their inception in 2021. Termly sessions spotlight our main programmes—Maths, Chinese, Preschool, and Prep2PSLE—enriching parents' understanding of the offerings.

In FY2022–2023, these orientations engaged 166 stakeholders. Feedback from participants underscores the effectiveness of our presentations, with attendees finding them informative and practical. This positive sentiment translates into their willingness to

Find out how your child will benefit from our **Chinese, Maths, Preschool** and **Prep 2 PSLE** programmes

A parents' orientation organised by the SES Division of DAS

**FREE Admission**

**Everyone is Welcome!**  
This talk will benefit parents of students who are currently in one of our SES programmes or considering signing up your child for any of our SES programmes

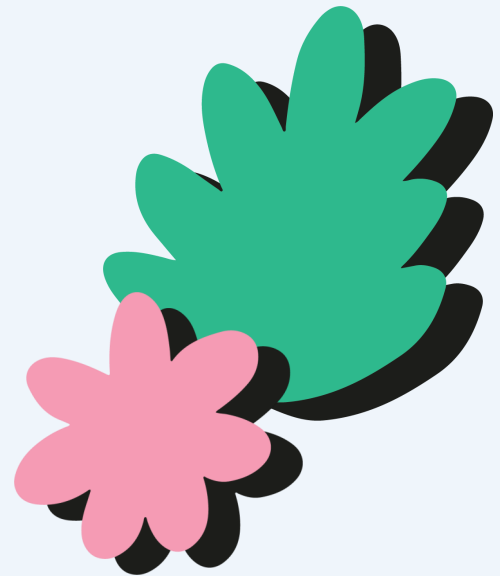
**Highlights:**

- Sessions to the programme of your choice (20min)
- Q&A session (10min)

endorse the sessions to other parents. Suggestions for enhancement, particularly regarding programme video quality, reflect our shared commitment to continuous improvement.

As we conclude each SES orientation with a comprehensive Q&A segment, attendees frequently inquire about placement, class availability, and profiling, showcasing their active involvement and investment in their child's educational journey.

In summary, DAS's Parents' Orientations stand as a testament to our commitment to involving parents as valued partners. Through these interactive sessions, we aim not only to disseminate information but also to nurture a community that supports holistic student growth.





# WHAT WE DO

**300+**

## PROFESSIONAL STAFF

INCLUDING SPECIALIST  
PSYCHOLOGISTS AND  
EDUCATIONAL THERAPISTS

**3500+**  
**STUDENTS**

FROM PRESCHOOL TO  
POST-SECONDARY SCHOOL

**12**

CENTRES

## SPLD ASSESSMENT

DAS carries out psycho-educational assessment in the area of Specific Learning Differences (SpLD) for learners from pre-primary to adulthood!



**ARRANGE  
FOR AN ASSESSMENT  
TODAY!**

## OUTREACH & AWARENESS

At DAS, we conduct free Awareness Talks about learning differences for educators, parents, medical practitioners and the general public.

## RESEARCH & ADVOCACY

DAS conduct research to validate its programmes as well as further our understanding of learning differences.

Research is published in the Asia Pacific Journal of Developmental Differences and covers theory into practice.

6444 5700 Mon - Fri, 9.00am - 5.30pm  
info@das.org.sg  
www.das.org.sg



**CONNECT WITH US!**

f @dyslexiasg



Dyslexia Association of Singapore

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