

FACETS

A Publication of the Dyslexia Association of Singapore

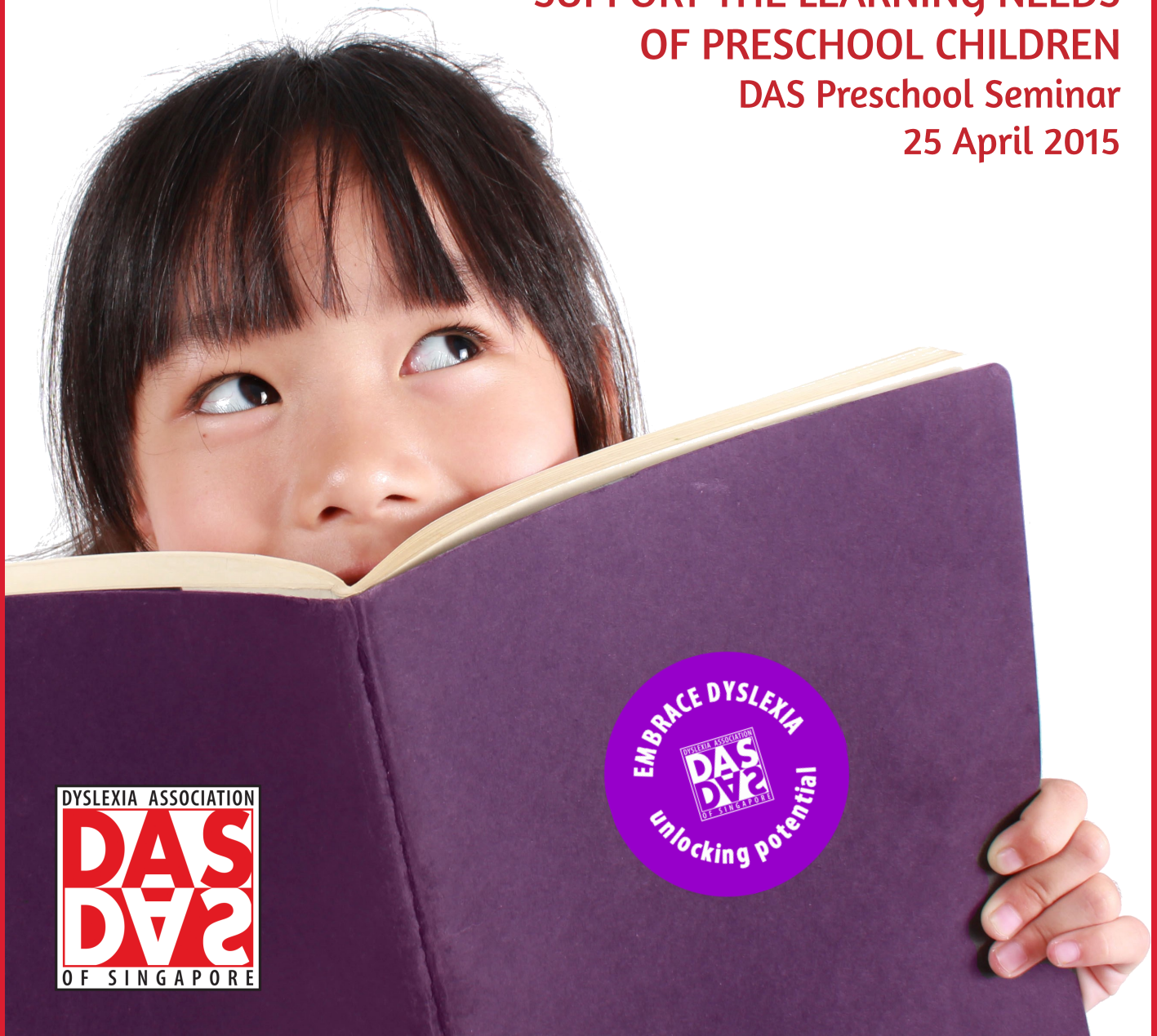
Issue 1 — January to March 2015 MIC (P) 036/02/2015

“EVERY MOMENT MATTERS”

~ Dr Hugh Catts

**SUPPORT THE LEARNING NEEDS
OF PRESCHOOL CHILDREN**

**DAS Preschool Seminar
25 April 2015**



FACETS

Dyslexia Association of Singapore

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**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

DAS Centres

Ang Mo Kio AMK	Anderson Primary School T: 6451 5582
Bedok BDK	Fengshan Primary School T: 6444 6910
Bishan BJ8	Bishan Junction 8, #06-03 T: 6250 0526
Chinatown Point CTP	Chinatown Point, #04-01 T: 6538 1658
Chua Chu Kang CCK	Blk 17, Teck Whye Lane #01-167 T: 6464 8609
Jurong Point JPT	Jurong Point, #05-01 T: 6594 0331/2
Parkway Parade PWP	Parkway Parade, #22-01/02 T: 6440 0716
Queenstown QTN	Queenstown Primary School T: 6475 9535
Rex House REX	73 Bukit Timah Road, #05-01 Rex House T 6643 9600/1
Sengkang SKG	Blk 257C Compassvale Rd, #01-545 T: 6881 2072
Tampines TPN	Blk 162,163, Tampines St 12, #01-257 T: 6786 0838
Woodlands WDL	Blk 165, Woodlands St 13, #01-567 T: 6269 0730
Yishun YSH	Blk 932 Yishun Central 1 #01-101 T: 6451 5582
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DAS Specialist Assessment Services	Chinatown Point, #04-01 T: 6538 1658



Welcome

The first term has flown by! DAS is preparing for two big events in the next few months. The Preschool seminar which will be held on 25 April is a much anticipated event by all who support the learning needs of preschool children and we are very pleased to have Dr Hugh Catts as our guest speaker.

Soon after this our annual seminar will be held on 26 June. UNITE SpLD 2015, Uniting Ideas in Teaching Excellence, brings to Singapore a great line up of professionals who will share with us about how we can support behavioural, literacy and social emotional support in the classroom as well as intervention and assessment for children with special needs.

DAS is still seeking stories from adults with dyslexia who would like to share their personal learning journey in the book to be published to celebrate SG50. If you are interested please contact us.

We are very excited to go into the second year of our Embrace Dyslexia movement, geared to raise awareness and dispel misconceptions about dyslexia. Stay tuned to our upcoming activities!

I hope you enjoy this issue of FACETS and that it is as informative to you as much as it was for me.

Deborah Hewes



FACETS

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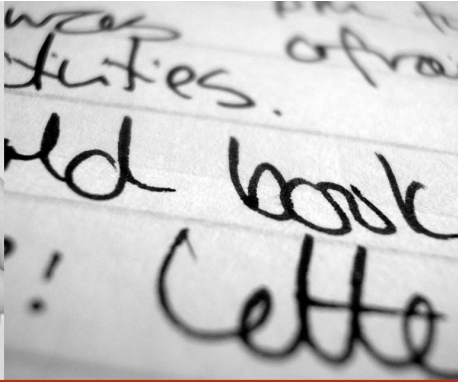
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For Primary School Students

Does your child struggle in school?

Does your child face these challenges?

- Difficulty with *reading, writing and spelling*
- Frustrated about school and studying
- Difficulty understanding text passages

FREE Computerised Screening

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

Sat, 23 May 2015

9:00am - 5:00pm

Chua Chu Kang Learning Centre

Blk 17 Teck Whye Lane,
#01-167

Singapore 680017

Thu, 25 June 2015

9:00am - 5:00pm

Jurong Point Learning Centre

1 Jurong West Central 2
#05-01, Jurong Point
Singapore 648886

**Sat, 11 Apr 2015
& Sat, 22 Aug 2015**

9:00am - 5:00pm

Rex House Learning Centre

73 Bukit Timah Road, #05-01
Singapore 229832



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

Registration is required. Limited slots!

Please register at 6444 5700.

Contact us during office hours: Mon-Fri, 9:00am - 5:30pm & Sat, 9:00am - 12:30pm



Fun & Features



Storytelling by Jim Weiss!

By Gopal Givanadam
DAS Centre Manager for
Chua Chu Kang and Chinatown

It was a great pleasure to have introduced Jim Weiss, a renowned and award winning story teller to our DAS students.

Jim Weiss has many years of fascinating storytelling experience and he travels widely to deliver stories to both young and old.

On 7 March, Jim Weiss entertained DAS students and their parents with an hour of storytelling at DAS Chinatown Point.

Our students were mesmerised as he presented the stories of "Three little Pigs" and "The Elves and the Shoemaker" and many more with a multitude of voices and actions. I have never imagined that story telling could be carried out in such a hilarious and engaging way. We are glad that our students enjoyed their session with Jim Weiss.





"Pleasant Goat & The Big Big Wolf"

By Cailyn Kwan
Educational Therapist
Chinese Programme

During the March school holidays, the DAS Chinese team brought 35 students studying in the Chinese Programme to the Esplanade to watch a stage performance of "Pleasant Goat & The Big Big Wolf" (喜羊羊与灰太狼之三个愿望).

The outing was made possible with funding from the Committee to Promote Chinese Language Learning (CPCLL) as well as a corporate discount offered by MediaCorp VizPro International Pte Ltd.

Students were excited about the trip and had been looking forward to the event. The theme of the performance was centred around protecting our environment, peppered with practical examples to educate the audience on how to care for our environment. There were also hilarious moments as well as audience engagement throughout the show, making it especially enjoyable for students and teachers alike.

Students had fun and expressed that they would want to take part in such activity again in future. It was truly an enriching experience!



Statutory Declarations 2015

By Quek Gek San
Director of HR and Corporate Services

For years now, several lawyers have provided a pro bono service to the Dyslexia Association of Singapore to be the Commissioner for Oaths in the annual Statutory Declaration exercise.

Approximately 49% of our DAS students receive some form of financial assistance ranging from 33% to 100% of their tuition fees.

The lawyers' voluntary services have enabled our students to have their bursary applications approved sooner by MOE, enabling them to attend DAS classes at subsidised rates.

This year the Statutory Declaration exercise was conducted in the month of January at three of the DAS Learning Centres - Bishan, Tampines and Woodlands.

A total of 264 families were helped with their bursary applications this year which is a 13% increase on last year's exercise.

DAS would like to thank the lawyers who supported this exercise this year.

DAS CEO Lee Siang and retired DAS CFO Corina Lai, are pictured with the lawyers who helped at our Bishan Learning Centre. Pictured from left to right, Lee Siang, Ms Sim Bock Eng, Corina Lai, Ms Kee Lay Lian and Mr Christopher Bridges.

To learn more about the financial assistance that DAS provides, please visit our website at:

www.das.org.sg/services/financial-assistance



Raymond Chan is pictured above with DAS CEO, Lee Siang. Mr Chan helped DAS parents at DAS Woodlands Learning Centre



Pictured above (L to R) is Mr Ronnie Wai & Mr Tito Isaac who helped DAS parents at DAS Tampines Learning Centre

TESTIMONIAL FROM RAYMOND CHAN

I have for several years volunteered my services as a Commissioner of Oaths on Sunday mornings to assist the parents of the dyslexic children when they make their declaration of their annual income in connection with their application for a subsidy for their fees.

With this arrangement, the parents can now make their declarations at the DAS Centres during the weekend instead of making a special trip to the office of the Commissioner of Oath during the week.

When I meet with the parents, some would share how their children diagnosed with dyslexia have benefitted since attending classes at DAS. They relate how the confidence of their children in the school and social environment have grown so much after attending DAS classes that they consider it a necessity for their children to continue with their learning at DAS.

From my short interactions with them, I am quite convinced of the beneficial and positive role that DAS has played in the lives of children with dyslexia in training them to cope with and overcome dyslexia and in doing so helping them

also to realise and fulfil their full potential as children and later on as adults.

Where the children are from poor financial backgrounds, this disadvantage should not deprive them from obtaining the training and help that DAS provides to cope with dyslexia.

It would be great if the public is better informed of how dyslexia affects the learning ability of children diagnosed with dyslexia and how they can be helped at DAS.

It is also essential that the government and the public should continue to provide the means for the financially disadvantaged children with dyslexia to attend the training that DAS provides as otherwise the failure of these children to realise their full potential would clearly be a loss to Singapore Society.

For my part, I am glad that I can help in this limited way for a truly worthy cause.

Raymond Chan
Lawyer and Commissioner for Oaths



Student and Teacher bonding at ST Games

By Gopal Givanadam
DAS Centre Manager for
Chua Chu Kang and Chinatown

It was a day filled so much fun and laughter for Chua Chu Kang and Chinatown Point students and teachers. Our first successful outing with our students, as part of our new initiative to facilitate bonding between teachers and students.

We were very glad to have chosen ST Games at Cathay, as our kids were truly entertained for about three hours of video gaming. Non-stop action and a mind blowing experience for all of

us, especially the teachers who thoroughly enjoyed playing with their students.

Our students displayed exceptional behavioral qualities on the outing. They were very sociable, respectful, kind and obedient. The event involved students from various classes and they took less than a minute to get introduced to one and another. We also saw them leading, caring, sharing and synchronizing their movements during the games.

We had a very special room which was the largest with 4 game stations. The room was decorated with cozy couches with free flow of Pepsi to quench thirst during gaming. Two smaller rooms were also allocated.

Students and teachers were treated to snacks from Delifrance. It was also an unforgettable moment for all in attendance and we look forward to it again. I would like to express my heartfelt thanks to all teachers and staff who were very crucial in planning and executing the outing.





Success at the International Dyslexia Association Conference in San Diego!

By Professor Angela Fawcett,
DAS Research Consultant

It is a very great pleasure to report on the outstanding success of the DAS team, under my mentorship, at the IDA conference in San Diego, in November 2014. The IDA (International Dyslexia Association) is the major support organisation for dyslexia in the United States, and very influential internationally, and it is therefore particularly important that we increase our links and our recognition there.

DAS has had a presence at the IDA conference for many years. This time the largest DAS team ever attended the IDA conference. We were determined to make an impact! The DAS team was made up of myself, Geetha Shantharam, Ashraf Samsudin, Priscillia Shen, Adam Oei, Lois Lim, Kong Yun Rui and Wong Kah Lai

The DAS team the chance to meet two very inspirational successful dyslexics, Cameron

Herold, an ADHD/dyslexic entrepreneur, Pinnacle Award recipient, and Gavin Newsom, IDA Presidential Award of excellence, the Lieutenant Governor of California, who has dyslexia.

At the same time I managed to introduce myself to Hal Malchow the new president of IDA, parent of a dyslexic who is adapting a much more positive approach to dyslexia, rather than the standard deficit focus.

DAS has had a presence at the IDA conference for many years. This time the largest DAS team ever attended the IDA conference. We were determined to make an impact!



The team meet the inspiring Lieutenant Governor of California, Gavin Newsom, centre



Dynamic entrepreneur Cameron Herold with the team

The IDA have established standards for dyslexia teaching which they are introducing for schools, universities and teaching centres in the USA. We have been working for some time to try to have this extended to international partners of the IDA. So, the next morning, I met up with Dr Gad Elbeheri, Dean of the Australian University of Kuwait, for breakfast and he recommended that DAS might be a pilot for an evaluation of an international accreditation that he is leading through the IDA Global Partners. This was based on Lee Siang's earlier suggestions over some years that there should be a range of criteria that are feasible for international associations to achieve. I confirmed that we would be very interested in this, and Dr Elbeheri agreed to join the editorial board of the Asia Pacific Journal of Developmental Differences (APJDD), strengthening our board even further.

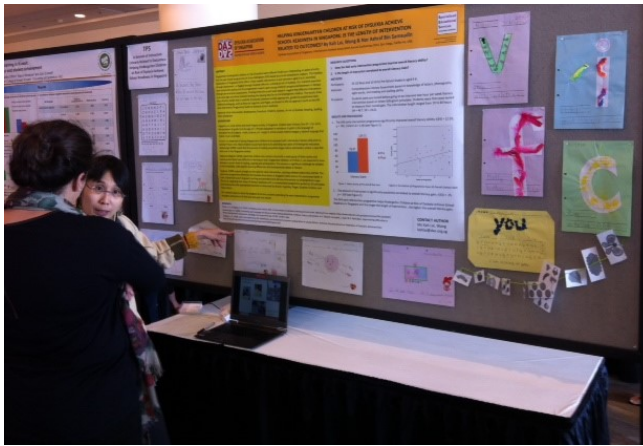


All the team showed great commitment in attending as many sessions as possible and extending their knowledge and their networks. In the photo above, Ashraf and Geetha are concentrating intently on the presentation. This picture features on the IDA website.

At the posters, Professor Linda Siegel, a key researcher in early years, from Canada was bowled over by our pre-school approach and stated that she would like to adapt it for her work in Hong Kong. I introduced her to the team, and Ashraf invited her over to see our work when she next visits Hong Kong. Ashraf was delighted with this opportunity to make contact. Kah Lai was tremendous, very excited by the impact her research on supporting pre-school children had made, and there was a great deal of interest in her poster and her work.

At the presentation of a life-time award for Dyslexia work to Dr Charley Haynes on Friday, he mentioned Lee Siang from DAS specifically as a key figure in contributing to his job satisfaction through his friendship, along with Maria Angela from Brazil.

Geetha indicated that she would like to submit DAS for the structured literacy support that IDA has been calling for. So within minutes, I was able to introduce her to Hal Malchow, the new CEO, and amazingly he suggested we meet him for lunch at 11.45 that day – this was after 10a.m already! The whole team joined us, including Geetha, Ashraf, Lois, Adam, Priscillia, and Yun



Kah Lai with Dr Sara Agahi from Sheffield University

Rui, (as well as my colleague Professor Rod Nicolson from Sheffield University). I'm proud to say we were able to make quite an impression over lunch. Hal proposed that DAS should be evaluated as a pilot for this new international validation and suggested that he might find funding to cover this. He has clearly had very good feedback on our approach from Dr Elbeheri. I asked for the proposed timescale and he said around 3 months before this could be set up, because he needed to find a volunteer to get involved. The whole meeting was an outstanding success!

At the posters, Professor Hugh Catts of Dibels screening fame, was asking to meet the team – I had previously talked to him about the possibility of visiting Singapore to promote pre-school intervention in lieu of Professor Joe Torgesen. Ashraf took the opportunity to invite Hugh to Singapore for the Preschool Seminar to be held on 25 April and Hugh agreed. Geetha is also planning to discuss comprehension testing with him. It was also a great pleasure to meet up with Dr Ong from Kuching, another member of the APJDD editorial board, who led a dyslexia conference in Sarawak where I presented a keynote in 2013, with other DAS members also in attendance and presenting.

I met Dr Charley Haynes, an old conference friend, and thought I would short circuit the three month wait Hal had indicated, and asked Charley if he would be happy to get involved with a proposed evaluation of DAS. He thought this



Geetha, Angela and Dr Ong at the posters

would be really neat. I was able to confirm to Hal that Charley was happy to volunteer to be part of the team, and I've reconfirmed with Charley. Again I thought this would be great – Charley is very approachable and a good friend to us all at DAS and it seemed to me it would be a pleasure to be evaluated by him.

Geetha was presenting her first paper at this major international conference. The presentation was extremely professional and I have to congratulate everyone on their skills and prowess. Adam was polished, professional, charming and his talk was very well targeted to the audience. Lois was also a credit to DAS. We reminded the audience of the high standards that we achieve in Singapore. Geetha also illustrated the need to adapt materials to suit the Singaporean background, using an illustration of a snowman as a great visual example. If I had been an audience member fresh to this, I would have rated this talk very highly, it was interesting, beautifully presented visually and not only informative but also entertaining in the way it was presented.

I was heavily involved in all the poster sessions, circulating and introducing key people to the DAS team. Everyone worked extremely hard across a number of posters, fielding a high level of interest in the work of the DAS.

We gave out a number of copies of the Asian Pacific Journal of Developmental Differences (APJDD) and I was also able to invite some new



Adam outlining the Singaporean education system

articles and ask Dr Gad Elbeheri to join the editorial board. We received excellent feedback from everyone on the standard of the journal.



Geetha and Ashraf at the Global partners meeting with Dr Charley Haynes (back centre left).

Geetha and Ashraf were able to attend the Global partners meeting led by Dr Charley Haynes, and the new plans for evaluating DAS were discussed further.



Angela and the film-maker Harvey Hubbell 3rd

We also met up again with the famous dyslexic film-maker Harvey Hubbell 3rd, who was working on his follow up to the film Dislecksia the Movie.

In terms of the validation of the DAS approach, the next step is to send copies of the third issue of APJDD journal, 2015 that includes an article by June Siew on striving for professionalism in Singapore, as well as the DAS Handbook which is going to be a showcase for our work, to all the relevant people, Hal, Gad and Charley. Hal was clearly very keen to meet with us, based on the alacrity with which he suggested lunch, and he is also keen to visit Singapore himself. Being chosen in this way as an exemplar of good practice internationally has to be a major advantage in relation to our international reputation.

Overall, I think this has been the best and most successful IDA conference I have been to in over 20 years of attending. It was good to bond further with our team and I received congratulations from key people on the ability and appeal of the Singaporean group. This was very satisfying and we were all extremely proud of what we have been able to achieve in the past year, building on sound foundations built up over the years!

Following on from the conference, we have been able to cement links further with Charley and Hal and the IDA, and it is planned that following a year of preliminary evaluations, Charley visit the DAS in Singapore in early 2016 to set the validation in motion. This will fulfil a long held ambition for the DAS to create and maintain closer links with the IDA, the major US dyslexia provider. These are exciting times indeed for the DAS and dyslexia!

"I think this has been the best and most successful IDA conference I have been to in over 20 years of attending."



An Inclusive Education!

By Albert Lee
Senior Lecturer, DAS Academy

A day to remember. 3rd February 2015. A day that broached on the sticky issue of diversity and inclusion, at the Glue Conference on Education for Inclusive Workspace.

The conference was co-organised by Singapore Management University (SMU) and the Society for the Physically Disabled (SPD). I was a panel speaker for the topic of Inclusive Education, with all the panelists representing various areas of disability.

A full write up of the event can be found at the SMU website on the weblink below. An abridged version of the article can be found on the facing page.

www.smu.edu.sg/news/2015/02/03/smu-and-spd-advocate-education-inclusive-workspaces



Ms Sim Ann, Minister of State for Education, and Communications and Information and Guest-of-Honour delivering the opening speech at the conference.



Albert Lee on the Panel Discussion—An Inclusive Education

“I was really glad to be the voice on the area of specific learning disability at the conference as the audience got to appreciate disability beyond the visible ones. For Ms. Sim Ann to acknowledge my presence at the panel in her speech, I hope dyslexia has been moved to a higher level of visibility for more prominence in inclusive practices for both education and workplace.

SMU and SPD Advocate Education for Inclusive Workspaces

Multi-Stakeholder Conference Discussion Held to Expand Dialogue, Thought Leadership and Collaborative Practices

With a shared vision to drive thought leadership in diversity and inclusion in both learning and work environments, SMU and SPD held a conference today on “Education for Inclusive Workspaces”. The event brought about invaluable dialogue amongst employers, educators, students and professionals working with people with disabilities.

Advocating equal opportunities for all, particularly through more inclusive work and education spaces for persons with disabilities, the conference provided a platform to facilitate discussion, accelerate knowledge transfer, and aid the development of more extensive collaborations to better integrate people with special needs.

The theme of the conference “Education for Inclusive Workspaces” is especially relevant as more persons with disabilities are graduating with higher education and seeking employment. Their transition from the school to the workforce is important – the support and accommodation extended to students with disabilities cannot stop at schools.



SPD President and NMP, Ms Chia Yong Yong, who is a person with disabilities and understands the challenges and issues of pursuing higher education and an active career, voiced the importance of increasing the momentum of the collaborative efforts. She remarked, “As a nation, more can be done to help students with disabilities adapt and integrate into their new

learning environment. There is also the need to help them transit from tertiary education to the working world when they enter the mainstream workforce. This will involve educating employers on inclusive hiring and encouraging more firms to offer internships to students with disabilities, just to name a few.

“There is a need for greater visibility and dialogue in society for public discourse on disability issues, and educational institutions can lead this space.” SMU President, Professor Arnoud De Meyer, said in his welcome address, “While universities are great spaces for ideas, experiments, experiences and exchanges, and we contribute generously to conversations, the applications and adaptation require the input of professionals and practitioners. There is much that we can do, and want to do, but none of that will mean much if we don’t have the support of business entities, social organisations, volunteers, the government, and society. ”

Everyone has a role to play in shaping the world and organisational behaviour in the future. Success can only be achieved if we embrace diversity, and diversity is a key ingredient to success for any individual or organisation who wants to make a difference.”

Panel Discussion: An Inclusive Education

- ◆ Dr Wong Meng Ee, Assistant Professor at Early Childhood and Special Needs Education Academic Group, National Institute of Education (NIE)
- ◆ Ms Angela Chung, Senior Social Worker, SPD
- ◆ Mr Jeffrey Soh, SMU Alumnus & Asia Pacific Breweries Foundation Scholar; Operations Project Manager, Goldman Sachs
- ◆ Mr Albert Lee, Senior Lecturer, Dyslexia Association of Singapore (DAS) Academy

www.smu.edu.sg/news/2015/02/03/smu-and-spd-advocate-education-inclusive-workspaces



A movement supported by over 200 voluntary welfare organisations

Led by



Community
Chest



Care and Share Extended to March 2016

By Jacqueline Song
Head, Fundraising

Thank you for your warm support in the SG50 Care & Share Movement! We are pleased to inform you that for the period 1 December 2013 to 31 December 2014, the Dyslexia Association of Singapore have raised more than \$1 million in donations.

The government will extend its support for the Care & Share movement to March 31 2016. Whether you are a corporation or an individual, you can contribute to the Care & Share movement in different ways. As part of the Singaporean community, you can play a part to care for the disadvantaged and to address their needs.

Your donations to us from now until 31 March 2016 will be matched dollar-for-dollar doubling the impact of your contribution. All donations will also be eligible for 300% tax deduction.

With this matching grant from the government, this means a substantial pool of resources for Singapore's social service sector - in terms of introducing new programmes, providing financial assistance as well as strengthening our current infrastructure to better serve beneficiaries.

If you would like to change a child's life, please donate now!

<http://www.das.org.sg/about-das/donate-to-das>



"We are pleased to inform you that for the period 1 - 12 - 2013 to 31 - 12 - 2014, the Dyslexia Association of Singapore has raised more than \$1,000,000 in donations."



Fundraising at Seng Kang Primary School

By Jacqueline Song
Head, Fundraising

This is the third year running that pupils from Seng Kang Primary School's "English Comes Alive" Club came together to help raise funds for DAS through their school's Values-in-Action programme. The fundraising event was held in school during recess time from 24 to 27 March 2015.

To help their fellow schoolmates understand the cause they are contributing to, club members gave a short presentation during assembly on 23 March 2014 and shared with their schoolmates what dyslexia is and how all of them can help create a more inclusive environment for people with dyslexia, which is in line with SG50's theme, "Celebrate as one people."

The club's Chairperson, Nuur Zahraa and Vice-Chairperson, Madapa Justin together with their CCA teachers in-charge helped in the counting of the donations. They expressed that it was an invaluable learning opportunity for them as they were involved in the entire donation drive, from the onset of the programme, to the counting of the donations on that day. They also witnessed and realised the importance of having integrity and transparency in fundraising. A total of \$1309.10 was raised from this 4-day fundraising project

DAS would like to give a BIG THANK YOU to all involved! We appreciate your participation and enthusiastic support.





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

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Dyslexia Association of Singapore

www.facebook.com/dysSG

DAS Academy Ltd

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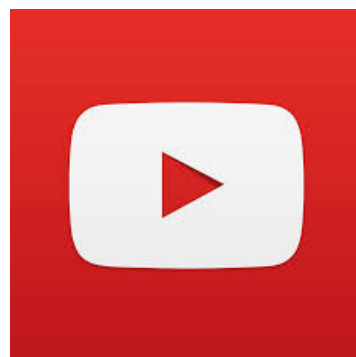
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You Tube



Watch our video's
on the

DAS YouTube Channel

WWW.YOUTUBE.COM/USER/DYSSG





Applause



DAS celebrates its connection with the Rotary Club of Raffles City

By Cheryl Cheong
Publicity and Publications Officer

How many of you know that DAS will be celebrating its 24th birthday this year? Do you know that DAS started off with only one teacher and 12 students? And do you know that DAS was started as a community service project – meant to last only 1 year?

On 3 February, we came together to commemorate the Rotary Club of Raffles City's contribution in initiating the Dyslexia Association of Singapore.

DAS hosted 18 members of the Rotary Club of Raffles City (RCRC) for lunch and a tour of the Rex House Learning Centre. As there were members who joined the RCRC after DAS' inception, they got to learn more about DAS and our services.

The event kicked off with a speech from Mrs Corina Lai, President of the Rotary Club of Raffles City. She shared about the transformation of DAS from a community service project that aimed to raise awareness of dyslexia, to being a multi-service organisation which provided assessment and therapy services for individuals with dyslexia. Mrs Lai has spent 20 years with DAS in various roles such as volunteer, DAS Executive Committee member and finally the Chief Financial Officer.



After the opening speech, Dr Jimmy Daruwalla gave a short speech where he recounted the beginning of DAS in 1989. He had heard about a neighbour's son being diagnosed with dyslexia and realised that many people did not understand what dyslexia is. When the club was selecting a community service project for the year, they decided to raise awareness of dyslexia in Singapore. "They told me it was a one-year project, one year!" Dr Daruwalla said to appreciative chuckles around the room.

DAS was registered as a society in 1991 and started to provide educational therapy. The first DAS Learning Centre was opened in Clementi. Dr Daruwalla also shared on how they raised funds and finally raised enough to hire a teacher for a year. That teacher, Ms Dawn Brockett, taught a class of 12. Fast forward 25 years, DAS is now a vibrant organisation with 250 staff, providing a multitude of services including assessments, therapy and workshops for over 3000 students.

Mr George Abraham, another founding member of DAS, was also present and was heartened at how much DAS has grown. He presented DAS with a framed memento of the first ever DAS Seminar which was held in 1990. That seminar focused on sharing developments in teaching children with dyslexia and helping them achieve.
(Talk about Embrace Dyslexia, 25 years early!)



The highlight of the event was the unveiling of a plaque that recognises RCRCs's contributions in initiating DAS. The plaque is mounted at the entrance of the DAS Rex House Learning Centre.

"When the club was selecting a community service project for the year [1989], they decided to raise awareness about dyslexia in Singapore. "They told me it was a one-year project, one year!" Dr Daruwalla said "



Pictured above (l to r) Vincent Chen, George Abraham, Dr Jimmy Daruwalla, Corina Lai and Mr K Kesavapany

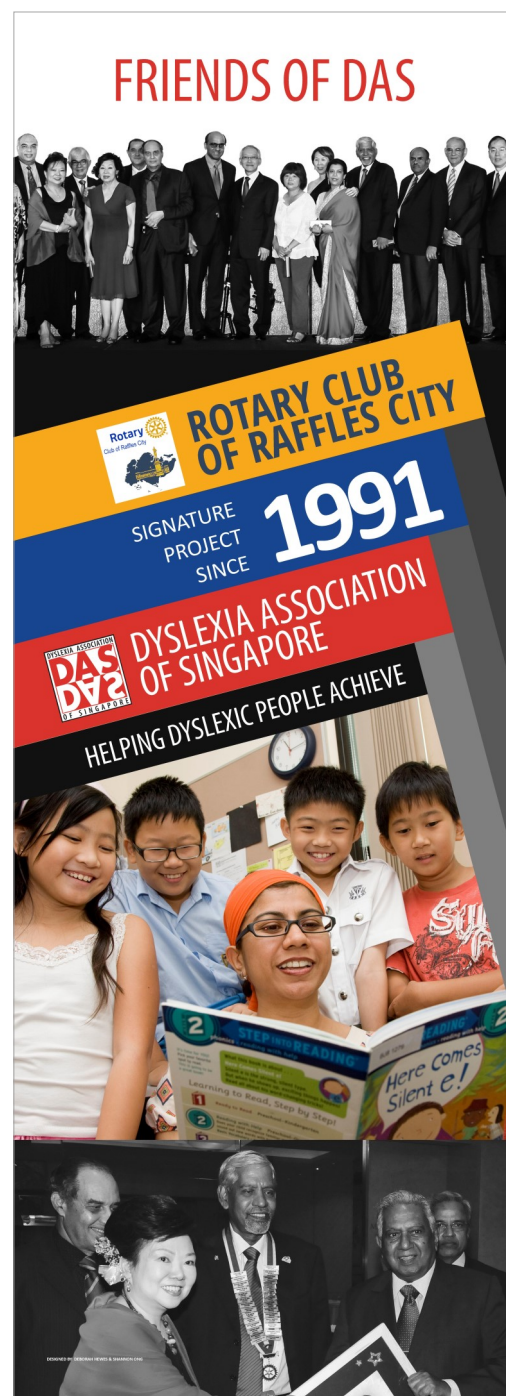


Mrs Lai also presented a cheque to DAS CEO Lee Siang with the funds raised from the annual RCRC charity movie screening. RCRC held their annual movie screening last December, showing a sneak preview of *The Hobbit: The Battle of the Five Armies* and raised \$34,000.

After the unveiling, Mr Lee took everyone on a guided tour of the learning centre and also introduced them to programmes DAS offered beyond the main literacy programme. Many colleagues were on hand to explain more about the various programmes such as Maths and also the bursaries offered to students.

It was good to see the RCRC members learning more about how DAS has grown since the beginning. They then returned to the room where a buffet lunch awaited them.

"The Dyslexia Association of Singapore is grateful to the Rotary Club of Raffles City for the support it has shown for the past 25 years."





Farewell to our Chief Financial Officer, Corina Lai

By Cheryl Cheong
Publicity and Publications Officer

In February 2015, we bid happy retirement to Mrs Corina Lai, the Chief Financial Officer (CFO) at DAS. Corina oversaw all financial reporting matters and was the key person who ensured that DAS was accountable to all our stakeholders.

For 21 years, she was more than the head of Finance in DAS but also a friendly and genial superior who treated all staff like her children.

Corina started her journey at DAS back in 1993, just two years after DAS was officially registered as a society. She started out volunteering and helping out with operations. The impetus for this was because her son, Kenrick, was diagnosed with dyslexia in Primary 2.

"My son is very intelligent but I felt that his marks in school just were not on par with his intelligence," she said. Never having heard of the word Dyslexia before, Corina did a lot of

research into dyslexia and stumbled upon the Dyslexia Association of Singapore which incidentally held its first seminar that year. After attending the seminar, Corina started to volunteer at DAS in various capacities.

Corina decided to quit her position in a retail group and ventured into starting a retail consultancy firm with a friend as her partner. "It was also a way of spending more time with my son and helping him," said Corina about her decision to leave her full-time job.

"My son is very intelligent but I felt that his marks in school just were not on par with his intelligence," she said. Never having heard of the word Dyslexia before, Corina did a lot of research into dyslexia and stumbled upon the Dyslexia Association of Singapore "

DAS at the time was a very small organisation, hiring less than 20 people. The main focus was to raise awareness of dyslexia, and DAS had only a single educational therapist who provided lessons for 12 children. Corina helped out with anything and everything.

She started off fetching supplies for the then-President of DAS, Alison Hunter. After some time, she was recommended by Ms Hunter to join the Executive Committee (ExCo) and contribute in more significant ways.

As an ExCo member, she was involved in some of the most momentous events in DAS history, such as meeting and persuading Mrs Goh Chok Tong to come on board as our Patron. She was also part of the team which met Ms Cynthia Tan who first donated to DAS and eventually joined her on the ExCo. Corina was an Exco member for 10 years before she stepped down to take up the position of Chief Financial Officer at DAS.

Having worked in major corporations in auditing and accounting roles, Corina brought a wealth of much-needed expertise into DAS. A great believer in technology, she implemented the Student Management System and integrated it into the frontline processes so that staff at learning centres can have the information they need at a few clicks of the finger.

Tax filing was moved to e-filing which reduced paperwork and increased efficiency in the office. Besides introducing technology to the ways DAS functions, she also simplified and streamlined many processes. An example is where she reviewed the fee structure and its presentation after feedback from parents.

Corina is particularly proud of having started the tradition of inviting lawyers to volunteer at DAS for the annual Statutory Declaration, which shortened the waiting time for parents to get a Statutory Declaration.

The volunteer lawyers also get to learn more about DAS and what we do. Holding the Statutory



Corina is pictured above at Bishan Learning Centre Statutory Declaration exercise in January 2015 with Lawyer Ms Kee Lay Lian and DAS CEO Lee Siang

"I really enjoyed interacting with parents when their child first joins DAS and am very happy to have simplified the process for them to better understand DAS."

Declaration at our learning centres made the process more efficient, allowing students to attend DAS classes at subsidised rates a lot quicker. "I really enjoy interacting with parents when their child first joins DAS and am very happy to have simplified the process for them to better understand DAS," said Corina.

Aside from her work, Corina also helps as much as she can at DAS events. Even though she does not have much direct interaction with the students at DAS, Corina still feels extremely happy when she sees them graduating. "It is like they are all my grandchildren and I am proud of all of them," she enthuses when describing her joy at each Student Graduation event.



Helping out at DAS also ignited a passion for volunteerism which Corina found in the Rotary Club of Raffles City (RCRC). She was brought into RCRC as its first lady member in 2000 which marked the start of more females joining Rotary.

Today, Corina is the first lady President of RCRC and have proudly served countless underprivileged people in the region.

What will she do after retirement?

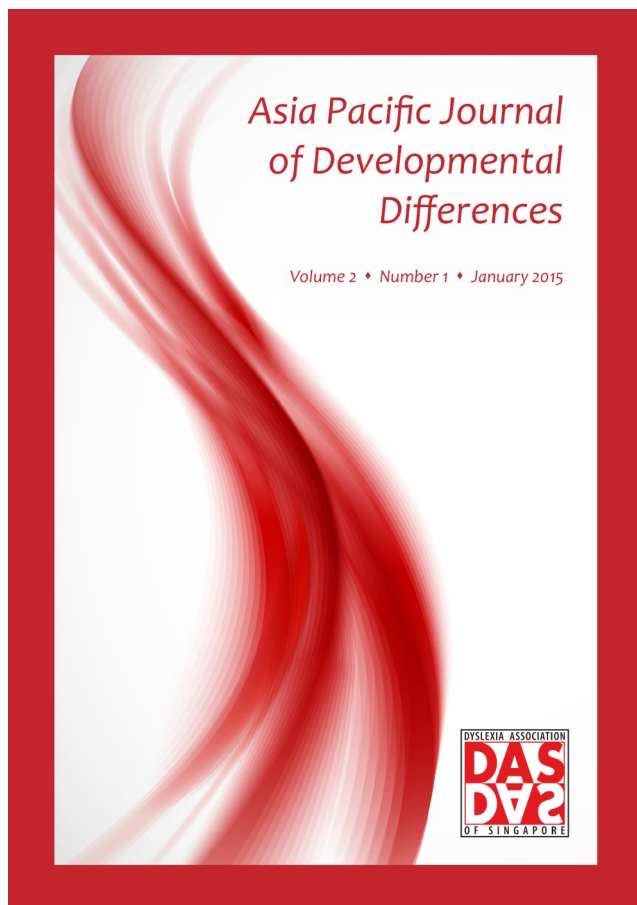
Speaking about her plans to continue volunteering with DAS, Corina wants to help out in any way she is able to. She has volunteered her services to the Outreach team to help out at mass screening sessions. DAS mass screening sessions are held in public locations to screen children and youths for dyslexia. She believes that “no age is too old to learn something new” and thus aims to undergo training so as to

conduct the screening for pre-schoolers.

Corina will also continue to serve the Rotary Club of Raffles City. She will be going on a medicine mission to Luyang near Kota Kinabalu in Malaysia. This is a project by the RCRC where they meet the aboriginal people residing there and provide medical services for them such as eye checks and basic dental work.

“Interest is an interest; it won’t stop just because you stop working,” she maintains when talking about filling her days full of activity.

Read more about Corina and her son Kenrick’s story in the Dyslexia Personal Stories book, out in October 2015.



In 2013 DAS decided that it would be useful to set up a new journal with a strong editorial board designed to feature articles relevant for the Asia Pacific region and beyond. The journal is called the Asia Pacific Journal of Developmental Differences (APJDD).

As editor and research consultant to DAS I have managed to draw together an outstanding editorial board drawn from the great and good in dyslexia research and Dyslexia Associations around the world, and within the region.

The journal is published by DAS and we have agreed that there should be no charges for publishing with the journal Open access free to all on the DAS website, and soon to have it's own website.

I am particularly proud to share the positive comments we have received from members of the editorial board. Note that Google Scholar is now listing articles from APJDD, which is excellent news and we have received positive comments from potential publishers.

Bouquets for our New Journal!

By Professor Angela Fawcett,
DAS Research Consultant

Dear All:

I really appreciate all of your effort and hard work. I expect this journal will have more impact in the special education development on Asia Pacific area. Thanks again for all of your contribution.

Best regards
Professor Su-Jan Lin,
National Kaohsiung Normal University, Taiwan

Many thanks to all for this - I have already found this issue very useful.

All good wishes
Dr Gavin Reid
Educational Consultant,
Canada

I am echoing what Sujan and Gavin have said - thank you very much.

With best wishes,
Prof Taeko N. Wydell,
Brunel University, UK

Hi Angela,

This is excellent! Let me see if I have a student with available data for publication...

Professor Kenneth Poon,
National Institute of Education, Singapore

Well done all,
Dr Kate Saunders,
CEO, British Dyslexia
Association, UK

Well done, Angela!
Charles W. Haynes,
Ed.D., CCC-SLP

Excellent edition Angela!
Thank you so much!
Dr Gad Elbeheri,
Dean, Australian College of Kuwait.

Let me congratulate you on a great issue and the important contribution it is making now and in the future.

Best wishes,
Professor Amanda Kirby,
University of South Wales, UK

Hi Angela,

CONGRATs on a great work! I'm deeply thankful and proud to be part of the editorial board. Thanks for extending to me such a valuable opportunity.

Warmest regards,
Dr Lim Boon Hock,
Special Education Consultant, Malaysia

Dear Angela,

Congratulations on the second edition of the APJDD. It is so very necessary for our part of the world to join the conversation about language and learning difficulties..... Kudos to you and DAS for this wonderful, much-needed effort.

We at MDA have been engaged in a large research project, this past year, with many other organisations across the country. I hope we will have good material to share and get feedback on in the next few months, though possibly September may be too early for us. I will be in touch with you as soon as we have a paper ready. Meanwhile, from the bottom of my heart, a big 'Thank You!'

Kate Curawalla, President,
Maharashtra Dyslexia Association, Mumbai, India

Dear Angela,

I appreciate your hard work to have published 3rd edition journal already! and also I very welcome that Dr Charles Haynes joined us as an editorial board.

One of my collaborators may submit manuscript.

With best wishes
Professor Akira Uno,
Tsukuba University

Dearest Angela

Thank you very much for your update of the 3rd edition of the Asia Pacific journal of developmental differences. Actually, I have submitted and sent an email regarding an article which I hope could be published in the coming of 4th edition of the Asia Pacific Journal of developmental differences. I'm looking forward to hearing good news soon.

Best regard,
Dr Kristiantini Dewi,
Dyslexia Association of Indonesia

Dear Angela,

It is my great honour to contribute my work to APJDD. Let's keep in touch! Thank you and best wishes,

Professor Kevin K H Chung,
The Hong Kong Institute of Education, Hong Kong

Dear Angela

Congrats on the energy you can harvest. Rather hectic time just now but I am due for sabbatical soon. Will try and make a contribution before the end of 2015.

Regards,
Associate Professor Susan Rickard Liow, National University of Singapore

Dear Angela and Deborah,

I hope this finds you both well. This is just a quick email to say that we have received a copy of the January 2015 issue of the journal here at the SAGE office - many thanks for sending it over. It looks very impressive and it is great to see that you are publishing interesting work from around the world.

All my best, Dan Huke, Commissioning Editor, SAGE Publishing

It looks like it is coming together as a nice little journal and targeting the right area of the world! (And well done, again, Angela - brilliant work!)

All the best

Professor John Everatt
University of Canterbury,
New Zealand

Well done, Angela, and all your contributors. Some fascinating papers in there. I am proud to be associated with this great venture

Best wishes
Professor Steve Chinn,
Educational Consultant,
UK

Congratulations for publishing the latest edition of the Asia Pacific Journal of Developmental Differences !!!

Sincerely,
Professor Sunil Karande,
King Edward VII Memorial Hospital,
Mumbai, India

Well done, Angela and all.

Looking forward to next issue :)

Regards

Professor Ong Puay Hoon, Dyslexia Association of Sarawak, Malaysia

STUDENT ACHIEVEMENTS

Student Name	Level in 2015	Educational Therapist	Achievement	DAS Educational Therapist Remarks
Lee Xuan Nellie	S1	Kelly		She has progressed well, worked very hard and went on to Express Stream
Caleb Yeow	S1	Kelly	He has received the good Progress Award.	He worked very hard and went on to Express Stream.
Zachary Wong	P3	Dhaarsheini	Edusave Good Progress Award	Awarded for top 10% who have made significant improvement in their academic performance based on their overall examination results compared to the previous year
Tessa Tan	P3	Jia Hui	Good Progress Award in Chinese	Intra-school morale/cognitive award presented for consistent and significant improvement in Chinese during the academic year
Tessa Tan	P3	Jia Hui	Good Progress Award for Chinese Language	Awarded by the Chinese Language and Culture Fund (of SCCCI, the Singapore Chinese Chamber of Commerce & Industry) and a \$50 Popular prize voucher
Josh Yeo Zhu Qiang	P5	Rosalyn	Storytelling award	He was able to express himself well and got 22 upon 30 for storytelling!
Tan Zi Yu Kylynn	S5	Shaun	Scored 7 points for N (A) Levels	Kylynn got an A2 for her English
Yap Kee Pin Julius	S4NA	Shaun	Topped his class in Mother Tongue	Used expository techniques taught in DAS in his Chinese exam and topped the class
Lee Jie Jun Anson	S3NT	Shaun	Certificate of Academic Achievement	Top 25% of his cohort
Ling Zheng Yi	S3NT	Shaun	Topped his class in English	Zheng Yi topped his class in English (cumulative through CA1-SA2)
Chin Tian-En Joel	S3NA	Shaun	Good Progress Award	
Tee Chee Hean Benny	S3NT	Rosalyn	Bursary Award	Good Results for the End of Year Examinations

STUDENT ACHIEVEMENTS

Student Name	Level in 2015	Educational Therapist	Achievement	DAS Educational Therapist Remarks
Elizabeth Wong	Pri 6	Sree	Received award for top in ENGLISH (Foundation)	Was always failing English
Fa iz Hilman Bin Lufti	Pri 3	Farhana Muliadi/ Nadia Farhana	Edusave Good Progress award	
Nusaibah Iman d/o Mohamed Ikbah	P5	Liyana Zainudin	Received Good Progress award	
Shane Lim	Poly Foundation	Nur Aisyah	Achieved 8 points for N level and O level.	Eligible for Poly Foundation course in Games Design.
Nathanael Lim	S3E	Nur Aisyah	Achieved good results academically, CA Outstanding award, CCA certificate of promotion.	
Yue En Qi	P3	Harsheeni	MOE Edusave Good Progress Award 2014	
Ng Yik Heng	P5	Lay Yen	MOE Edusave Good Progress Award 2014	
Yasmin Bte Mohammad Zulkifli		Sharyfah Nur Fitriya	Edusave Merit Bursary, Edusave Character Award, Edusave certificate of Academic Achievement	
Malihah Binti Rahmat		Camillia Churemi	Edusave Merit Bursary, Edusave certificate of Academic Achievement	
Bertranne Lee Zi Wen	Sec 5	Phoebe Goh	Obtained Subject Excellence Prize for GCE 'N' levels and topped last year for his level in 3 subjects (Principles of Accounts, Mathematics & Science)	
Chia Zhen Hui Seth	Sec 5	Phoebe Goh	Obtained Subject Excellence Prize for GCE 'N' levels and topped last year for his level in Combined Humanities (Literature)	

STUDENT ACHIEVEMENTS



JORDAN LOW ZHEN LONG Sec 2NT (2015) Tampines Secondary School

Jordan joined DAS in 2011. He is currently a student in Tampines Secondary school. Over the years, Jordan has shown great improvement academically. With great determination and encouragement, Jordan was awarded the Edusave Scholarship for his hard work in 2014 from the Ministry of Education recently. He tackles new challenges eagerly with positive attitude. His kind, caring and friendly character makes him a good role model. An inquisitive learner who enjoys analysing situations and making new discoveries of tasks given. We are proud of what you have accomplished. Keep up the good work and strive for excellence, Jordan!



SHANE LIM JI XUAN

S4NA (2014) East View Secondary School

Shane was a student with the DAS from 2012-2014. He is a student with both courage and dedication. He has done exceptionally well scoring 8 points for his 'N' levels in 2014 and given a direct entry to a polytechnic this year. It has always been his dream to be involved in games design since young. With his creative mind and great interest in computer games, he was able to secure a place in Temasek Polytechnic studying a course pertaining to games design and development. He possessed the ability to act independently, be able to display initiative when given a task and not afraid to voice out his opinion. He displayed an ability to view situations and problems from different perspectives and challenge conventional practices. His incisive mind, high sense of responsibility, diligence and determination to achieve his goals will stand him in good stead as well as his future undertakings. Well done and keep up the good work, Shane!

By Nur Aisyah Hashim
Senior Educational Therapist
Tampines Learning Centre

STUDENT ACHIEVEMENTS



IAN LIM YI

The awards came as an unexpected but very pleasant surprise both for Ian and ourselves. This is especially so after a rather challenging year he had at the school front. Not only did Ian have to adjust to a new school environment and formal school curriculum, he was only starting to grapple with his learning difference.

Ian was very blessed to be under the patient guidance of Mdm Thon (his mother tongue teacher) who had only been encouraging and accepting of his learning needs. She was firm with what she expected of him but with that reassuring touch that made all that difference. It was evident to us that she measured success in terms of Ian's improving efforts and resilience in his learning journey instead of simply looking at his grades. She clearly empathised that Ian's under performance was not simply a case of carelessness or lack of effort.

At DAS, Ian thrives in a non-intimidating setting where his differences are embraced. We are heartened that Ian is valued as a unique individual at DAS and that he is given opportunities to prove his worth. We are grateful to all the teachers at DAS; especially Mr Victor and Teacher Joanne who are so genuine about making learning meaningful for Ian. Kudos to Teacher Joanne who has done a commendable job in sustaining Ian's interest in her lessons!

We remain thankful to all at DAS who act as the much appreciated voices for the dyslexic community in our midst- individuals who are equally capable of excelling given the right amount of nurture, and more importantly BELIEF.

Leslie and Eunice (Parents of Ian Lim Yi)

Recently, Ian had received a good progress award in school, but this was not achieved without struggles. Ian has to constantly deal with letter reversals and to physically use his fingers for finger spacing whenever he writes sentences. To a Primary 1 child, this makes reading and writing a daunting task. Fortunately, he is a determined learner and enjoys coming for DAS lessons to learn to read and write better. Although it is still a challenge for Ian to keep up with his school work, he has shown remarkable improvement. This award has greatly boosted his self-esteem and made him realise that his efforts had not gone to waste. With such a positive learning attitude, I am sure he can definitely reach for higher heights.

Joanne Tan
Educational Therapist
Jurong Learning Centre



*Elizabeth Wong received an award for topping
ENGLISH (Foundation)*



*Fa'iz Hilman Bin Lufti receives an
Edusave Good Progress Award in 2014*

SOWMYA BALASUBRAMANIAM

Year 9 Global Indian International School
Parkway Parade Learning Centre

Sowmya Balasubramaniam is a student of Global Indian International School, Queenstown Campus and is currently studying in Class 9. She was assessed by DAS when she was in Class 6 and identified to be dyslexic and dyscalculic. Sowmya has been attending classes at Parkway Parade Learning Centre and has come a long way from being a struggling student to a motivated student. Her English teacher at school in particular, is happy with the progress and interest she shows in learning the language .

In Class 9, Sowmya found it difficult to cope with the rigour of a second language (French) and Math. The school along with parent's consent considered the option of applying to CBSE Boards for Exam accommodations and exemptions. Sowmya's application was successful and she was able to drop French and she chose Art instead of Math.

Sowmya's entry into learning a new subject, Art, was facilitated by a well qualified Art teacher who was able to discover and inspire Sowmya to explore her hidden talents. Sowmya has blossomed into an artist who is on her way to self discovery working hard and diligently to improve and hone her artistic skills. This is made possible from the opportunities the school gives, the recognition she receives from her peers , and the constant, unconditional support and love from her parents.

Kavitha Nair
Global Indian International School, Queenstown



"Impossible is Nothing"

By Hani Zohra Muhamad
Senior Educational Therapist
Bedok Learning Centre

Most of us are probably aware that dyslexia can co-exist with other learning disorders. It is not unusual to find a child with dyslexia to face other learning challenges such as Attention Deficit Hyperactivity Disorder (ADHD) **OR** Specific Language Impairment (SLI). However, what if the child with dyslexia also has ADHD **AND** SLI? Kelvin Lim Yi Xin is one such child. He is diagnosed with dyslexia, ADHD and SLI.

Over the past 7 years, Kelvin has received different kinds of remediation, not only from DAS but also from external professionals, specifically a Speech and Language Therapist from the hospital. Kelvin was first diagnosed with dyslexia at a preschool age and was enrolled in the preschool programme at DAS. When he was in Primary 3, he was diagnosed with ADHD (Inattentive Type) and SLI.

Kelvin had difficulty sustaining attention in class and would lose focus easily. Additionally, Kelvin had great difficulty acquiring the English Language. He consistently struggled in school and was placed in the Learning Support Programme in his lower primary years. Two years ago, Kelvin was enrolled in the DAS Speech and Language Therapy Programme. Currently, Kelvin attends 2 hours of remediation as well as an hour of SLT remediation weekly. He also attends regular follow-ups for his ADHD condition.

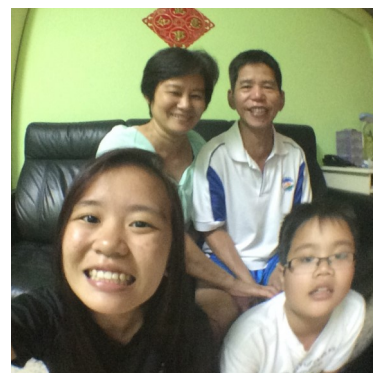
Through the years at DAS, Kelvin has shown commendable progress in his reading and spelling abilities. Nevertheless, this success did not come easy for Kelvin. He still struggles with writing. He requires great support and guidance

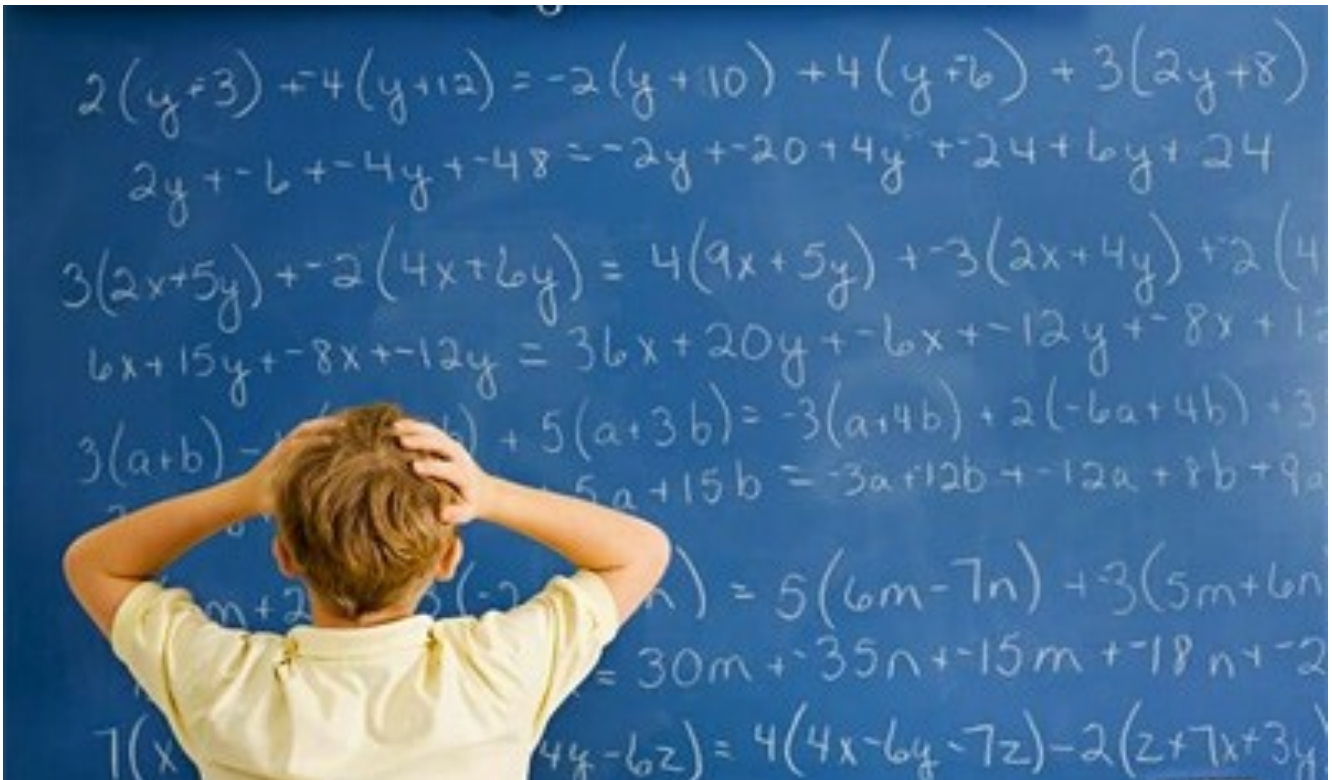
whenever he attempts a writing activity in class. However, despite all the challenges that may seem unsurmountable for a student at the Foundation Level to overcome, Kelvin did extremely well at the PSLE last year. In fact his results were so incredible that instead of the Normal Technical stream, he was promoted into the Normal Academic stream in Secondary school. In his Primary school, Kelvin received two awards - Top Pupil in the Level and 1st Position in Class. Additionally, Kelvin received two Edusave awards - Good Progress Award as well as Achievement, Good Leadership and Service Award.

In the 4 years that I have worked with Kelvin, he has always displayed a positive attitude towards learning. He truly embodies perseverance and determination in spite of his learning challenges.

Indeed, "impossible is nothing" when a child receives utmost support from a mother who recognises her child's lack of ability yet gives him the remediation that he needs. In order to help Kelvin, she collaborates closely with me as well as Kelvin's Speech and Language Therapist. Kelvin's mother plays a pivotal role in his literacy development and improvements. His success today attests to a strong parental and family support, as well as hard work on the child's part.

May Kelvin continue to achieve greater heights in Secondary school and beyond!





My Experience with Dyscalculia

By Hansika Chanrai

Throughout my academic life I have always struggled with mathematics. When I was little it didn't concern me, I was oblivious to the fact that the rest of the class didn't have the same difficulties as I did. Instead my primary concerns, revolved around who was going to hoard the swings and the slide in the playground.

I concentrated on finishing just enough sums or equations so I could be released, free to roam in the jungle of the playground. It wasn't until year 6, when I had to sit my exams that the attitude of my friends and teachers changed. Everyone started working frivolously, frantically panicking about the examinations that were fast approaching.

This is when everything changed. It wasn't until the first practice exam paper that I sat I knew

something was wrong. I had done the same revision as all my friends, we both concentrated just as hard as one another but yet my results were substandard to theirs. I couldn't explain it and neither could my teachers.

"My teachers were unable to decipher what was wrong, so I was referred to a plethora of specialists, who made me sit numerous tedious tests. This process was long and grueling but essential. The outcome of these tests declared that I had Dyscalculia. "

I had not understood any of the basic concepts or theories in maths, but I didn't think anything of it, as all my life I had never known anything different. It was not until Year 6, when I was preparing for my entrance examinations into senior school that one of my teachers noticed something was wrong, I was unable to grasp the most basic mathematical concepts and number facts. My teachers were unable to decipher what was wrong, so I was referred to a plethora of specialists, who made me sit numerous tedious tests. This process was long and grueling but essential. The outcome of these tests declared that I had Dyscalculia. I had never heard of Dyscalculia before, but knowing it wasn't just me that had it was reassuring.

Dyscalculia doesn't have its own identity. If you asked someone what Dyscalculia is they would refer to it as 'Math's Dyslexia.' It doesn't carry the same credibility as Dyslexia or other prominent learning disabilities. A consequence of this is that many people don't even know that they possess this learning difficulty at all. I for one was unaware until I was diagnosed.

As soon as I was diagnosed I was removed from regular math's classes at my school, as my math's skills and results were substandard to my peers. I was even told by one specialist that sitting future examinations such as SATs and GCSEs would be unattainable and unimaginable.

In a single term my life changed. Everything I knew changed. Although this change was unnerving, being told I couldn't do something fueled me with the determination to work with my learning difficulty and prove everyone wrong. I knew it would be impossible to defeat my learning disability. It was like any organ. It was a piece of me. As soon as I accepted this I was able to work towards my goal.

During Year 6, I attended classes at a specialist school called 'Emerson House' in addition to my regular school. My school day became longer. My workload increased. At the time I thought it was unfair that I had to do more work than my

friends, and was still achieving lower grades. But I didn't stop persevering. I was unable to complete my 11+ examinations to an adequate level so was unable to attend the same schools as my peers.

I couldn't change the past, only the future. During the first two years of senior school, a private tutor came into school to tutor me in math's. We regularly worked through break and lunch times. These extensive and comprehensive lessons were useful but frustrating at times; while everyone else was outside playing I had to work. But all this hard work and determination paid off, as by Year 9 I was able to participate in a regular maths class with the assistance of a tutor outside school.

My determination, dedication and discipline proved everyone who ever doubted me wrong. I managed to achieve an A in GCSE maths, an exam that I was predicted not to be able to even take. I didn't listen to the people who told me I couldn't do it, but instead worked to prove them wrong. I had the support of my family and teachers who never doubted me, but helped me achieve my full potential. They helped me view Dyscalculia not as a hindrance but an asset.

Are you concerned about your child's literacy development?

Problems in learning to read and/or spell could be signs of specific learning challenges such as dyslexia. This applies when a child's overall progress seems at odds with his/her general ability level.

If your child has difficulty in the areas of:

- Letter formation
- Letter sequencing
- Reading
- Spelling
- Learning of sight words
- Handwriting
- Following multi-step directions or routines

Come for our **FREE** screening conducted by our preschool early literacy intervention team. Our professionals will address your concerns about your child's literacy development and share with you help that is available. **For preschool (K1 - K2) children only.**



Early Years Literacy Profiling Test for K1 - K2 children only.

Friday, 5 June 2015

9:00am - 5:00pm

Bishan Learning Centre

Bishan Junction 8

8 Bishan Place, #06-03

Singapore 579837



Please contact us at **6444 5700**. Mon-Fri (10am-6pm) & Sat (10am-1pm)
Registration is required. Limited slots!



Cover Story

“EVERY MOMENT MATTERS”

by Dr Hugh Catts



Reading is a wonderful ability; it informs us, entertains us, and brings us great joy. With the appropriate opportunity and experience most children acquire the ability to read in the early school grades and go on to use their reading skills for educational and recreational purposes.

A small portion of children can experience significant difficulties learning to read. These difficulties often lead to a host of negative consequences including academic failure, poor self-concept, truancy, or limited employment opportunity.

Fortunately, research indicates that the severity of reading problems and the

associated negative consequences can be significantly reduced with early intervention. However, for early intervention to take place, children must be identified in a timely fashion. Because the primary symptom of a reading disability is difficulty learning to read, practitioners and educators have typically waited until considerable reading instruction has been provided before a diagnosis could be made.

This practice often has delayed identification until second grade or later. Fortunately, research has begun to uncover early factors related to a reading disability as well as educational practices that allow practitioners and educators to identify children at risk for a reading disability prior to, or at the very least, the beginning of formal reading instruction.

One of the earliest signs of risk for reading disability is a family history of reading disabilities. Children with a parent or sibling with who had difficulties learning how to read have a 40-60% chance of having a reading disability themselves.

Early behavioural signs of risk for reading disability are delays in the development of oral language. Children who are late to speak or who show delays in the acquisition of spoken vocabulary or grammar often go on to have difficulties learning to read.

Other early language problems that may foretell later reading difficulties are poor verbal short-term memory and/or a lack of an awareness of the sounds in words (i.e., phonological awareness). The latter difficulties can lead to problems recognising the relationship between how words are pronounced and how they are spelled, i.e, the alphabetic principle.

When family risk or early language problems are not apparent, universal screening can be used to identify children who are at risk for reading disabilities. This screening is often completed as early as the beginning of kindergarten and has been shown to be quite accurate in identifying children at risk.



In addition to screening, progress monitoring in response to instruction/intervention has been used to improve accuracy even further. Measures of phonological awareness and oral language are frequently used in screening and progress monitoring. In addition, letter knowledge and/or sight word reading have been assessed. The latter assessment has proved to be particularly informative.

Research has shown that children who get off to a slow start learning the letters of the alphabet and/or initial sight words (after appropriate instruction) typically have subsequent difficulties in learning to read.

Very few children appear to have what might be considered a developmental delay in which an initial slow start is followed by rapid growth and benchmark attainment. Because of this, intervention should not be delayed and should begin as early as possible to achieve the best outcomes.

Early intervention cannot only accelerate the acquisition of reading skills but can limit the negative consequences associated with reading disabilities. Early intervention can also assure that children do not miss opportunities to acquire vocabulary and world knowledge through reading in the early school grades.

Finally, timely intervention can prevent the acquisition of inaccurate and/or unreliable reading strategies often seen in struggling readers.



DAS PRESCHOOL EARLY INTERVENTION PROGRAMME:

Advocacy for Early Intervention

By Wong Kah Lai
DAS Preschool Programme Manager

What is early intervention?

There are many definitions to the term “early intervention”. Wikipedia describes it as, “a system of coordinated services that promotes the child's age-appropriate growth and development and supports families during the critical early years”.

Online, thefreedictionary.com (medical-dictionary) defines it as “a process of assessment and therapy provided to children, especially those younger than age 6, to facilitate normal cognitive and emotional development and to prevent developmental disability or delay”.

Regardless, early intervention sounds like a scary term. It suggests “something is not-quite-right” with my/your child”.

“ Early intervention is about aiding a young child who may be at risk. Being “at risk” does not mean that your child “is definitely going to be”...

What does Early Intervention really mean? What does it do?

Early intervention is about giving aid to a young child who **may be AT RISK**. Empowering that child with the ability to meet this growing list and/or range of difficulties in learning. It prevents poor self esteem and subsequent lack of self confidence from creeping in. It taps on and leverages on the child's other innate abilities, such as keen observation and imagination, often seen in expressive drawings, unique Lego and wooden block construction, and sometimes recalling obscure facts; to compensate for what comes more easily to other kids but not them.

It makes possible for these children's mind and intellect to be engaged and not starved because adults can feed them, in ways that is not fully dependant on their ability to read, write and spell, by e.g. reading to them, talking and explaining. And teach, demonstrate and model to them how to fish. With tailored learning strategies.

Being **"AT RISK"** does not mean that your child "is



definitely going to be" ... dyslexic or having a disability for life. It means your child, at this point of time, is showing some characteristics symptomatic of dyslexia, for example, and early intervention is meant to equip your child with the independent ability to bridge a learning gap that is emerging between him/her and his/her friends in class until they are old enough (age 6 and above) for a more formal assessment by a psychologist.

In the meantime, kids are smart even though they may be only 4 or 5 years old. They can sense, and know, if they are falling behind their friends when it comes to certain activities. E.g. remembering sequence of the alphabet, difficulty with number sense, pre-writing, reading and so on. No two dyslexics are the same. Early intervention, e.g. through DAS Preschool Individualised Intervention Plan (IIP), explicitly addresses these unique differences and strengths.

Its simultaneously multi-sensory methodology and mixture of teaching and learning strategies has proven (findings published in our annual programme evaluation report) to make a significant difference in children's learning. Early intervention provided children, identified or flagged as at risk of dyslexia, with a specific set of learning tools that works towards overcoming that inborn hindrance to reading, writing and spelling in the form of dyslexia.

What is dyslexia?

Dyslexia describes a different kind of mind, sometimes gifted and productive, that learns differently.

It is a specific learning difficulty, neurological in origin, that makes it very difficult for a child to read, write and/or spell. It is genetic though it can skip generation(s). It has nothing to do with the child's intelligence.

These kids go on to mainstream schools, just like everyone else. Except, they struggle more than most when it comes to reading, writing and spelling. Often weaknesses seen in areas of language development, memory and sequencing can go undetected. Therefore, lacking adequate learning and developmental support in the early years of schooling.

Dyslexia describes a different kind of mind, sometimes gifted and productive, that learns differently.



" [Initial intervention provided] after 11 years old, it takes four times as much teaching to produce the same degree of progress as could have been achieved before age 7."

Why the urgency and advocacy for early intervention for dyslexia?

According to research studies, if a dyslexic child is identified and given effective teaching before age 7, he/she may improve to the point where there is little disadvantage. After age 7, a sharp fall in effectiveness of teaching intervention is noted. After 9 years old, the effects of intervention seems to stabilize rather than remedy the relative deficit in reading skill. After 11 years old, it takes four times as much teaching to produce the same degree of progress as could have been achieved before age 7.

Apart from research, every child has a starving mind; naturally curious, always seeking knowledge and answers. Don't starve the mind. Equip them with strategies to learn. Equip them to level their own playing field in learning where the ability to read, write and spell, determines the winner.

DAS PRESCHOOL PROGRAMME:

An open resource support for all Preschools, Teachers and Parents

Teachers are the frontline in working with children, next to parents. School principals and administrators support both parents and teachers. Everyone works passionately and collaboratively towards one common goal—the child.

Therefore, it is crucial for everyone to be alert and aware when seemingly bright and intelligent children seems to be underperforming unintentionally.

ALL preschoolers aim to please and they want to

earn praises from teachers and parents, their nearest and dearest. However, if they get criticised or scolded overly much when it comes to tasks associated with reading, writing and spelling, may be they need specialised help. Seek advice for early intervention.

FREE OUTREACH AND AWARENESS TALKS FOR PRESCHOOLS, KINDERGARTENS AND CHILDCARE CENTRES

DAS Preschool Programme, with the support of DAS Outreach and Awareness team, has been reaching out to various preschools in Singapore in providing free dyslexia awareness talks.

If your centre would like a free awareness talk please contact Kah Lai: kahlai@das.org.sg



Kah Lai pictured above holding a certificate of thanks for her awareness talk from PCF Sparkletots in Clementi

Support the Learning Needs of Preschool Children

Supported by NTUC Income OrangeAid



Join our distinguished experts as they share ways to identify the early signs of learning differences and the interventions that are available at the Dyslexia Association of Singapore (DAS).

Register now at <http://preschool-seminar2015.eventzilla.net>

PRESCHOOL SEMINAR 2015

SATURDAY, 25 APRIL 2015

- 9.00am Registration
- 9.30am Welcome
- 9.40am Every moment matters
Early identification of dyslexia and other reading difficulties
Dr Hugh Catts
- 10.45am It takes a village to raise a child
Developing a child's speech & language abilities
Choo Ling Fong
- 11.15am Tea Break
- 11.45am Learning that makes sense
Practical strategies from our preschool intervention programme
Wong Kah Lai, Kelly Bijay, Thila Renganathan
- 12.25pm From Rat's Race to Snail's Pace
Sharing from a parent's perspective
Chua Weng Foo
- 12.45pm Q&A with Panel



For more information, please contact us at 6444 5700 during office hours:
Mon to Fri - 9am to 5.30pm, Sat - 9am to 12.30pm
www.das.org.sg | www.ses.org.sg

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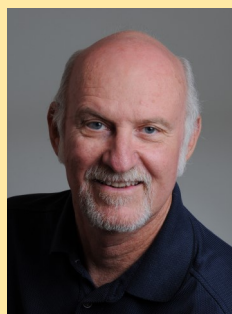
**DYSLEXIA ASSOCIATION
OF SINGAPORE**
HELPING DYSLEXIC PEOPLE ACHIEVE

**Specialised
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Services**
UNLOCKING POTENTIAL

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EVERY MOMENT MATTERS: EARLY IDENTIFICATION OF DYSLLEXIA AND OTHER READING DIFFICULTIES

DR HUGH CATTS
PROFESSOR AND DIRECTOR

Early intervention is critical to improving the academic and life outcomes of children who are at risk for reading disabilities. In order to provide early intervention, children must be identified in a timely manner. This presentation will discuss research findings across various domains that relate to the early identification of reading disabilities. Dyslexia and specific comprehension impairments will be addressed and topics related to their identification and treatment will be presented. Among the topics included are early precursors of reading disabilities, universal screening, dynamic assessment, and RTI, and language and literacy intervention.

Dr Catts is Professor and Director of the School of Communication Science and Disorders at Florida State University. Prior to joining the faculty at FSU, he was a professor and chair at the University of Kansas. His research interests include the early identification and prevention of language-based reading disabilities. He is currently involved in a five-year longitudinal study that is designed to increase our understanding of the role of language skills in reading comprehension, and knowledge of how to effectively increase reading comprehension through systematic classroom-based instruction. He is a past board member of the International Dyslexia Association and past board member and President of the Society for the Scientific Study of Reading.



IT TAKES A VILLAGE TO RAISE A CHILD: DEVELOPING A CHILD'S SPEECH AND LANGUAGE ABILITIES

CHOO LING FONG
SPEECH AND LANGUAGE THERAPIST

This presentation will highlight the key developmental milestones of a child, possible difficulties with communication and strategies for parents and teachers to promote speech and language development.

Ling Fong, DAS Speech and Language therapist, holds a Master of Science (Speech and Language Pathology) from the National University of Singapore. Formerly a DAS psychologist working with dyslexic children, she noticed how poor language skills are linked to literacy difficulties, and felt strongly that intervention needs to target both language and literacy. Her interests are in language, literacy and socio-emotional development in children with learning / communication difficulties.

REGISTER NOW!

<http://preschool-seminar2015.eventzilla.net>



LEARNING THAT MAKES SENSE: PRACTICAL STRATEGIES FROM OUR DAS PRESCHOOL INTERVENTION PROGRAMME

WONG KAH LAI
PRESCHOOL MANAGER



KELLY BIJAY

Experiential learning combines both hands-on as well as critical reflective engagement. Children learn through active participation and discovery, accumulate knowledge at their own pace with the teacher's carefully crafted facilitation. In this presentation, they will be sharing with parents and teachers practical strategies that will help children with learning differences.



THILA RENGANATHAN

Kah Lai, Kelly and Thila are DAS Educational Therapists and have over 40 years of combined experience working in the preschool industry both locally and regionally, in mainstream preschool classrooms and with dyslexics. They are presently involved in preschool curriculum development, teacher training and early intervention.



FROM RAT RACE TO SNAIL'S PACE

CHUA WENG FOO
DAS PARENT

Parents in Singapore understand too well the rat race of living in a high stress society and they would do anything and everything within their means to give their children a head start. But what if you realise your child is learning at snail's pace no matter how much time you pour in and how much whip you crack. All you could do is watch in horror as every kid in his class overtakes your "snail" by a big margin.

Weng Foo is a business leader, an entrepreneur, a coach and an evangelist for organisation effectiveness. For 15 years, he has served as CEP/MD growing Asia businesses for international software and service companies. His clients span a wide variety of sectors - such as insurance, higher education, NGO/NPO, GLC, public sector, shipping, logistics, media and construction. Weng Foo has a flair for creative thinking and used it well in tackling complex business challenges. He is passionate about what coaching can do to accelerate individuals' and organisations' performance and success. He therefore plans to share his years of management and coaching experience with this clients to improve their performance and results in business and life. As a student, he had dyslexia and struggled in his studies. However, he graduated in the top 3% of his class year at Rutgers University with a bachelor degree in computer sciences. In his career, he started out as a door-to-door salesman selling fax machines, and ended up with an exciting career as a business leader in the IT

OUR VISION

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

OUR MISSION

Unlocking the potential of individuals with learning differences.

The 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.

We are a dedicated team of professionals who are committed to delivering a quality service focusing on the needs of the individual and striving to bring out their very best.



Specialised Educational Services

UNLOCKING POTENTIAL

Find out more:
www.ses.org.sg
6444 5700



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

PROGRAMMES

1. Preschool
2. Chinese
3. Essential Maths
4. English Exam Skills
5. Specialist Tutoring
6. Speech and Drama Arts
7. Bridging

THERAPY

1. Play
2. Speech and Language

ASSESSMENTS

1. Multi-Professional Team
2. Psycho-educational
3. Speech and Language Therapy

WORKSHOP & OTHER SERVICES

1. Holiday Workshops
2. Professional Support Service

PRESCHOOL PROGRAMME

Specialised Educational Services

UNLOCKING POTENTIAL



The aim of the SES Preschool Programme is to help preschoolers who are potentially at risk of dyslexia, or have developmental delay in early literacy, develop skills and strategies to become confident achievers when they enter primary school.

RECOMMENDED FOR

Preschoolers in Kindergarten One and Two who are at risk of dyslexia or having difficulties with reading, spelling and/or writing.

OUR APPROACH

Our programme helps preschoolers acquire a good foundation in alphabet knowledge and phonograms, leading up to learning sight words essential for reading. These abilities gear them towards reading and spelling readiness.

In class, your child will be taught rules, facts and generalisations about the English language, enabling them to read and spell more effectively. They will also be taught strategies to cope with letter reversals. The programme follows a prescribed scope and sequence for systematic, sequential and cumulative teaching.

Components covered in a typical lesson:

- Alphabet Knowledge
- Phonograms
- Learned Word Knowledge (e.g. said)
- Reading
- Spelling

Preschoolers will be advised to go for a Full Aged Psychological Assessment when they turn six. Children diagnosed with dyslexia have the option to continue with the MOE-aided DAS Literacy Programme.



Find out more at www.ses.org.sg or 6444 5700

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

**Specialised
Educational
Services**

UNLOCKING POTENTIAL

Social Skills for Young Children



Social Skills for Young Children
Tuesday to Friday, 2 to 5 June 2015
10am to 11:30pm **OR** 2pm to 3:30pm

Ages: Kinder 2 to Primary 2

Venue: Tampines Learning Centre

Fees: \$385.20* (incl. GST)

**Bursary is available*

Contact: 6444 5700 Hotline (Office hours)

Register: www.ses.org.sg/workshops



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

DOES YOUR CHILD FIND IT HARD TO:

1. Be a good listener and stay on topics in conversations?
2. Control his/her anger?
3. Cope with working in groups?
4. Handle bullying in school?

Come join the DAS Social Skills Workshop (K2 to P2)! Through games, role playing and other practical activities, participants will know more about the dos and don'ts on how to be a good conversation partner, a friend and a team player.

**Specialised
Educational
Services**

UNLOCKING POTENTIAL

Creative Writing “Tell to Write”



Creative Writing “Tell to Write”

Friday, 26 June

1pm to 3pm

Ages: Kinder 2 to Primary 2
Venue: Woodlands Learning Centre
Fees: \$36 (incl. GST)

Contact: 6444 5700 Hotline (Office hours)

Register: www.ses.org.sg/workshops



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

This workshop is designed for young reluctant writers and aims to lure learners into the world of words through the use of stories.

Using iPads, students will be guided to tell their stories through play leading them to scribe their story on paper.



ON-SITE TEACHING is aimed at supporting students with specific learning differences at your site.

SUPPORTING SPECIFIC LEARNING DIFFERENCES

Early identification is vital in helping a child to succeed academically and socially. Some, but not all, children have a diagnosis for specific learning differences. However, their symptoms and difficulties in learning are similar to a typical child with learning differences. Many of them are struggling to cope with academic requirements and need specialised intervention. We have strategies to help them compensate for their difficulties and enable them to achieve success in their learning.

DAS Educational Therapists and **Speech & Language Therapists** are professionals who are trained to provide specialist intervention for children with various specific learning differences.

For the full range of services that DAS provides, please visit our website at www.das.org.sg

WE PROVIDE:

- ♦ **Dyslexia remediation**
- ♦ **Reading Recovery**
- ♦ **Maths**
- ♦ **Speech & Language therapy**

Our programmes are diagnostic and prescriptive tailored to meet the specific learning needs of each child or group of children.

CONTACT US:

If you would like to know more about On-site Teaching, contact:

Kenny Goh

E: kenny@das.org.sg

T: 6643 9600



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

The Dyslexia Association of Singapore (DAS) is a non-profit organisation in Singapore which aims to build a world class organisation dedicated to helping dyslexic people achieve. It provides services ranging from screening and assessments to diagnose for dyslexia and other specific learning differences, to educational therapy and tutoring services for students with dyslexia and other specific learning differences.



Education Exchange



Why do we need early intervention for dyslexia?

By Emeritus Professor Angela Fawcett
DAS Research Consultant

Children with Dyslexia will fail to progress in the early stages of learning, although they may seem to have the ability to achieve in line with their peers. Research evidence has shown that children who do not receive the support they need in the early years may need 67.5 hours of one-to-one support in order to catch up with their year group in junior school.

Screening young children empowers teachers to identify problems before they become entrenched, and use a profile of strengths and weaknesses to inform the development of an individual education plan. In earlier research Fawcett and colleagues (e.g. Nicolson et al 1999, Fawcett et al, 2000) have shown that children aged between 5 and 7 can make significant progress following a 10 week small group intervention, with support 3 times a week for 20 minutes. This effective and cost-effective approach has also been used with 4 year-old children, using a combination of language, motor skill and pre-literacy games, and these effects have been shown to persist in longitudinal studies.

"...children who do not receive the support they need in the early years may need 67.5 hours of one-to-one support in order to catch up with their year group..."

In this article, I outline the approach used in Singapore, as well as the work done in South Wales.

One of the distinctive features of the approach adopted by DAS for Singapore in their early intervention with pre-school children is an emphasis on the importance of emotional and motivational factors in contributing to literacy. This is something quite unique which characterises the support DAS offers for 5 and 6 year old children in K1 and K2. The work has been really successful in helping young children to get to grips with the early stages of literacy.

Here we discuss an approach used with 5 year olds in the UK, where children will start school in the year they are 5, and many will be in full time school by the age of 4 and a half. The Welsh Assembly government recommended an early screening and intervention approach in their 2009 report.



About the Screening Tool

The Dyslexia Early Screening test (Nicolson and Fawcett, 2004) used in conjunction with 'Hands on Literacy' provides a screening and intervention approach that enables school staff to identify pupils at reception age who may have difficulties with early literacy and/or motor difficulties. In the first instance a checklist is administered to identify any teacher concerns. This information is gathered in the child's first term at school.

Where children are identified as falling behind their peers, the Dyslexia Early Screening test (DEST-2) assesses 6 key areas. These are letter and digit naming; phonological skills; working memory; balance; motor skills; and speed of processing. A test of receptive vocabulary gives a rough measure of verbal ability/ IQ. An analysis of the data provides the school and the Local Authority with a report outlining:

- ◆ The number of children requiring class based actions. From the assessment, appropriate interventions are suggested to scaffold and build areas of difficulties, using areas of strength to build confidence and self esteem. The 'Hands on Literacy' pack provides schools with interventions for support staff to deliver.
- ◆ The approach was first evaluated with experimental and control schools, and performance compared at pre and post-test. Criteria adopted for inclusion in the evaluation were an at risk score of 0.6 or more, indicating mild risk, with an at risk score of 0.9 or more indicating strong risk. Intervention was provided 2-3 times per week for 20 minutes for a 12-week period. Following the intervention, 75% of the intervention group were no longer at risk, reducing the risk factor by twice the amount of normal teaching, and there were significant improvements in identifying the 1st letter, a key skill in early phonological development. The feedback from teachers in schools taking part in the project was particularly good.



The Screening Test

Although the screening tests are designed to take only 30 minutes to deliver, they need to be administered individually and could be demanding in terms of limited teacher time. The approach adopted has been to have the screening delivered by specialist teachers, by classroom assistants and by nursery teachers. However, the teachers themselves have noted how much they have gained from administering the tests themselves, because of the deeper understanding it can provide about children with dyslexia. Overall, the teachers were agreed that it was useful to administer the test themselves, in order to see gaps in the children's knowledge,

even in children who were not at risk overall, which were not easily identified in the course of their teaching. Schools had noticed how much difficulty the children experienced with rhyme, which they had not previously recognised. Two schools had identified unexpected difficulties in children they had not previously suspected would struggle.

"...teachers themselves have noted how much they have gained from administering the tests themselves, because of the deeper understanding it can provide about children with dyslexia."

The Intervention – "Hands on Literacy"

The intervention was developed in consultation with the teachers who were to deliver it, following an introduction to the principles of structured multisensory teaching through games and activities that were based on five areas of development, phonological awareness, visual, spatial and auditory memory and sequencing. It also draws upon fine and gross motor skill development.

Staff asked for modeling of activities so that they could feel confident that they were giving children the best possible chance to develop appropriate skills. Recommendations for particular resources were requested and a detailed synopsis of ideas for developing multisensory boxes/ storage and display areas for the project. Progress was evaluated following the intervention in comparison with children who had not participated in the intervention in the control school.

Following feedback from project teachers it was felt that it would be better to limit some of the activities introduced in the early stages of the programme so that there was more 'practice time' and that new activities should be introduced on a fortnightly basis to allow for assimilation and transference of skills. Staff felt it was difficult to leave out any activities, however, as they were all popular with the children and appeared to have a positive effect.

The intervention was extended to twelve weeks and more activities were added, honing the intervention programme to meet the continuing needs of the identified children in the pilot schools.

In feedback interviews teachers felt they had gained knowledge and awareness of signs of specific learning difficulties. The experience had

highlighted the importance of early intervention and they were now more confident in recognising and addressing the development of early literacy and movement skills.

All the children involved in the project enjoyed the multisensory activities and made progress but watching the children develop confidence and enthusiasm gave the greatest reward. The teachers thought that the project was interesting, informative and relevant and that the intervention programme could be transferred into good whole class practice. Evidence from teachers' and children's questionnaires, assessment results and overall statistical calculations point to an endorsement of the intervention programme in successfully facilitating accelerated development of early skills within the classroom environment.

In the picture above the children are working with a puppet to name concrete objects rapidly.



"All the children involved in the project enjoyed the multisensory activities and made progress but watching the children develop confidence and enthusiasm gave the greatest reward."

In the picture below, the children are practicing rhyming, a key skill in early learning and a predictor of success in reading. In order to make it more fun, the child must choose the two objects which rhyme, and then use the tongs to put the fish in the dish.

In terms of the intervention itself, therefore, the teachers, the children who had enjoyed taking part and their parents were impressed with the outcomes. A number of schools had opted to use aspects of the screening, particularly the motor skills, and rhyming and phonology, as a whole school approach, even adopting some of the approaches in nursery so that future children have a good grounding in areas which had proved challenging.

The teachers were particularly impressed by some of the motor skill tasks, which they would not necessarily have included within their teaching.

In conclusion a short term targeted small group intervention proved effective and cost-effective in supporting children with difficulties in reception classes in South Wales. 78 schools are now taking part in the scheme,. Records will be maintained on the children's progress up to the age of 10, so that we can see whether there are any long-term effects of the intervention, or whether as seems likely, further support will be needed over time.

"The experience had highlighted the importance of early intervention and they [teachers] were now more confident in recognising and addressing the development of early literacy and movement skills."





Let's create our own Tribal classrooms! An Introduction to Attachment-based Teaching

By Mohamed Samunn
Senior Educational Therapist
Sengkang Learning Centre

This article is based on the key-note lecture by psychologist and neuropsychologist Louis Cozolino on October 25, 2014 at the Association of Educational Therapists (AET) Conference at Anaheim, California, USA.

The centre of attention of this lecture is about the human brain. It is looked at as a social organ and its natural habitat for growing is in the context of *secure attachment* bonds and nurturing relationships.

"When we raise and educate our children, we are shaping their brains in ways that will either help or harm their ability to lead their lives. Healthy early relationships will allow children to think positively, trust in them and others, regulate their emotions and good decision making."

Why the brain is considered a social organ?

Every child faces a different situation. We hope that our students go home every day where they have plenty of food, warmth, love, and care; but some of our students go home where nobody pays attention to them, they may have to find a way to get food themselves. Some students may not have a quiet place to study at home because the television is switched on all the time. Some children may come to school from welfare homes. So children have different challenges to face in life.

Likewise, some of the networks of human brain do not fully mature until the mid-twenties. Therefore, during development, children and adolescents require a certain set of scaffoldings for their brain. In other words, they use parents' and teachers' brains to help them navigate life. This is reflected in our society in the form of social values or as laws.



"...every brain is an experiment of nature and every child has a different childhood... As educators, we can pay attention to what we see in our students and try to adjust to those situations."

For instance, the age at which we allow people to drive, engage in independent money transactions and banking, or smoke reflects children's level of brain maturation.



When we raise and educate our children, we are shaping their brains in ways that will either help or harm their ability to lead their lives. Healthy early relationships will allow children to think positively, trust in them and others, regulate their emotions and good decision making.

In other words, every brain is an experiment of nature and every child has a different childhood. Gene-environment interactions over time are incredibly complex. As educators, we can pay attention to what we see in our students in front of us and try to adjust to those situations.



What is secure attachment?

According to Cozolino *Secure attachment* is the ability to be soothed by others and to experience safety through proximity. In the classroom, secure attachments to teachers and other students optimise the ability to learn. This biological connection has been shaped by evolution within brain networks dedicated to learning, stress, and social relationships (Cozolino, 2014).

As a social organ, human brains have evolved to be linked to and learn from other brains in the context of significant relationships. Furthermore, our brains are capable of learning from caring and compassionate people - parents, teachers, relatives and other senior members - in the society who know us well and who could devote their time in our well being. This scenario

answers a vital question that all of us have faced one point in time of our lives. The question is; *why did we do better with teachers we loved?*

How can one apply this understanding of *Secure attachment* to a learning situation. In principle classroom situations can be created that come as close as possible to the early tribal social environments in which the human brain first learned how to learn.

What is a tribal classroom and how can we create one?

Let's start with a basic definition: a tribe is a group of individuals tied together by time, familiarity, affection, and common purpose (Cozolino, 2014). These four elements are social characteristics of real tribes. As educators, whatever we can do to expand and enhance these four factors within the context of secure relationships will help us to create a tribal classroom.

For example, in a classroom, if you are a very serious, learning-oriented teacher, you help create a sense of authority and fear in the environment. This may work for certain groups of kids, but it will not work for kids who are struggling, and who don't have that emotional foundation at home - those who have insecure attachment, anxiety disorders, or anxiety about learning. This situation inhibits learning.

"...a tribe is a group of individuals tied together by time, familiarity, affection, and common purpose. As educators, whatever we can do to expand and enhance these four factors within the context of secure relationships will help us to create a tribal classroom."



Therefore, a teacher's job is not only to present information but also to modulate the fear networks so that the information can actually be attained and retained by the students.

In other words, for kids who don't have the socio-emotional development and the maturity required for them to regulate their own emotions, secure relationships will help the teacher to match the teaching style to the students.

These secure relationships not only will help the teacher to reach the unteachable students but also will lend a hand to him or her to eliminate the bad matches between students and educational environments.

Two take home messages:

The brain is a social organ. The cortex is shaped post-natal via social interactions. Therefore, the brain can be changed, regulated, and helped to heal in relationships. Hence, there are no single human beings.

As teachers each brain, each relationship, and each group that we are working with is an experiment of nature.

Therefore the following pointers **WILL NOT BE** considered as part of an attachment-based (tribal) classroom:

- a) A one-size-fits-all classroom.
- b) Students are not homogeneous-they are a diverse collection of children.
- c) Uniformed teaching and learning materials.
- d) Interchangeable workers-frequent switching of teachers in a class.
- e) Predetermined final products-predefined learning and test outcomes.

Educational Therapists can recreate tribal classrooms within their teaching and learning environments by establishing bonds of affectation with their students so that their students are teachable.

In summary, attachment-based teaching primarily help us to find a single answer - i.e. relationships - to two questions:

1. When we were students why did we do better with teachers we loved?
2. What makes our students unteachable?

Reference

Cozolino, L. J. (2014). *Attachment-Based Teaching - Creating a tribal classroom*, W.W. Norton & Company, New York.

Specialised Educational Services

UNLOCKING POTENTIAL

SPECIALIST TUTORING

SES has a team of specialist tutors who have extensive experience in supporting students with specific learning differences and other learning needs.

ONE-TO-ONE SUPPORT

Individualised tutoring is tailored based on the profile of the child, which is obtained from our multi-disciplinary team of Educational Psychologists, Speech and Language Therapists and in consultation with parents and educators.

Specialist Tutoring focuses on problem-solving skills, which includes:

- Literacy, Numeracy, Oracy & Writing Skills
- Individual Curriculum support
- Study skills and Exam preparation
- Behaviour and Social support



Find out more at www.ses.org.sg or 6444 5700

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

ESSENTIAL MATHS PROGRAMME

The aim of the SES Essential Maths Programme is to effectively support students with dyslexia who have persistent difficulties in mathematics, particularly in maths word problems.

**Specialised
Educational
Services**

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OUR APPROACH

The programme helps to bridge the gap between your child's ability and the mainstream syllabus by addressing areas they are weaker in. This is done through C-R-A (Concrete-Representational-Abstract) approach. Every stage of learning ensures that the child links mathematical ideas in a progressive and cumulative way, bridging the gap between the student's ability and mainstream syllabus.

RECOMMENDED FOR

Students with dyslexia who have specific areas of difficulty that can affect their mathematical performance such as poor short term and working memory, reversals in words and numbers, problem with sequencing and difficulty with reading word problems.

C

CONCRETE

- Counters to add and subtract
- Fraction pies

R

REPRESENTATIONAL

- Number line
- Use of drawing

A

ABSTRACT

- Numbers notation, maths symbols
- Problem solving



Find out more at www.ses.org.sg or 6444 5700

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

CHINESE PROGRAMME

小学华文辅助课程

Specialised Educational Services

UNLOCKING POTENTIAL

The aim of the SES Chinese Programme is to help students with dyslexia become independent, inquisitive learners in the Chinese language.

Chinese as a language is more complex than English as many words can be read the same way though each word has a different meaning. The strokes in Chinese words must also be written in sequence. This complexity causes reading and writing Chinese to be very tedious for children with dyslexia.



OUR APPROACH

The programme helps to foster your child's interest in the language through thematic-based teaching. In this way, vocabulary that is covered is relatable and can be used on a daily basis, allowing them to express themselves better in the Chinese language. Students are taught interactively through the use of stories, educational games and hands-on activities to make language learning fun and memorable. Lessons are also structured in a way to increase efficiency in learning the language through the instruction of character structure, radicals, stroke pattern, word recognition strategies and understanding how words are combined together.

Components covered in a typical lesson:

1. Word Recognition
2. Vocabulary Instruction
3. Teaching of Sentence Structures

Comprehension and writing activities are also carried out for students who have good oracy skills in the language.

Application is open only to primary school students. Priority will be given to students who are not exempted from Chinese.



Find out more at www.ses.org.sg or 6444 5700

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Specialised Educational Services

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BRIDGING PROGRAMME

The key purpose of the programme is to provide intensive remediation in order to bridge the learning gap between your child and his or her mainstream peers.

The programme is delivered in small class groups or individually by our team of specialists:

- Specialist Tutors
- Speech and Language Therapists
- Educational Psychologists

Our aim is to support the development of essential literacy and numeracy skills that are required in the mainstream school curriculum to empower your child with greater confidence, self-esteem and academic competence.



Find out more at www.ses.org.sg or 6444 5700

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

SPEECH AND DRAMA ARTS PROGRAMME

Specialised Educational Services

UNLOCKING POTENTIAL

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

OUR APPROACH

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

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

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



Find out more:

www.ses.org.sg

6444 5700



RECOMMENDED FOR

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

ENTRY CRITERIA

All primary school students are welcome to enrol.

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STUDENT ALUMNI

STAY CONNECTED

PRIDE



NETWORK



FUN



MENTORSHIP



CONNECT



DASStudentAlumni



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE



T₁ hings

I₁ can do to

P₃ rovide

S₁ upport for my child



TIPS

UnITE SpLD 2015



CONNECTING MINDS AND REDEFINING POSSIBILITIES

UNiting Ideas in Teaching Excellence

FRIDAY 26 JUNE 2015 | 9am to 5.30pm | HDB Hub Auditorium

Guest of Honour
Mr Sim Gim Guan, CEO of NCSS

Date
Friday, 26 June 2015

Time
9.00am to 5.30pm

Venue
HDB Hub Convention Centre
Toa Payoh Lorong 6
Singapore 310480

Fees
\$198 per participant
\$178 for **Early Bird***

Group of 10 or more:
\$178 per participant

***Sign up before 1 June**

*All fees include GST but exclude
the \$1 booking fee by Eventzilla.*

UnITE SpLD seeks to bring together parents, teachers and practitioners working with children with specific learning difficulties and special educational needs.

This conference will cover aspects of behavioural, literacy and social emotional support, intervention and assessment for children with special needs.

Register at unitespld2015.eventzilla.net
Or call 6336 2555 for enquiries

This conference is organised by DAS Academy Ltd, a subsidiary of the Dyslexia Association of Singapore and a private education institute registered with the Council for Private Education (CPE). Currently, the DAS Academy's offers a range of workshops, certificate and Master's level courses targeted at professionals in Special Educational needs.



DAS Academy
ENABLING EXCELLENCE

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

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

PLENARY SESSION TOPICS

Learning Disabilities: From Operating Definition to Operational Application



NOEL CHIA KOK HWEЕ

Associate Professor, National Institute of Education
Nanyang Technological University

This presentation will cover the following learning disabilities: dyslexia, dyspraxia and dysgraphia with a special mention of autism spectrum disorder (ASD).

Each of the operating definitions for these learning disabilities and ASD will be examined under the categorisation of four types of characteristics: core, causal, consequential and co-existing / comorbid. From these characteristics, the participants will learn to understand the manifestation of learning and behavioural challenges of each of these learning disabilities. In addition, the participants will learn how to provide targeted intervention via operational application to address these characteristics basing on each of the given operating definitions.

The lens you use to view dyslexia and why it matters



JUNE SIEW

Head of DAS Academy

Does dyslexia arise out of a problem with the individual or society? The deficit-based model focuses on “repairing” the child while the social model focuses on identifying barriers in society and

leveling the playing field. These two differing models result in differing provisions for people with dyslexia. While there is still no consensus about the best perspective, it is crucial for educators to understand that an over-reliance on either could prove to be a disservice to many children with reading difficulties. The presentation culminates in a position that educators should take to promote best practices that will empower those with reading difficulties.

Self-Esteem and Dyslexia



MEL CHEANG

Locum Psychologist, Raffles Counselling Centre
Raffles Hospital, Author

The talk will cover a very brief introduction on self-esteem development and its modulation with regard to positive and negative experiences; some

findings on self-esteem and dyslexic individuals; and voices from the heart of dyslexic individuals. Ms Cheang will share some interview captions on what some dyslexic individuals say about their self-esteem, and also talk briefly about her experiences on parenting a dyslexic child and relate it specifically to building healthy self-esteem.

Programme

8.30am	Registration
9.00am	Arrival of Guest of Honour Mr Sim Gim Guan, CEO of NCSS Welcome Address
9.30am	1st Plenary Session <i>From Operating Definition to Operational Application</i>
10.30am	Tea Break
10.50am	Discussion Panel <i>Inclusion in Singapore</i>
11.50am	Lunch
1.00pm	2nd Plenary Session <i>The lens you use to view dyslexia and why it matters</i>
2.00pm	Break Out Session*
3.00pm	Tea Break
3.15pm	3rd Plenary Session <i>Self-esteem and dyslexia</i>
4.15pm	Break Out Session*
5.15pm	Closing Address
5.30pm	End of Conference

BREAK OUT SESSION TOPICS

**Break Out Sessions topics are subject to change. Participants will be informed via email of the changes, if any.*

1. Understanding how assessment results can support intervention and learning
2. Learning through Technology: Why we need to believe in it for our learners
3. Early years support for children with reading difficulties
4. Difficulties in working memory in SPLD: Strategies to overcome
5. Using visuals to develop critical thinking skills
6. Social-emotional competencies in children with SpLD

SIGN UP NOW

unitespld2015.eventzilla.net



DAS Academy

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dyslexia studies vocabulary balance
COURSES dedication research
screening respect
WORKSHOPS
integrity phonics
2015
numeracy
literacy teaching
growth
educational psychology
empathy

SIGN UP NOW

6336 2555

www.dasacademy.edu.sg

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

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

T 6336 2555 | F 6643 9643 | www.dasacademy.edu.sg

2015

Certificate Courses & Workshops

www.dasacademy.edu.sg

APRIL

Certificate in Dyslexia and Literacy Teaching
11 April to 23 May 2015 - 6.30pm to 9.30pm

Developing Writing Skills
11 April 2015 - 9.30am to 12.30pm

Developing Comprehension Skills
25 April 2015 - 2.00pm to 5.00pm

Signposts for Building Better Behaviour
29 April to 27 May 2015 - 6.30pm to 9.00pm

MAY

Working Memory in Education
9 May 2015 - 9.30am to 12.30pm

Mind Your Grammar
9 May 2015 - 2.00pm to 5.00pm

Developing Your Child's Vocabulary
16 May 2015 - 2.00pm to 5.00pm

Study Smart: Effective Study Skills for Your Child
23 May 2015 - 2.00pm to 5.00pm

JULY

Advanced Certificate in Dyslexia and Literacy Teaching
2 July to 3 Aug 2015 - 6.30pm to 9.30pm

Certificate in Understanding SpLD in a Preschool Classroom
3 to 14 July 2015 - 6.30pm to 9.30pm

Preparing Your Child for English Language Paper 2 (Primary)
4 July 2015 - 2.00pm to 5.00pm

Supporting Your Child in Mathematics
11 July 2015 - 9.30am to 12.30pm

Certificate in Chinese Literacy Support
23 July to 6 Aug 2015 - 9.30am to 12.30pm

To register, please visit
www.dasacademy.edu.sg
or call 6336 2555



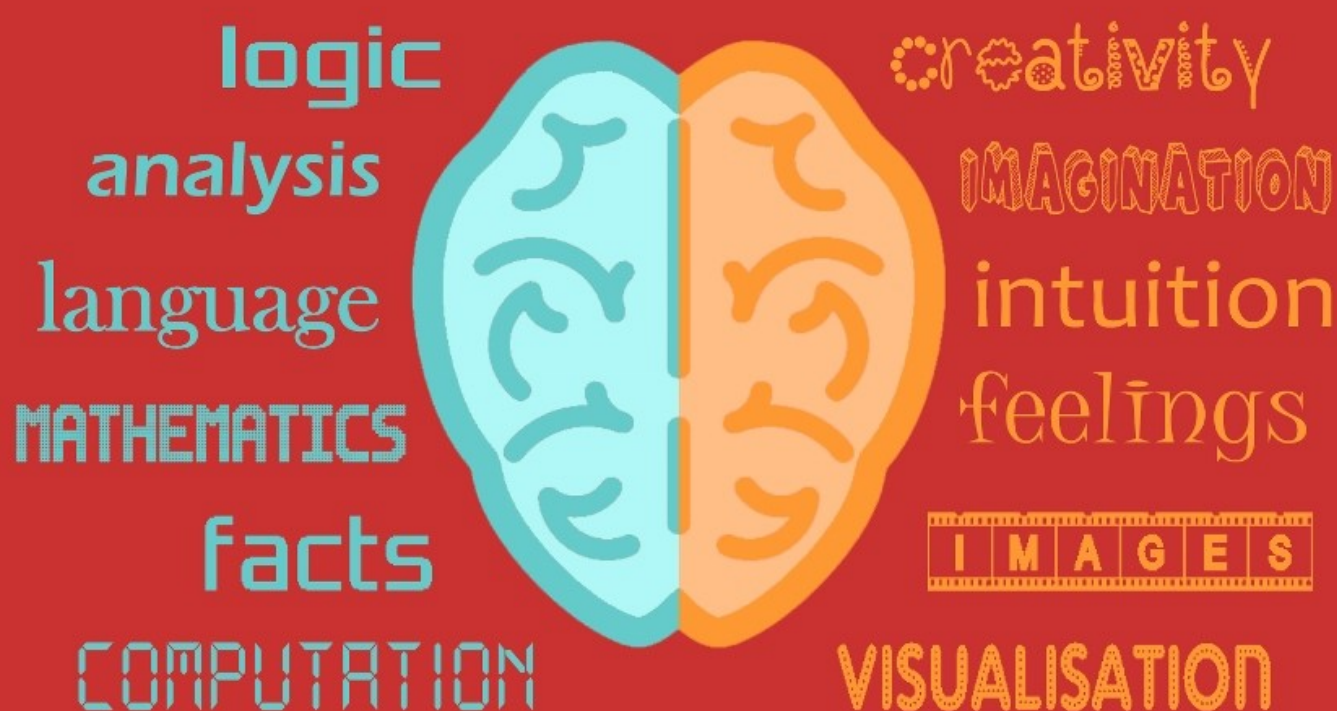
DAS Academy

ENABLING EXCELLENCE

Understanding Why People Learn Differently

A comprehensive six-module course, that provides instruction on basic and advanced practical teaching concepts and strategies, in addition to insights on understanding numeracy difficulties, speech and language impairments, and elements of educational psychology.

Every learner is unique, what can you do to tailor to their needs?



SPECIALIST DIPLOMA IN SPECIFIC LEARNING DIFFERENCES

MASTER OF ARTS IN SPECIAL EDUCATIONAL NEEDS

University
of South
Wales

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



DAS Academy

ENABLING EXCELLENCE



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

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

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

T 6336 2555 | F 6643 9643 | www.dasacademy.edu.sg

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

SCREEN YOUR CHILD FOR DYSLEXIA

Does your child face these challenges?

- Difficulty with reading, writing and spelling
- Frustrated about school and studying
- Difficulty understanding text passages

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

Screening fees: \$60

(A non-refundable deposit of \$20 is payable upon registration at any of our DAS Learning Centres. Fees can be used to offset the full cost of assessment.)

FOR SECONDARY SCHOOL STUDENTS



Take the Dyslexia Screening Test!

Saturday, 16 May 2015

9:00am - 5:00pm

Chua Chu Kang Learning Centre

Blk 17 Teck Whye Lane, #01-167
Singapore 680017

Friday, 26 Jun 2015

9:00am - 5:00pm

Jurong Point Learning Centre

1 Jurong West Central 2
#05-01, Jurong Point
Singapore 648886

Saturday, 15 August 2015

9:00am - 5:00pm

Rex House Learning Centre

73 Bukit Timah Road, #05-01
Singapore 229832



TO REGISTER:

6444 5700

Contact us during office hours:
Mon - Fri, 9:00am - 5:30pm
Sat, 9:00am - 12:30pm

English Exam Skills Programme is now open to students from Primary 3 - 6!
Bursary is available!



Let us help your child prepare for his/her examinations!

Specialised Educational Services

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

RECOMMENDED FOR

Students with difficulties in various English exam components such as Synthesis & Transformation and Comprehension

APPLICATION IS OPEN TO

- Primary 3 and 4 students
- Primary 5 and 6 Standard and Foundation students
- Students should have reasonable reading fluency



To register:
6444 5700
(Office Hours)
www.ses.org.sg

ENGLISH EXAM SKILLS PROGRAMME

The English Exam Skills Programme (EESP) provides an extension to the MOE-aided DAS Literacy Programme (MAP). Students will be exposed to various language components and will be equipped with strategies to cope with their English examinations.

The components covered in our programme include:

1. Grammar
2. Editing
3. Synthesis & Transformation
4. Comprehension



List of DAS Learning Centres offering EESP:

- | | |
|-------------------|---------------|
| 1. Bedok | 5. Queenstown |
| 2. Bishan (J8) | 6. Sengkang |
| 3. Jurong Point | 7. Tampines |
| 4. Parkway Parade | 8. Woodlands |

For the full addresses, please visit
www.das.org.sg/our-centres

The curriculum is carefully designed and frequently evaluated by the EESP team to ensure that it caters to the students' needs and school curriculum demands. Lessons are in line with the MOE English Language Syllabus, and in reference to the Orton-Gillingham principles.



JUNE 2015



School Holiday Workshops



To register call 6444 5700

(Office Hours - Mon to Fri 8:30am to 6pm,

www.ses.org.sg/workshops



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Dyslexia Association of Singapore*

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June School Holiday Workshops

Workshop	Date and Time	Age	Learning Centre	Fee
Fundamentals of Presentation Skills	2 to 5 June—Tue to Fri 10am - 12:30pm	P4 - S1	Bishan	\$165.00
Social Skills for Growing Kids	2 to 5 June—Tue to Fri 2pm - 3:30pm	P3 - S1	Tampines	\$385.20
Social Skills for Young Children	2 to 5 June—Tue to Fri 10am - 11:30am or 2pm - 3:30pm	K2 - P2	Tampines	\$385.20
Creative Writing: Act to Write	2 & 3 June—Tue & Wed 10am - 3pm	P5 - P6	Jurong Point	\$128.00
Creative Writing: Act to Write	4 & 5 June—Thu & Fri 10am - 3pm	P3 - P4	Woodlands	\$128.00
Creative Writing: Tell to Write	26 June—Fri 1pm - 3pm	K2 - P2	Woodlands	\$36.00
Skills for Math Problem Solving (Standard)	3 June—Wed 10am - 12:30pm	P5 - P6	Rex House	\$40.00
Speak Up: Drama for Oral Communication	22 to 25 June—Mon to Thu 10am - 12:30pm	P1 - P6	Jurong Point	\$185.00
Summarise it Right! - Summary Writing for Secondary School Students	24 June—Wed 2:00pm - 5:00pm	S3 - S4 (N.A. & Express students)	Bedok	\$50.00
Let's Learn Maths Through Real Life Examples! (Foundation)	25 June—Thu 2:00pm - 5:00pm	P5 - P6	Jurong Point	\$50.00

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Services**

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Skills for Maths Problem Solving



Skills for Maths Problem Solving

(Standard)

Wednesday, 3 June

10am to 12:30pm

Ages: Primary 5 to Primary 6

Venue: Rex House Learning Centre

Fees: \$40 (incl. GST)

Contact: 6444 5700 Hotline (Office hours)

Register: www.ses.org.sg/workshops



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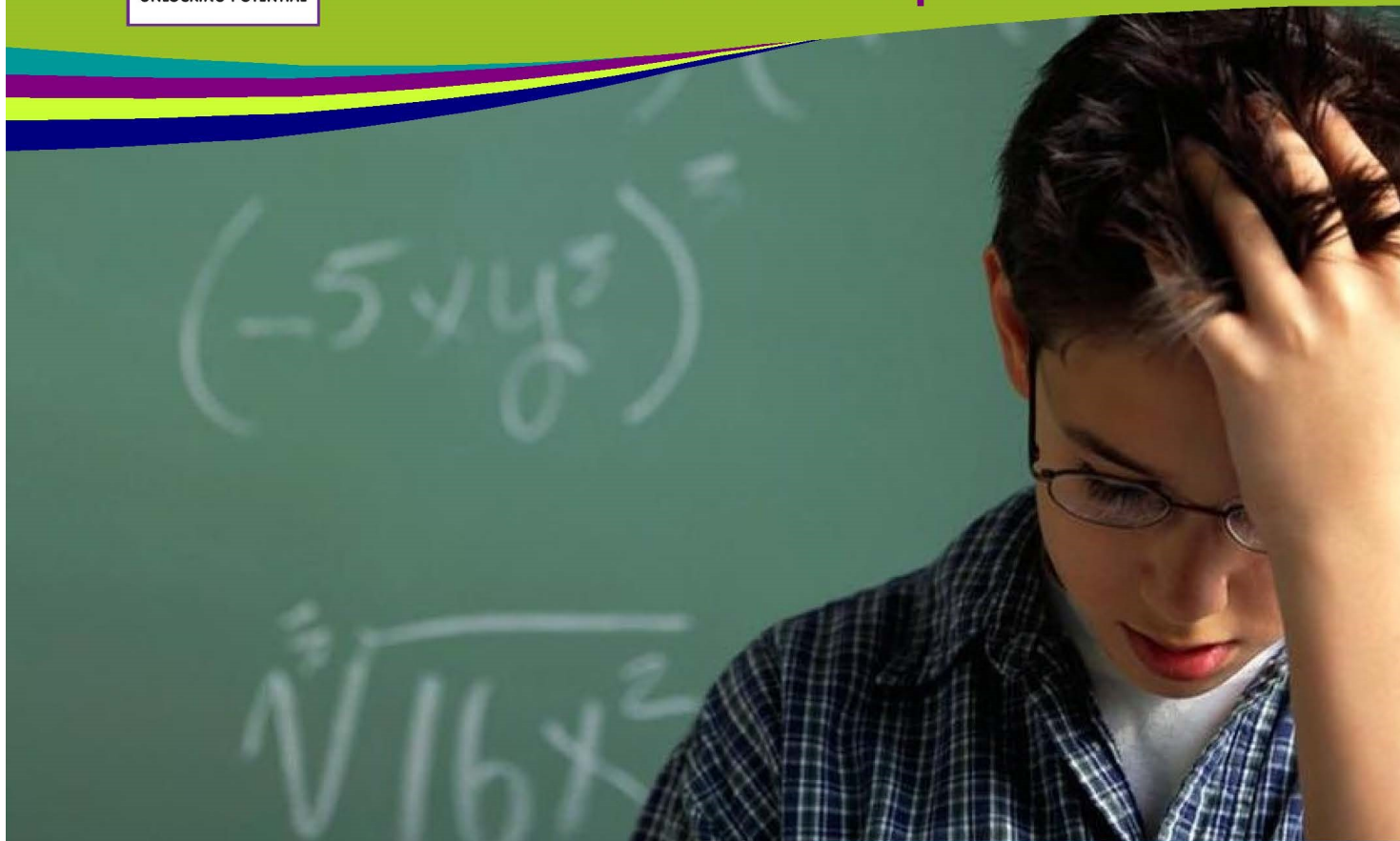
This workshop focuses on a variety of problem solving skills to enable students to better tackle the wordy problems of the Maths Exam paper applying the 4-step problem-solving process:

1. Understand
2. Plan
3. Solve
4. Check

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Let's Learn Maths Through Real Life Examples!



Let's Learn Maths Through Real Life Examples! (Foundation)

Thursday, 25 June
2:00m to 5:00pm

Ages: Primary 5 to Primary 6
Venue: Jurong Point Learning Centre
Fees: \$50 (incl. GST)

Contact: 6444 5700 Hotline (Office hours)
Register: www.ses.org.sg/workshops



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This tailor-made workshop facilitates the understanding of maths concepts through real life examples.

Students will be able to apply concepts effectively to solve maths problems.

The PPP Approach

(Presentation, Practice and Production) will cover sub topics using real life examples through multi-sensory hands on activities.

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Creative Writing “Act to Write”

P5 to P6

First Day of School



Join us for a fun and unique way to improve
your written expression through ACTING!

Emotion: Happy

Theme: At School

Creative Writing “Act to Write”

Tuesday and Wednesday, 2 & 3 June
10am to 3pm

Ages: Primary 5 to Primary 6
Venue: Jurong Point Learning Centre
Fees: \$128 (incl. GST)
Lunch provided

Contact: 6444 5700 Hotline (Office hours)
Register: www.ses.org.sg/workshops



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Does your child have
difficulties expressing
character's feelings?
Describing Settings?
Lack Creative Juice?

At our workshop, students
get to act out, sense and
learn how to apply the
writing skills taught to
what they picture in their
mind. After all, the best
way to learn is through
FUN & Laughter!

Creative Writing “Act to Write”

**Specialised
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P3 to P4

Join us for a fun and unique way to improve
your written expression through **ACTING!**

Emotion: Embarrassed

Theme: Party

Does your child have
difficulties expressing
character's feelings?
Describing Settings?
Lack Creative Juice?

At our workshop, students
get to act out, sense and
learn how to apply the
writing skills taught to
what they picture in their
mind. After all, the best
way to learn is through
FUN & Laughter!

Creative Writing “Act to Write”

Thursday and Friday, 4 & 5 June
10am to 3pm

Ages: Primary 3 to Primary 4
Venue: Woodlands Learning Centre
Fees: \$128 (incl. GST)
Lunch provided

Contact: 6444 5700 Hotline (Office hours)
Register: www.ses.org.sg/workshops

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Fundamentals of Presentation Skills

**Specialised
Educational
Services**

UNLOCKING POTENTIAL

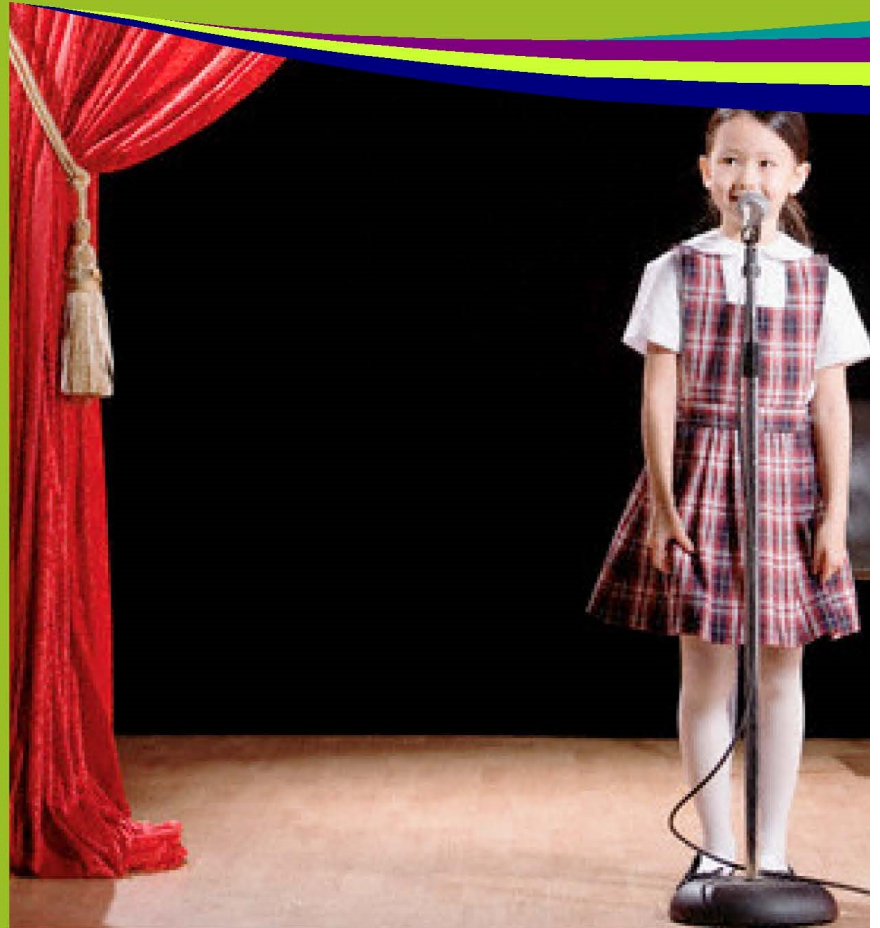
Our Fundamentals of Presentation Skills workshop aims to provide students with an opportunity to acquire practical skills needed for presentations. Through this workshops, students will learn:

1. Ways to respond to persuasive and discursive topics in an organised manner
2. Techniques to attract attention and interest of target audience
3. Apply communication skills and presentation techniques to achieve presentation objectives
4. Question-fielding techniques to address audience concerns
5. Time management techniques during presentations

WHO ARE OUR COURSE INSTRUCTORS?

This course will be conducted by Pushpaa, Assistant Director of Enrichment Programmes. With a certificate in Public Speaking, Pushpaa has for six years conducted Presentation Skills workshops in many Primary and Secondary Schools before joining DAS.

Farhana is a Senior Educational Therapist with a Post Graduate Certificate in Specific Learning Differences. She has also completed her training in Speech and Drama Arts with DAS Academy. Farhana is an active speaker of the DAS Outreach Team. She has given talks to many schools and public audiences, a recent notable one with Deutsche Bank.



Fundamentals of Presentation Skills

Tuesday to Friday, 2 to 5 June

10am to 12:30pm

Ages: Primary 4 to Secondary 1

Venue: Bishan Learning Centre

Fees: \$165 (incl. GST)

Contact: 6444 5700 Hotline (Office hours)

Register: www.ses.org.sg/workshops

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SPEAK UP: Drama for Oral Communication

**Specialised
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During the workshop, students will participate in activities such as Role Play, Improvisation, Impromptu Speaking and Dramatic Storytelling. The emphasis will be on body language, voice expression that is, learning the 4 Ps (Pitch, Pause, Pace, Projection) and peer presentation. The workshop uses drama tools to build speech and communication to motivate students to speak confidently.

YOUR CHILD WILL

- Develop effective communication skills
- Increase proficiency in the English Language
- Discover their inner strengths and hidden talents
- Stimulate creativity and imagination
- Build self-esteem and confidence
- Encourage teamwork
- And above all, have FUN!



SPEAK UP: Drama for Oral Communication

Monday to Thursday, 22 to 25 June
10am to 12:30pm

Ages: Primary 1 to Primary 6
Venue: Jurong Point Learning Centre
Fees: \$185 (incl. GST)

Contact: 6444 5700 Hotline (Office hours)
Register: www.ses.org.sg/workshops

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Summarise it Right!

**Specialised
Educational
Services**

UNLOCKING POTENTIAL



Summary Writing for Secondary School Students

Students will learn what
summarising is:
Reducing a longer text
into its primary notions,
the gist, the key ideas
and the main points.

WORKSHOP OUTLINE:

- ◆ Strike away not-on-the-subject explanations and examples
- ◆ Extract important elements from a piece of text
- ◆ Seek keywords and phrases that capture the gist
- ◆ Save main ideas and crucial details that support summary question
- ◆ Do the summary in as few words as possible

Summarise It Right!

Summary Writing for Secondary Students

Wednesday, 24 June

2:00pm to 5:00pm

Ages: Secondary 3 to Secondary 4
(Normal Academic & Express Students)

Venue: Bedok Learning Centre

Fees: \$50 (incl. GST)

Contact: 6444 5700 Hotline (Office hours)

Register: www.ses.org.sg/workshops

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Social Skills for Growing Kids

**Specialised
Educational
Services**

UNLOCKING POTENTIAL

Come join the DAS Social Skills Workshop!

Through games, role playing and other practical activities, participants will know more about the do's and don'ts on how to be a good conversation partner, a friend and a team player. (The workshop is conducted by trained Speech & Language Therapists.)



Topics include:

- ◆ Body Language
- ◆ Conversation Skills
- ◆ Bully Management
- ◆ Anger Management
- ◆ Friendship Skills



Social Skills for Growing Kids

Tuesday to Friday, 2 to 5 June
2pm to 3:30pm

Ages: Primary 3 to Secondary 1
Venue: Tampines Learning Centre
Fees: \$385.20* (incl. GST)

**Bursary is available*

Contact: 6444 5700 Hotline (Office hours)

Register: www.ses.org.sg/workshops

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is a division of the
Dyslexia Association of Singapore.*



Embrace Dyslexia Commitment

Embrace Dyslexia intends to raise awareness of dyslexia in the Singaporean community with an aim to have as many people understand both the strengths and challenges that individuals with dyslexia face everyday.



Raise awareness for Embrace Dyslexia by:

- Sharing information about dyslexia in your workplace
- Inviting DAS to conduct Awareness Talks
- Including information about dyslexia in the staff handbook



Explore opportunities to work with DAS

- Workplace Giving or Volunteering Initiatives
- Mentoring DAS Alumni for internships or work experience



Champion dyslexic individuals

- Recognising their strengths and understand their weaknesses
- Providing appropriate support and encouragement



Donate to DAS Programmes

- Support low-income families by giving to the Bursary Fund



Advocate for Embrace Dyslexia

Embrace Dyslexia with us. Sign your commitment today.

www.das.org.sg/embrace-dyslexia



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

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

T 6444 5700 | www.das.org.sg



Student Gallery





*Artwork by Kyler Lai (Primary 6)
Parkway Parade Learning Centre
Submitted by Loraine Anne Tang
Educational Therapist*



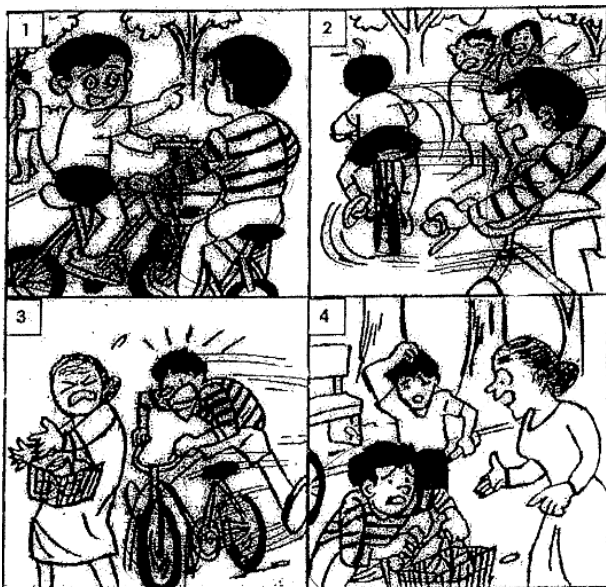
Writers' Corner

Bicycle Accident

Written By: Zhang JiaXin (P6)

Yishun Learning Centre

"James, let's race to that tree over there. Last one to get there will have to do the chicken dance," Jim said. I agreed with my twin brother. I was jubilant.



When I was about to start, Jim had already started. "Hey, not fair! I have yet to start!" I shouted. Jim turned his head and stuck his tongue out at me. I was furious. I started to cycle at full speed. After a while, I began to lose control. I saw an old lady walk in front of me. I was petrified. I tried to stop but it was too late. I knocked onto the old lady.

"You naughty little boy! You could have killed me!" the old lady shouted at me. We turned around and saw the old lady running towards us with a basket wanting to beat us. We were shocked and rooted to the spot. We quickly

apologise to the old lady and helped her to pick up the fruits. She forgave us and we felt relieved.

"Jim, when we get back home, you will be in hot soup! All thanks to you I got shouted at! You have to do the chicken dance!" I screamed into Jim's ears. "Fine! I am sorry! Not! Cheating is the way to win!" Jim replied fiercely. I sighed. When will my stubborn brother change his ways? I thought to myself.

From that day on, I always watch where I was going. I promised myself to always be careful and not perform any form of dangerous acts anymore.

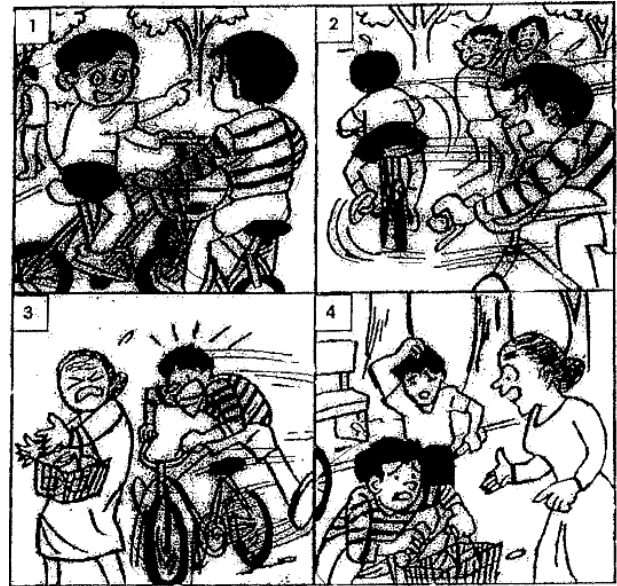
Bicycle Accident

Written By: Lee Xiao Feng (P6)

Yishun Learning Centre

Have you ever been bullied? The sun painted the sky in golden colour. That afternoon the bully met me at the park. "Hey you little boy, want a race? If you cycle to that tree first, I will stop bullying you. But if you lose..." the bully shouted proudly. I had no other choice but said, "Ok". Although I felt terrified, I still took up his challenge. The bully was smiling from ear to ear as he was confident to win.

"3,2,1, go!" we shouted loudly in unison. I paddled as quickly as possible but it was fruitless. The bully paddled even faster than me. He yelled, "Catch up with me if you can! Ha ha ha ha!" Although I knew it was too dangerous but I still cycled at high speed. The park goers shouted furiously at us because we were making too much noise.



While I was trying to overtake the bully, I did not notice an old lady strolling in the park. She was walking in front of me with a basket of fruits. The next thing I heard was a "Bang"! "Ouch!" exclaimed the old lady. My heart was in my mouth and my legs felt like jelly. I thought she was seriously injured and I would be severely punished by my parents.

Fortunately, the old lady was not injured! She managed to escape in time! What a relief! I jumped off my bicycle immediately and helped to pick up the fruits that were all over the floor. The bully was still cycling happily until he found out that I was not around. He quickly ran to the scene to find out what had happened to me. After putting all the fruits back into the basket, I apologised sincerely. To my surprise, that old lady praised me for owning up my own mistake. I was contented.

After this scary incident, I have learnt that we should not cycle dangerously as we might knock someone down. As I got myself in hot soup, the bully decided to let me off this time. But who knows what will happen next time?



Remembering Mr Lee Kuan Yew (1923 – 2015)

TRIBUTES FROM STUDENTS AT BEDOK LEARNING CENTRE

Below are some extracts from the Thank You messages penned for our beloved founding father. No editing was done. Submitted by Shenmee & Hani Zohra Muhamad , Senior Educational Therapists

Daer Mr Lee Kuan yew
You our the good Prime Minister you were born in 1923 you passed at 2015.
Dylan Tan (Pr 2)

I am grateful that you made Singapore a better and successful. I hope your family will be strong as we had lost someone very important to me. Thank you for being my Prime minister.
Janelle Teng (Pr 5)

Thank you for making Singapore rich.
Joshua Yeo Chan Yew (Pr 3)

MR LEE KUAN YEW,
You have been helping Singapore built a stronger nation. I thank you a lot for that, without you, Singapore will not have all the good stuff like buildings, HDB flats and bungalow. I would not be that fortunate without you. You are more better at diffending Singapore than the British in the past years. You have been working very hard in the past years so now I hope that you could get a good rest we are sad to leave you Mr Lee Kuan Yew.
Victor Wong (Pr 6)

Dear my loving grandfather Mr Lee
Mr Lee Thank you for given us so many things and given us a good home and education for study to make us smart, you also look good and pretty.
From: Brendan Aw Chee Ping (Pr 5)

Thank you for your sweat and tears of success. Thank you for your heart and soul to every Singaporeans!
Farewell Mr Lee
Peng Run Xuan (Pr 4)

Thank you for making Singapore save, clean, high-tech and you're the greatest men in the world.
Johanna Rala (Pr 5)



Thank you Mr Lee Kuan Yew. I
can go home safely even at
night.

Nicole Chew (Pr 5)

Thank you Mr Lee Kuan Yew
and you can fly high good luck!

Ye Jun Yan (Pr 6)

You have built us lot of HDB
flats. Mr Lee Kuan Yew you
are the best. We love you!

Zane Lim (Sec 1)

You are a father of Singapore.
Hope you watch over
Singapore.

You are our Giant!

You will always be in our
hearts.

Singapore loves YOU!

Selene Cheah (Sec 1)

You have built a place that
Singaporean can live their life
in a happy way. Additionally
you have built a flat that all of
us can live in. Rest in Peace

Ahmad Ghazi (Sec 3)

If I could describe you in one
word it would be
"legendary".

Kimberly Jeremiah (Sec 1)

Thank you for building a
house. I wish you are alive so,
I can give you a cake.

Dorjee Wong (Pr 3)

Thank you Mr Lee as your
wisdom help to built
Singapore and your word of
encouragement will be in the
hearts of all.

Ho Wei Rui (Sec 4)

You are a man full of surprises
and great wisdom through all
the actions you have done.

Dallas Chow (Sec 2)

Thanks to you Mr Lee Kuan
Yew and thank you for reading
my letter. R.I.P. Mr Lee Kuan
Yew

Cadenn Lim Yu Ann (Pr 5)

Thank you for helping us to
build schools and new house,
swimming, shop, playground,
Mrt station and Bus
interchange.

Giles Ow Zu Ning (Pr 6)

To our dearest Father
Thank you.
Thank you for giving us a
clean country, for giving
everyone a home to live in, for
giving us little children good
schools to go to.

Ayisha (Pr 4)

Yew Yi Kang (Pr 3)

Thank you Mr Lee Kuan Yew
for making this place clean
and green he also built at
bukit Ho Swee

Jones Yue Jun Ming (Pr 3)

you are like a father to
Singapore. thank you!

Teo Zi Wei (Pr 6)

... I had also read about the
history of Singapore river, and
know that, last time Singapore
river was very dirty, but
because you have been giving
good rules like, for not
throwing rubbish in the river,
now Singapore river turn out
to be nicer than what I
thought.

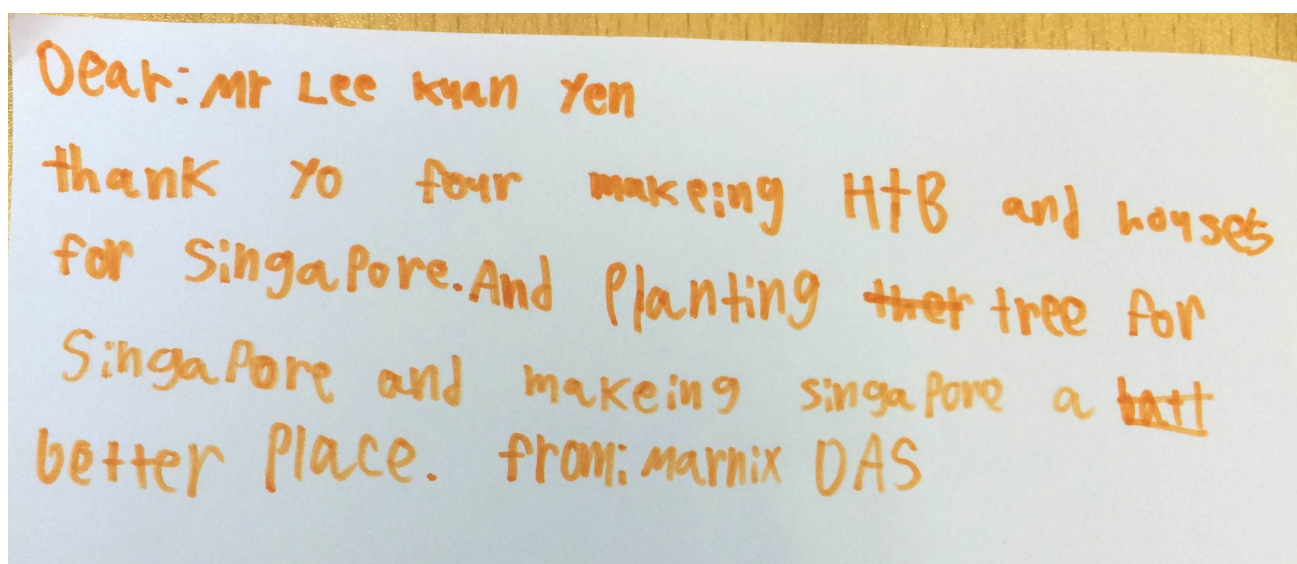
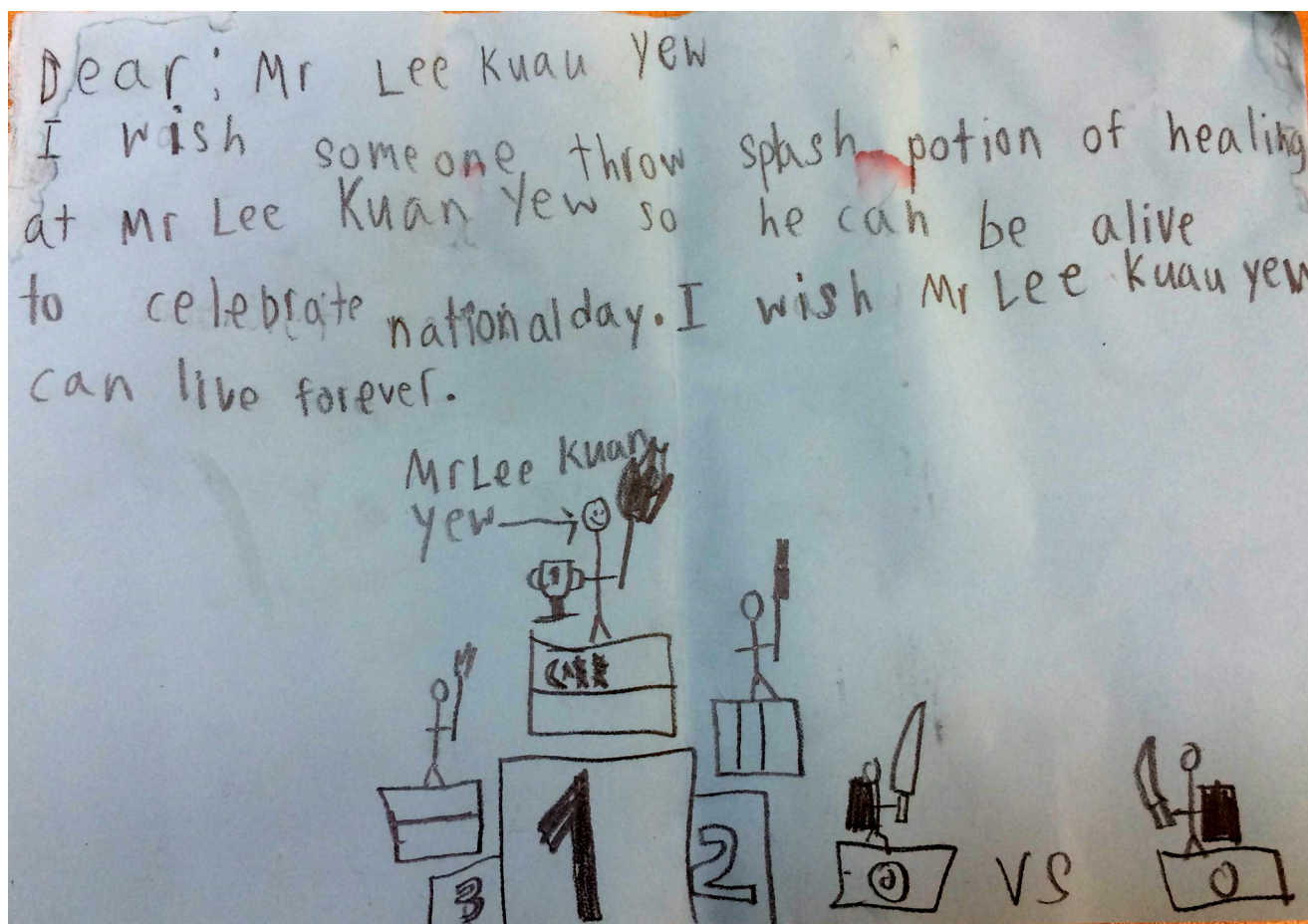
Melody Wong (Sec 1)

Remembering Mr Lee Kuan Yew (1923 – 2015)




TRIBUTES FROM STUDENTS AT JURONG POINT LEARNING CENTRE










Below are some Thank You messages penned for our beloved founding father.

No editing was done. Submitted by Mathana, Educational Therapist




Mr Lee ^{See Kain} Kuan Yew, thank you
for making Singapore a good
country, i love you.
From: DAS

To: Mr Lee Kuan Yew
From: Bryan Ang and DAS


Dear: Mr Lee for plining for
building HDB flat for Singapore
And clean up the fire at Bukit
Ho Swee I want to tell you
we miss you


shaista from: DAS
~~Mr Lee thank you for everyth~~
~~ing you have dun.~~










~~Thank you for~~
Dear: Mr Lee Kuan Yew
Thank you for cleaning Singapore
and building HDB flats and
~~pat~~ planting to make Singapore
a Garden city;
From: Timothy Das

Kendrick: from: Das
Mr Lee Kuan Yew
I wish someone throw a splash
potion of generation so he can
be alive so he can celebrate
National day.
Mr Lee Kuan Yew




Give a gift of education
to children with
dyslexia.

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



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

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

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



DYSLEXIA ASSOCIATION OF SINGAPORE

HELPING DYSLIXIC PEOPLE ACHIEVE

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

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

Thank you for considering a monthly donation plan by GIRO



How to complete your GIRO Application

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

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

Terms and Conditions of the GIRO

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

Signature(s):	The signature (s) or thumbprint (s) as per your Financial Institutions records held for the account. Please note: For Thumbprints, please go to the branch with your identification.
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Please return the completed GIRO application form to the above address or to any of our DAS Learning Centres. You will be notified by post when this GIRO arrangement is activated.
We thank you for your kind support and generosity.



Donation Form – GIRO Application

PART 1: For the Applicant's Completion: (See notes about completing this form overleaf)

Billing Organisation: DYSLEXIA ASSOCIATION OF SINGAPORE		Date:	
Donor Details:		Donor Bank Details:	
Name:		Financial Institution:	
NRIC:		Branch:	
Address:		Account Name:	
Contact No:		Account Number:	
Email:		Donation Amount:	

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

Signature(s):	
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Part 2: For the Billing Organisation's Completion

Bank	Branch	Billing Organisation's Account No.	Billing Organisation's Customer Reference No.
7 3 3 9 5 0 1 8 5 4 4 1 8 0 0 1			
Bank	Branch	Account Number to be Debited	GIRO Amount
			. 0 0

Part 3: For Financial Institution's Completion

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

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

Signature/Thumbprint* differed from Financial Institution's records	Signature/ Thumbprint* is incomplete or unclear	Wrong Account Number
Account operated by Signature/ Thumbprint*	Amendments not countersigned by applicant	Other: _____

* Delete where applicable

Name of Approving Officer	Authorised Signature and Stamp of Financial Institution	Date
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Nessy Fingers is a powerful way to improve spelling by developing your memory for movement.

Age: 8+ years

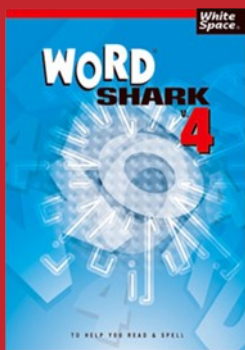
\$45.00 for single user license



Nessy Learning Programme enables all abilities to read, write and spell with confidence.

Age: 5 – 15 years

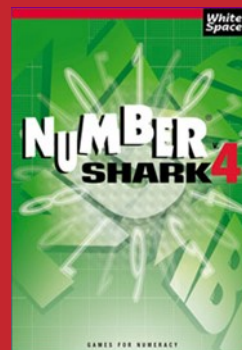
\$225.00 for single user license



Word Shark 4 combines the excitement of computer games with the serious task of learning to read and spell.

Age: 5 – 15 years

\$128.00 for single user license



Number Shark 4 teaches and reinforces numeracy using 45 carefully designed games, with over 500 topics to choose from.

Age: 5 – 16 years

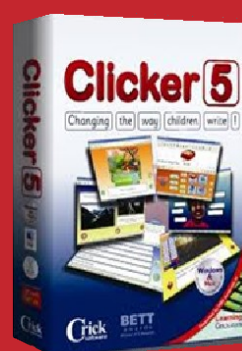
\$108.00 for single user license



MindGenius 4 is ideal for students of all ages in planning essays, projects and reports as well as organising study notes and revising for exams.

Age: Above 12 years

\$135.00 for single user license



Clicker 6 is an award winning literacy tool that enables students of all abilities to significantly develop their reading and writing skills.

Age: Above 5 years

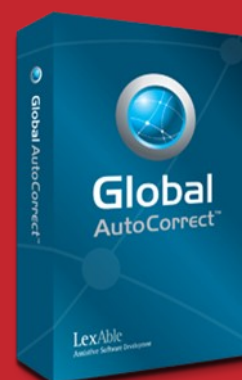
\$170.00 for single user license



ClaroRead is a text-to-speech software integrated closely with Microsoft Word that supports individuals struggling with reading and writing.

Age: Above 5 years

\$326.00 for single user license



Global AutoCorrect is a discreet software tool that assists people with literacy difficulties by automatically correcting your spelling as you type.

Age: All Ages

\$119.00 for single user license

Grab one today!

www.dasacademy.edu.sg/teaching-tools/assitive-technology-resources

All DAS Parents will receive a 5% discount (All prices are subject to change)

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