

# FACETS

A PUBLICATION OF THE DYSLEXIA ASSOCIATION OF SINGAPORE  
ISSUE 1 — JANUARY TO MAY 2018

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

## PRESCHOOL PROGRAMME

Preschool Programme aims to help preschoolers  
with a developmental delay in early literacy and  
initially be identified as having dyslexia, develop  
confidence and strategies to become confident learners  
when they start primary school.

Support from Income OrangeAid  
is available for K1 & K2 students  
in the Preschool Programme.

**income**  
orangeaid

ABOUT INCOME ORANGEAID



Income's community  
and involvement arm.  
works with community  
partners through social investment



**DAS PRESCHOOL SEMINAR**

*Supporting the diverse  
Learning Needs of Preschoolers*

# FACETS

## Dyslexia Association of Singapore

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

T: 6444 5700  
F: 6444 7900

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

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

DAS Patron:

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2017–2018

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Editor:

Deborah Hewes

Proofreading:

Esther Chiam  
Jai Ern Lim

Design and Layout:

Deborah Hewes

Cover Photo:

Kelly Chong  
KC27Photography

Published by:

Dyslexia Association of  
Singapore

Contributors:

Seow Li Ang, Ashabienna Mohn Ashraff, Sharyfah Nur Fitriya, Sylvia Foo, Raihana Hashim, Safinah Bte Hassan, Deborah Hewes, Matilda Huang, Maria Huang, Bhavani Jeganathan, Sumanthi Krishna Kumar, Xin Ying Lee, Lee Er Ker, Elizabeth Lim, Soofrina Binte Mubarak, Natasha Mastura Malek, Hani Zohra Muhamad, Sujatha Nair, Sandra Ngan, Anaberta Oehlers-Jaen, Janitha Panicker, Rahayu Binte Rahiman, Tarsheeni Rajoo, Sharon Reutens, Nur Alia Salim, Geetha Shantha Ram, Shenmee, Mathana Subhas, Joanne Tan, Wong Kah Lai, Cherith Wong, Cheryl Yeo.

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**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

**HELPING DYSLEXIC PEOPLE ACHIEVE**

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**Ang Mo Kio  
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Anderson Primary School  
T: 6452 1186

**Bedok  
BDK**

Fengshan Primary School  
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T: 6594 0331/2

**Parkway Parade  
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Parkway Parade, #22-01/02  
T: 6440 0716

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Queenstown Primary School  
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**Rex House  
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**Sengkang  
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#01-545 T: 6881 2072

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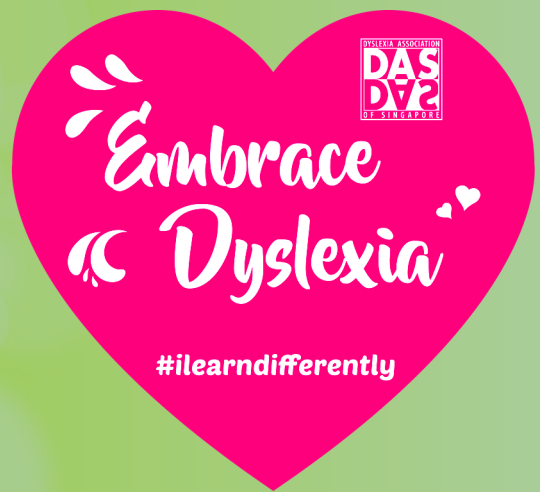
**DAS International  
Services**

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[www.dasint.org.sg](http://www.dasint.org.sg)

**DAS SpLD  
Assessment  
Services**

73 Bukit Timah Road #05-01  
Rex House T: 6643 9600/1  
[enrol@das.org.sg](mailto:enrol@das.org.sg)





## Welcome

This issue of FACETS highlights the wonderful work that is happening at DAS.

The Education Exchange includes informative articles from our Educational Therapists, all providing valuable tips about how to support learners with dyslexia and other specific learning differences.

Last month saw DAS organise its inaugural Golf Tournament, which raised a significant sum to support students from lower-income families to access our professional services. This would not have been possible without the significant support from generous individuals and companies of Singapore. We sincerely thank them for their support!

I hope you enjoy this issue of FACETS!

## Deborah Hewes



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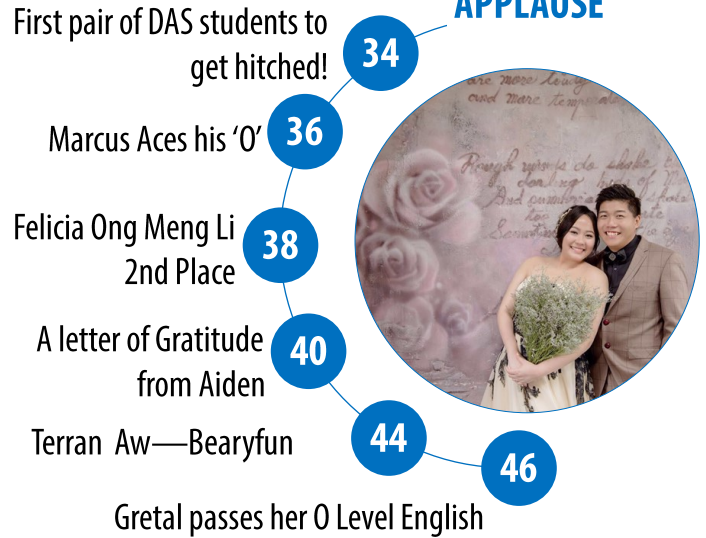


# FACETS

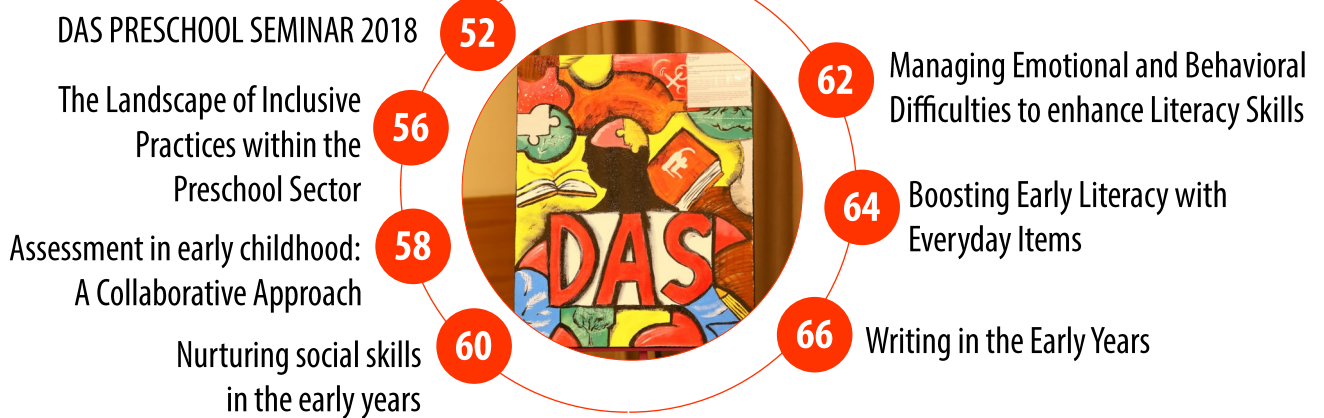
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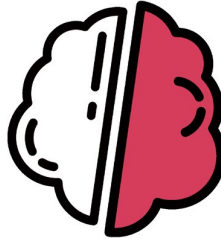
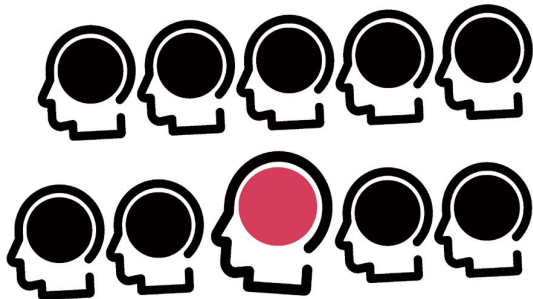
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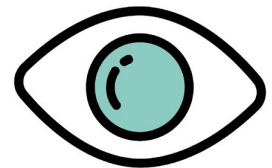
# EMBRACE DYSLEXIA

One in 10 people will have some form of learning difference.

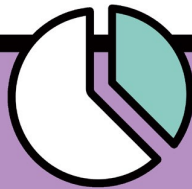


Dyslexics use the **right brain** more than the left when learning.

Many dyslexics can see **unique solutions** to problems.



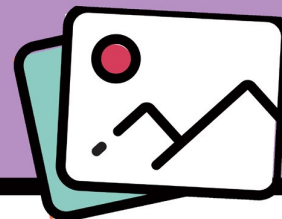
Around 40% of people with dyslexia also have ADHD.



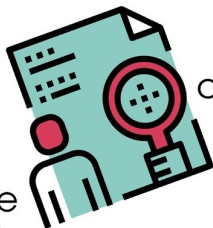
Dyslexia runs in families. Children have 50% chance of having dyslexia if one parent has it.



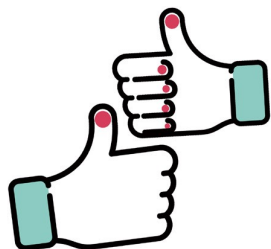
They can see things from different angles and have **strong visualisation skills**.



Research has found that around 35% of **entrepreneurs** in the United States are dyslexic.



Many dyslexics are talented and creative and they can be “**big picture**” thinkers.



Dyslexics do not “see” words in reverse. The “b” & “d” letter reversal occurs when they are unable to name the letter.

## DONATE TO EDUCATE



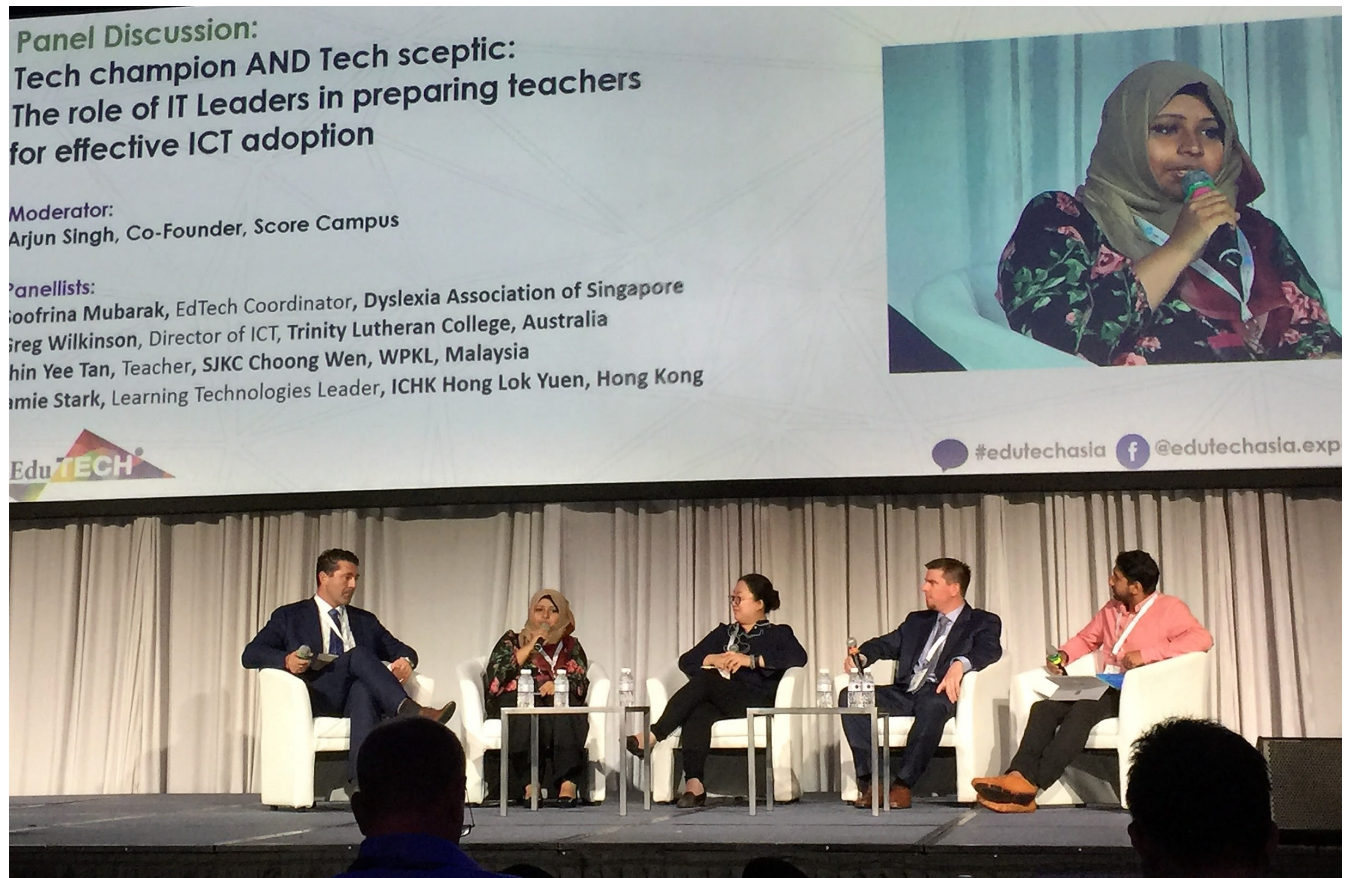




F

FUN & FEATURES





## EDUTECH ASIA

### *DAS Presents at Suntec City Convention Centre!*

By Soofrina Binte Mubarak  
 EdTech Coordinator and Senior Educational Therapist

*As the Singaporean education aims to prepare its students to meet the demands of the upcoming digital economy, it must integrate technology into the academic curriculum.*

The prospect of educational technologies (EduTech) in the classroom, however, makes some educators uncertain. Yet, the growing importance of future-proofing our learners with 21st century skills such as critical thinking, problem solving, collaborative learning and information literacy is an indication to educators of the need to play catch-up with EduTech when trying to develop these skills in learners. For that to happen, are our teachers ready to embrace ICT? How do we guide teachers through a tech-integration model

such that teachers can evaluate for themselves where they stand in their individual tech-integration efforts. For those who wish to make progress in their tech-integration, allowance must be made for interaction - be it online or face to face for objective sharing, commenting and critiquing where necessary to help everyone grow from their starting points.

From 8 to 10 November 2017, I was buzzing about at Suntec City Convention Centre in search for experts' views and recommendations as well as to find out what the new developments and approaches relating to educational technologies (EdTech) were. On top of these, I was also involved in two panel discussions and two oral presentations.



My first panel session was about assessing the efficacy of disability specific technology solutions of special educational needs (SEN) learning. Being my very first panel session, I was extremely nervous and felt the jitters from head to toe.

Going up on the stage and speaking to an audience of nearly 1000 people was a daunting experience. This panel session was about the effectiveness of disability-specific tools and solutions and the discussion was extremely constructive as to how tools can be fully utilised under various situations to address various learning needs without limiting its alternative uses. This led to the discussion on why teachers should step away from receiving downward information on what tools to use for particular activities but up their game and explore tools on their own and contribute to discussions and sharing. Information that comes from practitioners will have more weight and quality than information from a non-practitioner or policy-maker. Teachers are also able to creatively tweak the use of certain tools and also provide a reality check of pros and cons as well as the suitability of the tool for certain groups of learners.



The second panel session explored the impact and challenges in incorporating educational technologies into the lesson plan, starting with teacher-readiness in the acceptance of such tools. I spoke my part with relation to the M-Learning week initiative in the Dyslexia Association of Singapore (DAS) and how the responses correspond to the available literature associated with teachers' use of ICT. The M-Learning week is a DAS initiative to encourage the current Main Literacy Programme (MLP) educators in the DAS to actively adopt mobile-learning to go beyond mere adoption of educational technologies (EdTech) by sharing their EdTech integration in their classrooms on the association's Google+ account with the relevant hashtags. Sharing increases awareness of alternative uses and also multiplies ideas as well as inspiration. It also encourages those who are yet to come on board with EdTech. M-Learning week is one way to get conversations started on the incorporation of technology into the lesson design.

The concept underlying M-Learning week largely stems from the theory of connectivism (Siemens 2005 & Downes 2010). Connectivism is a learning theory that explains how educational technologies have created new opportunities for users to learn and share information across the various online platforms and among themselves. These technologies include web browsers, emails, websites, online discussion forums, social networks, YouTube, and any other tool which enables the users to learn and share information with other people. In the case of M-Learning Week, the MLP educators used Google+ to share their strategies and activities involving educational technologies.

A key feature of connectivism is that much learning can happen across peer networks that take place online. In a classroom example of connectivist learning, a teacher will guide students to information and answer key questions as needed, in order to support students learning and sharing on their own. Students are also encouraged to seek out information on their own online and express what they find. A connected community around this shared information often results. As the M-Learning was for educators, the same was applied, only teacher to teacher, as teachers posted their activities and had other teachers posting comments or questions. In doing so, over time, the teachers would have created a resource bank that they could refer to if they

need some ideas or better still, simply post a question and watch the comments or solutions streaming in.

The panel discussion will included the following five areas :

- a) possible determinants of teachers' levels of ICT adoption,
- b) relationships between teachers' confidence and perceived barriers to the adoption of ICT,
- c) teachers' access to ICT tools,
- d) methods of ICT training for teachers and the success rate of ICT adoption, and
- e) teachers' perceptions of time-constraints and how it impacts the adoption of ICT.

On top of my sharing, I also learnt from the other panellist's success stories as well as challenges in what makes tech-adoption an overall success and also how it is a never-ending journey because technology evolves so rapidly; by the time the tools reach the classroom, it's considered yesterday's technology already.

The first of my oral presentation was on StoryBird. This is really an awesome tool that I would highly recommend to any educator who is working with their students on writing activities - be it stories, poems or anything at all. All of my students never seem to get tired of StoryBird and the amazing part is that StoryBird involves the parent(s) too. This activity makes room for many discussions to take place between myself and my students' parents and the students just want to continue with their stories even when they are at home instead of waiting for the next lesson with me. So, in class, they would present the stories that they have already completed at home and a handful of my students have even crafted listening comprehension questions for their peers. I have been so touched by this and am simply very glad that I have ignited some excitement for writing in my students who were initially reluctant to write paragraphs using paper, pen and printed graphic organisers.

So, if you are asking what StoryBird really is, well, it is an online story builder. StoryBird allows the writer to choose their graphics and is very user friendly, especially for young children. It gives the students the feeling that they are doing their very own picture storybook which they can show to





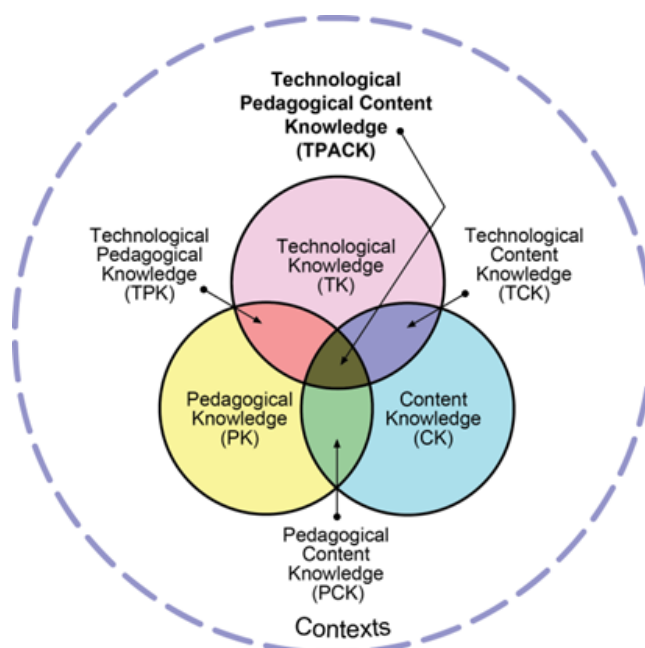


anyone or even print. They can have a very short sentence on the pages or write an entire paragraph. Some of the parents of my students, who are very involved their children's works, have told me that it has become their Sunday afternoon activity or even a break between their children's homework time and to top it off, the siblings of my students even want to do their own digital storybook.

The last oral presentation was on TPACK as well as the SAMR models. Technological Pedagogical and Content Knowledge (TPaCK) attempts to identify the nature of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge. The TPACK framework extends Shulman's idea of Pedagogical Content Knowledge.

At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). The TPACK approach goes beyond seeing these three knowledge bases in

isolation. The TPACK framework goes further by emphasizing the kinds of knowledge that lie at the intersections between three primary forms: Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), and Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPaCK).





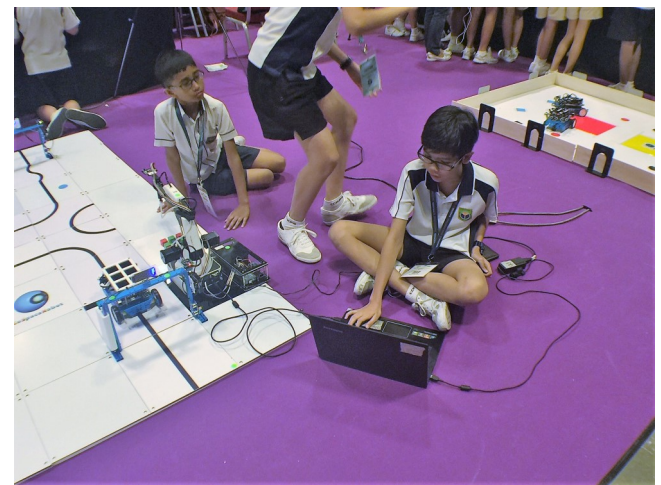
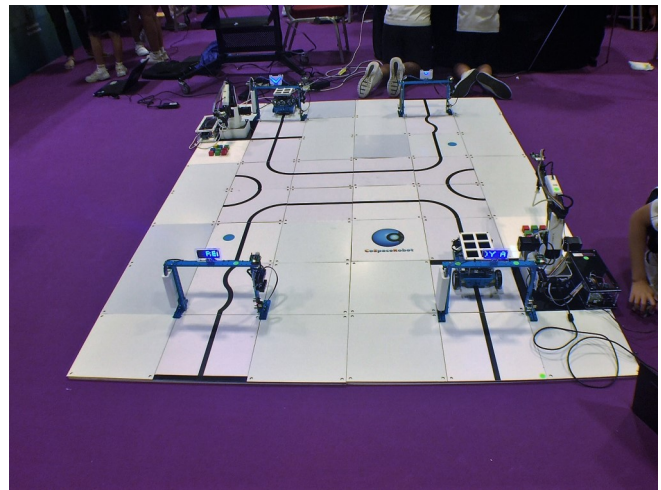
Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between these components of knowledge situated in unique contexts. Individual teachers, grade-level, school-specific factors, demographics, culture, and other factors ensure that every situation is unique, and no single combination of content, technology, and pedagogy will apply for every teacher, every class, or every learning need.

The Substitution Augmentation Modification Redefinition (SAMR) model offers a method of structuring the progress of how educational technology might impact teaching and learning. It also describes the progressive stages that adopters of educational technology often go through as they integrate technologies into their lesson designs.

While one might argue over whether an activity can be defined as one level or another, the important concept to grasp here is the level of student engagement through the use of educational technologies. One might well measure progression along these levels by looking at who is asking the important questions. As one moves along the continuum, educational technology becomes increasingly important in the classroom but at the same time becomes more invisibly woven into the demands of good teaching and learning.

While these were the four key areas I was presenting or sharing on, I learnt much more from other presenters and panelists which I will be incorporating into my future EdTech workplan.

*Having attended EduTech Asia every year since 2016, it is one conference I would definitely recommend for educators who want to know what's new and what's out in the area of instructional design with technology.*







**SOOFRINA** is the EdTech Coordinator for the Main Literacy Programme (MLP) at DAS. MLP provides a comprehensive and quality curriculum to support students with dyslexia facing literacy challenges. The MLP curriculum integrates key essential learning components that are crucial in remediating students with learning difficulties and these recommended areas of instruction are adapted from the National Reading Panel, 2000.

Educational technology is a critical component of the programme. We are focused on the application and study of educational technologies and how it enhances skills and cognitive characteristics in both educators and learners and so we pilot and lead initiatives with educational technologies such as studying users' perceptions on uses of iPads in the MLP classrooms, impact of Mimio Teach Smart Bars on MLP educators and dyslexic learners, and the formative approach to the digitalization of the Curriculum Based Assessments.



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## DAS CHARITY GOLF & DINNER

*\$366,000 raised*

By Lee Siang—CEO  
Dyslexia Association of Singapore

*DAS has had the privilege of being beneficiaries of Charity Golf Tournaments in the past and there have been many golf balls hit in the name of dyslexia, but the DAS has never been the organiser of such an event before. With only a few months to plan and with a green team the inaugural DAS Charity Golf and Dinner was organised!*

The DAS Golf committee swung into action with the support and guidance from our Fundraising Committee Chairperson Cynthia Tan, DAS President Eric Lee and good friends of DAS, with special mention to Kevin Kwee an expert in organising Golf Tournaments. With their sage advice we were all buoyed for success. DAS CEO Lee Siang commented at the end of the event that the success of this first Charity Golf and Dinner event reflected "the pioneering environment at DAS and the staff's can-do spirit !" Main staff organizers Surjati Soekraman,

Deborah Hewes and Khatijah Abdul Salam certainly exemplified that can-do spirit ! There were so many people and organisations who supported this fundraising event and without their support raising the huge sum of \$366,000 would not have been possible. A list of the sponsors for this event is published on pages 18 and 19.

The Guest of Honour at the Charity Golf Dinner was the Education Minister, Mr Ong Ye Kung. Mr Ong stated, "I am very happy to be part of the DAS fundraising event. Since it was established in 1991, DAS has been a valuable partner to the Ministry of Education, as we strive towards greater support for young students with dyslexia."

He continued, "To those who have extended a charitable hand to children with dyslexia from financially-needy families, I would like to offer my thanks. Together, we can do more for our children, and help them be the best that they can be."























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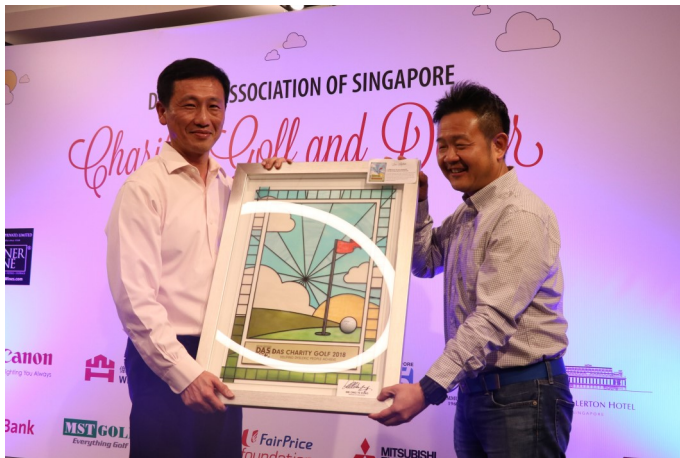


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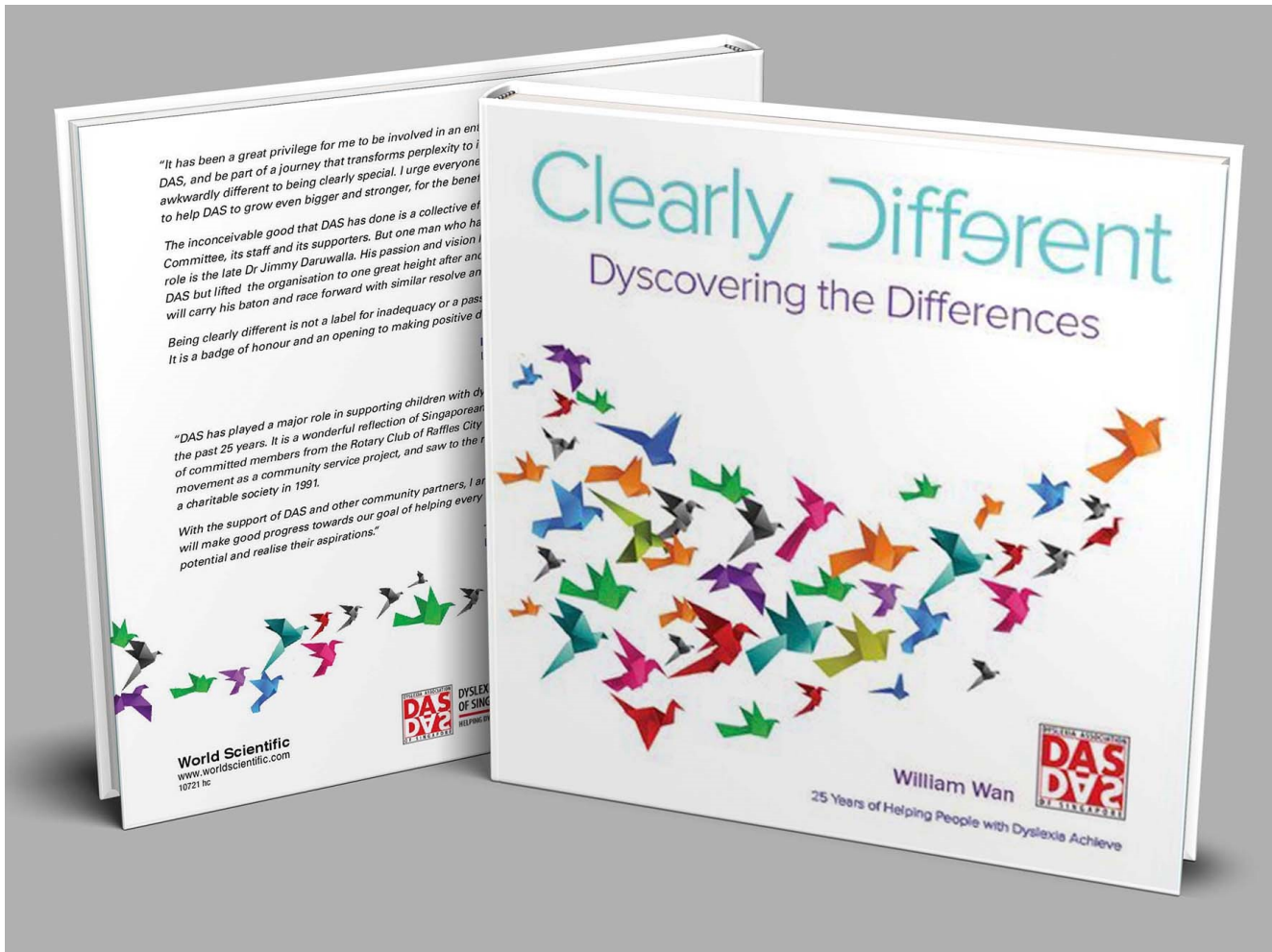












## CLEARLY DIFFERENT BOOK—\$200 EACH

### Raising Funds for Bursaries

By Deborah Hewes  
Head of Publicity and Publications

*Celebrating 25 years of supporting children with learning differences, DAS has published this unique book documenting its history and the individuals who have played a key role in championing dyslexia support in Singapore.*

DAS is undertaking a fundraising opportunity to raise much needed funds for low-income families needing access to bursaries for the services provided by DAS. A preview video of the book is available on our Facebook page.

We have asked the author Dr William Wan to personally autograph a limited number of hardback copies of the book to be sold at \$200 each. If you would like one of these books they can be purchased from the **DAS SHOP** on our new website at this link:

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





2015 Awarded by Tyler 106, 12 years old

Clearly Different—Discovering the Differences

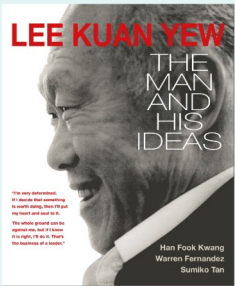
THE TURNING POINT

Back in 1991, Dr Daruwalla had already been told by Dr Lee Wei Ling that her father was dyslexic. Only in 1996 did the then Senior Minister Lee Kuan Yew announce that he was mildly dyslexic. In word and in deed, his support for DAS was unwavering. He went on to donate to DAS over \$190,000 that he had received in royalties for his book Lee Kuan Yew — The Man and His Ideas.

It was the single largest individual donation to the DAS in the first decade of its existence. That generous act opened the floodgates of public interest in dyslexia.

That month alone, DAS received a thousand phone calls from parents who thought their children were dyslexic. More than the money, as Dr Daruwalla said in an interview, “The greatest thing he did for us was to remove the stigma”.

With greater awareness came more opportunities to provide help where it was needed. Dyslexia Awareness Courses were organised for selected teachers from various primary schools so that the work of seeding the education system with early intervention “detectors” could begin in earnest.



Royalties from the book, “Lee Kuan Yew — The Man and his ideas” were donated by Lee Kuan Yew to DAS. Mr Lee Kuan Yew was a long-term supporter of DAS and he made regular personal donations.

Permission to print the cover image of the title, Lee Kuan Yew: The Man and His Ideas, ISBN 978-981-907162-2 © 1996 Times Editions Pte Ltd and The Straits Times Press. This paperback edition published in 2015 by Marshall Cavendish Education. An imprint of Marshall Cavendish International and The Straits Times Press is a member of Singapore Press Holdings

Milestones in the past 25 years

1996

- MAR DAS appointed its first Executive Director, Mrs Linda Low.
  - APR The stigma of having a learning difficulty was considerably lessened when Mr Lee Kuan Yew, former Prime Minister of Singapore, announced that he had mild dyslexia and donated a large sum of money to DAS. This created more public awareness, and there was a flood of enquiries. A symposium on dyslexia, sponsored by the British Association of Singapore, was held to increase public awareness of this learning difficulty.
- DAS Patron, Mrs Goh Chok Tong, was the Guest of Honour at the opening ceremony of DAS Learning Centre in Ping Yi Primary School.



- JUL 60 teachers from various primary schools attended a Dyslexia Awareness Course jointly organised by the MOE and DAS.
- OCT DAS organised a Gala Dinner to celebrate its 5th Anniversary on 27 October 1996.



2017 Awarded by Tyler 106, 12 years old



Blossom Tree by Cheryl/Cheng Wai Hong, P5

Milestones in the past 25 years







## DAS SPLD ASSESSMENT SERVICES

By Deborah Hewes  
Head of Publicity and Publications

*DAS Specific Learning Differences (SpLD) Assessment Services (SAS) caters to the growing number of students with multiple learning needs besides dyslexia.*

In Singapore, it is estimated that about 23,000 preschool, primary and secondary students have dyslexia severe enough to warrant intervention. Over the last few years, DAS recognises that a significant number of students have dyslexia and co-occurring difficulties and a review of comorbid rates suggest that about half of all learners with dyslexia have co-occurring learning difficulties. These learning difficulties include dyspraxia, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), obsessive compulsive disorder (OCD) and Tourette's syndrome.

DAS SpLD Assessment Services can assess for:

- ◆ Dyslexia
- ◆ Dyscalculia
- ◆ Giftedness
- ◆ Visual processing
- ◆ School Readiness
- ◆ Dysgraphia/Dyspraxia
- ◆ Autism Spectrum Disorder (ASD)
- ◆ Intellectual Disability (ID)
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)

For more information about the SpLD Assessment Services visit [www.das.org.sg](http://www.das.org.sg).

*Above: Geetha Shantha Ram, Director of SpLD Assessments, English Language Literacy Programmes and Staff Professional Development with some of the DAS Specialist Psychologists, (L to R) Natalia Lew, Tan Shi Jia & Winston Quek*



"IF A CHILD CAN'T LEARN THE WAY WE TEACH.  
MAYBE WE SHOULD TEACH THE WAY THAT THEY LEARN."  
-IGNACIO ESTRADA

# SpLD

## ASSESSMENT SERVICES



### BENEFITS OF A PSYCHO-EDUCATIONAL ASSESSMENT

- ➔ Provides useful information about an individual's learning profile or behavioural challenges
- ➔ Identifies the presence of a learning or developmental difficulty
- ➔ Illuminates an individual's strength and weaknesses (cognitive abilities & academic skills)
- ➔ Recognise behavioural or socio-emotional issues interfering with learning or development

### TYPES OF SpLD WE CAN ASSESS FOR

Dyslexia  
Giftedness  
Dyscalculia  
Visual processing  
School Readiness  
Dysgraphia/Dyspraxia  
Intellectual Disability (ID)  
Autism Spectrum Disorder (ASD)  
Attention Deficit Hyperactivity Disorder (ADHD)

### ASSESSMENT PROCESS

If diagnosed to have dyslexia  
and/or other learning difficulties  
and Eligible for DAS programmes

Determine  
LEARNER'S PROFILE

EVERY 6 MONTHS

Monitor and review  
every student's progress

AFTER 3 YEARS

Conduct review assessments to  
determine the child's overall progress

DETERMINE IF CHILD IS ELIGIBLE FOR ACCESS  
ARRANGEMENTS FOR NATIONAL EXAMINATIONS

SO THAT THE DAS PSYCHOLOGISTS  
CAN DIFFERENTIATE THE CHILD'S  
LEARNING NEEDS



BY WHO?

SpLD Assessment Services comprises of a team of Registered Psychologists and Specialist Psychologists who receive intensive training to ensure that they are well-skilled to carry out psycho-educational assessments.

The DAS Psychologists are able to provide psycho-educational assessments for students (primary to tertiary), as well as school-readiness assessments for preschoolers. Assessments and consultation are also available for adults with concerns.



FOR WHO?

## ARRANGE FOR AN ASSESSMENT TODAY!

For more information regarding the  
SpLD Assessment Process and Financial Assistance,  
contact us at 6444 5700 or [enrol@das.org.sg](mailto:enrol@das.org.sg)



DYSLEXIA ASSOCIATION  
OF SINGAPORE  
HELPING DYSLEXIC PEOPLE ACHIEVE

☎ 6444 5700  
🌐 [www.das.org.sg](http://www.das.org.sg)  
✉ [info@das.org.sg](mailto:info@das.org.sg)



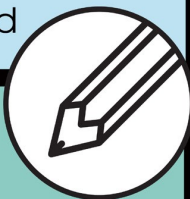
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# SPOTTING DYSLEXIA

## WRITING

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

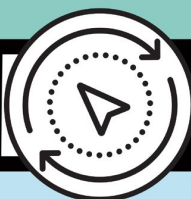


## SPELLING

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

## SPATIAL/TEMPORAL

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



## MEMORY DIFFICULTIES

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



## LISTENING

- ❑ Problems with note taking
- ❑ Finds background noise distracting



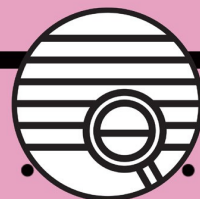
## MOTOR CONTROL

- ❑ Co-ordination problems
- ❑ Handwriting difficulties



## READING

- ❑ Needing to re-read
- ❑ Moving or overlapping texts
- ❑ Losing place in text
- ❑ So much effort goes into reading that information is not comprehended





# IS YOUR CHILD STRUGGLING IN SCHOOL? WE CAN HELP YOU TO FIND OUT WHY!

## TAKE OUR DYSLEXIA SCREENING TEST

### PRESCHOOLERS

FREE

Take the Literacy Profiling Test, if your child has difficulties with:



- Learning and recognising rhymes
- Sequencing, such as singing the letters of the alphabet, or remembering the days of the week
- Recognising the letters in the alphabet
- Differentiating among similar looking letters when reading and/or writing
- Remembering letter sounds
- Learning grade-appropriate sight words (e.g. a, and, the)
- Spelling his/her own name

### PRIMARY SCHOOL STUDENTS

FREE

Take the Computerised Screening Test, if your child has difficulties with:

- Sounding out new words
- Recognising sight words or learnt words
- Spelling, such as forgetting learnt words quickly
- Writing in prose
- Reading and understanding text passages



### SECONDARY SCHOOL STUDENTS

\$60\*



Take the Dyslexia Screening, if your child has difficulties with:

- Reading text passages fluently, which may hinder comprehension
- Completing assignments that require reading/writing on time
- Spelling words in writing and/or substitutes with simpler words
- Organising ideas in writing

*\*The screening fee can be used to offset the full cost of assessment.*

### SCREENING DATES

**Mon, 12 March 2018 (Preschool)**

**Wed, 14 March 2018 (Pri & Sec)**

**DAS Bishan Learning Centre**

Bishan Junction 8

9 Bishan Place, #06-03

Singapore 579837

Tel: 6250 0526

**Mon, 28 May 2018 (Pri & Sec)**

**Wed, 30 May 2018 (Preschool)**

**DAS Tampines Learning Centre**

Blk 163 Tampines St 12, #01-257

Singapore 521163

Tel: 6786 0838

**Mon, 3 Sept 2018 (Preschool)**

**Tue, 4 Sept 2018 (Pri & Sec)**

**DAS Chua Chu Kang Learning Centre**

Blk 17 Teck Whye Lane, #01-167

Singapore 680017

Tel: 6464 8609

**Wed, 21 Nov 2018 (Pri & Sec)**

**Thu, 22 Nov 2018 (Preschool)**

**DAS Jurong Point Learning Centre**

1 Jurong West Central 2

#05-01, Jurong Point

Singapore 648886

Tel: 6594 0331/2

**All the above tests will give you a picture of your child's learning needs.**

**To have a diagnosis, your child will need to do a full assessment with us. Please go to our website**

**[www.das.org.sg](http://www.das.org.sg) for more details on psychological assessment.**



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

**TO REGISTER, CALL  
6444 5700**

**Mon to Fri: 9.00am to 5.00pm**





# UNITE SpLD 2018 CONFERENCE

20 TO 22 JUNE 2018  
LIFELONG LEARNING INSTITUTE  
11 EUNOS ROAD 8  
SINGAPORE 408601

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



## PRE-CONFERENCE TICKETS\*

**20 JUNE**  
**WEDNESDAY**  
REX HOUSE LEARNING CENTRE  
**9:30 - 4:00 PM**

### "Offsite Learning Journey"

LIMITED TICKETS! \*Only available to conference attendees.

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

**\$58**



## CONFERENCE TICKETS

**21 - 22 JUNE**  
**THURSDAY + FRIDAY**

LIFELONG LEARNING INSTITUTE  
DAY 1: 9:30 - 5:00 PM  
DAY 2: 9:30 - 1:30 PM

**"Research Worth Sharing"**

**\$137**



Uniting Ideas in Teaching Excellence—Research Worth Sharing

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



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**REGISTER NOW!**

<http://unite2018.eventzilla.net>

GROUP DISCOUNTS AVAILABLE • EARLY BIRD ENDS 20 MAY 2018



UNITE SpLD 2018 RESEARCH WORTH SHARING	EARLY BIRD TICKETS Closes on 20 May 2018		STANDARD TICKETS After Early Bird 20 May 2018	
	SINGLE	GROUP (MIN 5)	SINGLE	GROUP (MIN 5)
<b>PRE-CONFERENCE WORKSHOPS# - 20 June</b> *Only available with Conference ticket purchases - limited to 70 tickets	\$58	\$54	\$64	\$61
<b>CONFERENCE SINGLE TICKETS - 21 &amp; 22 June</b>	\$137	\$116	\$152	\$144
<b>TOTAL PRICE FOR THREE DAYS - 20, 21 &amp; 22 June</b>	\$194	\$171	\$216	\$205

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

\*DAS PARENTS & STUDENTS, DAS STUDENT ALUMNI, RETA MEMBERS & HIGHER LEARNING STUDENTS<sup>^</sup>

<sup>+</sup>For the Conference tickets only (21 to 22 June), does not include Pre Conference tickets (20 June). <sup>^</sup>Student Identification Required



#### PRE CONFERENCE - Wednesday, 20 June 2018

9:30am to 4:00pm

**REX HOUSE LEARNING CENTRE**  
73 BUKIT TIMAH RD, #05-01, SINGAPORE 229832

#### UNITE SpLD CONFERENCE - Thursday & Friday, 21 & 22 June 2018

**DAY 1**  
9:30am to 5:00pm

**DAY 2**  
9:30am to 1:30pm

**LIFELONG LEARNING INSTITUTE**  
11 EUNOS ROAD 8  
SINGAPORE 408601

## REGISTER NOW!

<http://unite2018.eventzilla.net>

FOR MORE INFO CALL US ON 6444 5700  
(Mon to Fri - 9:00am to 5:30pm)



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# UNITE SpLD 2018 CONFERENCE PROGRAMME

## PRE-CONFERENCE EVENT "OFFSITE LEARNING JOURNEY" (Limited tickets available)

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

### PRE REGISTRATION

for the Conference is available  
@ REX HOUSE Learning Centre  
73 Bukit Timah Rd,  
#05-01 Rex House on  
Wednesday, 20 June 2018

## PRE CONFERENCE - Wednesday, 20 June 2018

8:30	PRE CONFERENCE REGISTRATION OPEN - REX HOUSE LEARNING CENTRE	
	Lecture Room 1	Lecture Room 2
9:30	MOE-aided DAS Literacy Programme	Chinese Programme
11:00	Speech & Language Therapy	Maths Programme
14:30	"OFFSITE LEARNING JOURNEY"	
16:00	Close of Pre-Conference	

## UNITE SpLD CONFERENCE Day 1 - Thursday, 21 June 2018

8:30	CONFERENCE DAY 1 - LIFELONG LEARNING INSTITUTE	
	Welcome Address	
9:40	KEYNOTE PRESENTATION 1 : Geetha Shantha Ram Technology Advancing Education	
10:15	KEYNOTE PRESENTATION 2 : Susan Rickard Liow, Mary Lee Lay Choo, Tng Siok Keng, Elizabeth J. Teh Profiling Children at-risk for Language, Literacy and Learning Difficulties in Heterogeneous Bilingual Populations	
11:00	BREAKOUT SESSION A: STREAMS 1 - 4	
13:45	KEYNOTE PRESENTATION 3 : Wong Meng Ee, Deborah Chua Exploring Assistive Technology to Support Students with Dyslexia: Introducing Possible Solutions	
14:15	POSTER EXHIBITION	
14:45	BREAKOUT SESSION B: STREAMS 5 - 8	
16:30	Close of Conference Day 1	

## UNITE SpLD CONFERENCE Day 2 - Friday, 22 June 2018

9:00	CONFERENCE DAY 2 - LIFELONG LEARNING INSTITUTE	
9:30	KEYNOTE PRESENTATION 4 : Zachary Walker 10 Neuroscience Principles for Student Learning	
10:00	BREAKOUT SESSION C: STREAMS 9 - 12	
12:00	PERFORMANCE BY DAS SPEECH & DRAMA ARTS STUDENTS	
12:30	PANEL DISCUSSION Moderator: Geetha Shantha Ram Panel: Angela Fawcett, John Everatt, Wong Meng Ee, Lee Siang	
13:30	Close of Conference Day 2	

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

**6444 5700** (Mon to Fri - 9:00am to 5:30pm) **WWW.DAS.ORG.SG**



# CONFERENCE STREAMS BREAKOUT PRESENTATIONS



## BREAKOUT SESSIONS

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

### RESEARCH STREAM

A	Identification of Learners (SpLD)
	Profile of Children with Dyslexia, Ages 5-7 years according to Dyslexia Early Screening Tools
	Executive Functioning - Screening for Intervention/Deficit
	Chinese Language Assessment / Test (in the context of SpLD)
B	The Effectiveness of Family Literacy Programme on the early literacy achievement of Singaporean preschool children identified to be at risk of literacy difficulties
	Evaluating the MOE-aided DAS Literacy Programme
	Effectiveness of Reading Comprehension Instruction for Primary School Learners with Dyslexia
	Music Teachers and Dyslexia: Perceptions, Understanding and Observations
C	Dyslexia and Learning – the triangle hypothesis as an explanatory framework for dyslexia
	Effects of Executive Attention Deficits in Children with Dyslexia: Beyond Phonology in bilingual dyslexics
	Test of the Double Deficit Hypothesis of Dyslexia: Comparison in two Japanese writing systems
	Phonological Processing Skills for typical and atypical readers in Singapore

### PRACTICAL RESEARCH STREAM

A	Relationships between language and literacy development and academic self-efficacy and resilience
	An evaluation of the preference-based teaching approach for children with dyslexia and challenging behaviors
	Executive Functions and its relation with Dyslexia: Exercises to Improve Planning and Self-Regulation
	Impact of Multiple Intelligences on the emotional wellbeing of the child with Specific Learning Disabilities (SLD)
B	Getting Reading Right with Smarter Phonics in Sarawak, Malaysia: Empowerment of Preschool Children in the English Language
	The Imagery-Language Foundation: Teaching All Children to Read and Comprehend
	Exploring the effectiveness of the English Examination Skills Programme on struggling non-dyslexic learners
	Impact of DAS Maths Intervention: An exploratory case study of struggling primary school learners without dyslexia
C	The Emphasis on the Explicit Teaching of Reading Comprehension to Learners on the DAS Main Literacy Programme
	Speech, Language and Communication Needs - Case Studies
	Going Beyond Instructional Technology Integration Models in Instructional Designs with EdTech
	Post-Secondary Intervention strategies

### TEACHING PRACTICAL WORKSHOPS

A	Rolling out an evidence-based Intervention for struggling learners and providing professional development for teachers through a global partnership in India: A pilot project
	Working with Youths with extremely low language and literacy: A case study
B	RETA Case Study Workshop
C	Our Literacy World: The Preschool Class at DAS
	A Stitch in Time

### PARENT WORKSHOPS

A	Parent Advocacy - A Success Model
	Effect of Exposure on self esteem of Dyslexics
B	Personal Dyslexia Stories
C	The Development of Education for Students with Learning Disabilities in Taiwan
	Resource Room – Remedial education for children with SLD within the school premises – the need of the hour





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

JOIN US ON FACEBOOK NOW!

**DAS Parents Network**

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

**Dyslexia Association of Singapore**

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

**DAS Academy Ltd**

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

**DAS International Services**

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**DAS Student Alumni**

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**You Tube**



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

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







A

APPLAUSE



# First pair of DAS students to get hitched!

By Shenmee  
Senior Educational Therapist  
Bedok Learning Centre







*Pictured above: (L-R): Yan Jun, Shenmee, Eugene (Jeric's younger brother). Both Yan Jun and Eugene were Shenmee's students too. Yan Jun and E-lynn were in the same class in DAS.*

*Unknowingly, I played cupid to a pair of students .  
Here's the love story that happened in DAS (Bedok)  
12 years ago...*



Jeric and E-lynn were my students but in different classes. I had a make-up lesson for E-lynn's class and invited Jeric's class to join in. As fate would have it, Jeric attended.

It is my usual practice to encourage the students to exchange their contact numbers in hopes that they could maintain the friendship and give each other support. It was this golden advice that prompted Jeric to approach E-Lynn for her number and then and there they became good friends.

From friends to lovers and fast forward 12 years later, Jeric and E-lynn recently got married on 13 January 2018. We sincerely wish both of them an everlasting blissful marriage as they embark on a new journey together.





# MARCUS ACES HIS 'O' LEVELS

## *Hardworking & Determined!*

By Bhavani Jeganathan  
Senior Educational Therapist  
Specialist Teacher  
DAS International





*Marcus is a self-motivated teenager who sets out goals for himself. The road to success comes through hard work, determination and sacrifice. Marcus was my student for Specialist Tutoring where we worked together on phonological decoding, sentence-writing, passage-reading fluency and reading comprehension.*

Marcus is a well-mannered boy who showed good levels of attention and perseverance throughout the sessions I had with him. He was able to relay his ideas in a fluent and coherent manner. My sessions with him included spelling drills, conversations based on selected topics, essay writing (narrative and expository) and reading comprehension passages. We usually commenced each session with conversational topics relating to the reading comprehension passage. Marcus enjoyed researching and reading on the topics given as it enhances his general knowledge. At times, we also covered study skill concepts as he had challenges on time management, organisation and note-taking.

However, he would come for my sessions displaying some stress with school work and expectations. He would get angry with himself if he does not attain his own academic targets that he has set for himself. Overtime, we had lots of positive discussions on how we can manage emotions in a much effective manner. Marcus gradually improved in Secondary 4. He started to answer questions pertaining to reading comprehension passages he read independently and most importantly with greater confidence. Marcus started developing better spelling skills and made lesser spelling errors in his writing tasks. It is highly commendable that Marcus attained good conversational skills within the period he was with me.

We always had great discussions on a positive learning and how one can achieve by being positive. Marcus texted me when he was in the school hall when he was about to receive his "O level results". We had funny moments of laughter wondering how he had actually scored as he mentioned he was having a "heart attack". Marcus did extremely well for his O levels by achieving 7 points. I remember Marcus texting me "I worked so hard for this and it was really hard". I am truly proud of Marcus.

**MINISTRY OF EDUCATION  
REPUBLIC OF SINGAPORE** **UNIVERSITY of CAMBRIDGE  
International Examinations**

**SINGAPORE-CAMBRIDGE GENERAL CERTIFICATE OF EDUCATION  
ORDINARY LEVEL**

This certifies that the candidate named below sat the Singapore-Cambridge General Certificate of Education Ordinary Level Examination conducted by the Ministry of Education, Singapore, the University of Cambridge International Examinations and the Singapore Examinations and Assessment Board and obtained the following results:

**YEAR OF EXAM** 2017  
**CANDIDATE** MARCUS TAN CHUN HOW  
 陈俊豪 CHEN JUNHAO MARCUS

**NRIC/FOREIGN IDENTIFICATION NO.**  
**SCHOOL** ST. ANDREWS SECONDARY SCHOOL  
**INDEX NO.**

SUBJECT	GRADE		LANGUAGE MEDIUM	EXAMINING AUTHORITY
	Alphabetical	Numerical		
ENGLISH LANGUAGE +	B	THREE	ENGLISH	CAMBRIDGE
COMBINED HUMANITIES +	A	TWO	ENGLISH	CAMBRIDGE
ADDITIONAL MATHEMATICS +	A	ONE	ENGLISH	CAMBRIDGE
MATHEMATICS +	A	ONE	ENGLISH	CAMBRIDGE
PHYSICS +	A	TWO	ENGLISH	CAMBRIDGE
CHEMISTRY +	B	THREE	ENGLISH	CAMBRIDGE
PRINCIPLES OF ACCOUNTS +	A	ONE	ENGLISH	CAMBRIDGE

**Number of Ordinary Level Subjects Recorded:** SEVEN **Number of Subjects graded 6 or better:** SEVEN

Director-General of Education  
 Singapore

Vice-Chancellor  
 University of Cambridge

**435073** /2017  
 (see overleaf)

### MARCUS REFLECTS ON HIS LEARNING JOURNEY

*I never really had a set target but once I began Sec 4 I knew I had to buck up, so I told myself that I need to practice more for the subjects I wasn't so good at such as Humanities, English and Chemistry. And that helped since my other subjects such as Math, which I was quite strong at, so picking them back up wasn't so difficult.*

*At the start of the year, my school had a goal setting session and I decided to make my goals for my worse subjects but then my teachers came to me and told me to set it higher since they knew that I could do better and throughout the year it was quite evident that I was capable of improving and meeting the goals that my teachers and I set.*

*My time management was never that great whenever I got home. I wouldn't be able to study but instead I will just sit in front of the computer for the rest of the day but I knew I had to change so I started staying in school to study and do my homework and surprisingly it worked wonders for me. I got my work done and managed to study a little more.*

*My biggest challenge was the fact that I was terrible at Humanities and English. No matter how hard I tried I could never seem to improve, and the fact that I couldn't handle stress didn't help. But I managed to overcome the problems I had with Humanities with the help and support from my teachers and friends who were patient and willing to help me improve. And as for English, my DAS tutor, Mdm Bhavani helped me tremendously in all aspects of the exam and she even helped me to handle my stress better. In the end, all the help from friends, teachers and family, I managed to achieve what I never thought was possible! 10 points for my L1R5.*





Felicia Ong Meng Li  
2nd Place

HEALTHY PLATE COMPETITION  
GUANGYANG PRIMARY SCHOOL

By Sharon Reutens,  
Speech-Language Therapist, Bishan Learning Centre





*What was the name of the competition held in your school?*

**FELICIA:** The name of the competition was 'Healthy Plate'. It was for P4, P5 and P6 students.

*Tell me about your dish.*

**FELICIA:** Our dish was called Black Pepper Chicken Chop. I made rice balls with my friend, Divya. We had cherry tomatoes and my friend's mother cooked the black pepper chicken. I like the black pepper chicken. The name of the fruit design is called 'flower fruit'. You take a small orange, peel off the skin, then make it into a flower.

*How did you and your friend, Divya, plan for this competition?*

**FELICIA:** We planned with the teacher. We came up with the idea for the black pepper chicken and the 'flower fruit'. The teacher suggested to make rice balls and we said 'ok'.

*What did you like best about the competition?*

**FELICIA** The black pepper chicken.

*Above: 2nd Place winners collecting their prize on stage.*

*Below: Felicia and Divya in action*







*Being a non-Singaporean citizen, Aiden is not entitled to MOE grant and DAS bursary. However, an anonymous donor generously paid his school fees for three subjects throughout the whole of last year.*

On his last day at DAS, Aiden penned the letter to show his heartfelt appreciation to his secret donor (as he fondly addressed).

Aiden wrote his letter without any help/prompting from the teacher. Minimal editing was done to preserve the authenticity of his letter.

Messages from Shenmee to donor and Aiden:

Specially for You , the secret donor ...

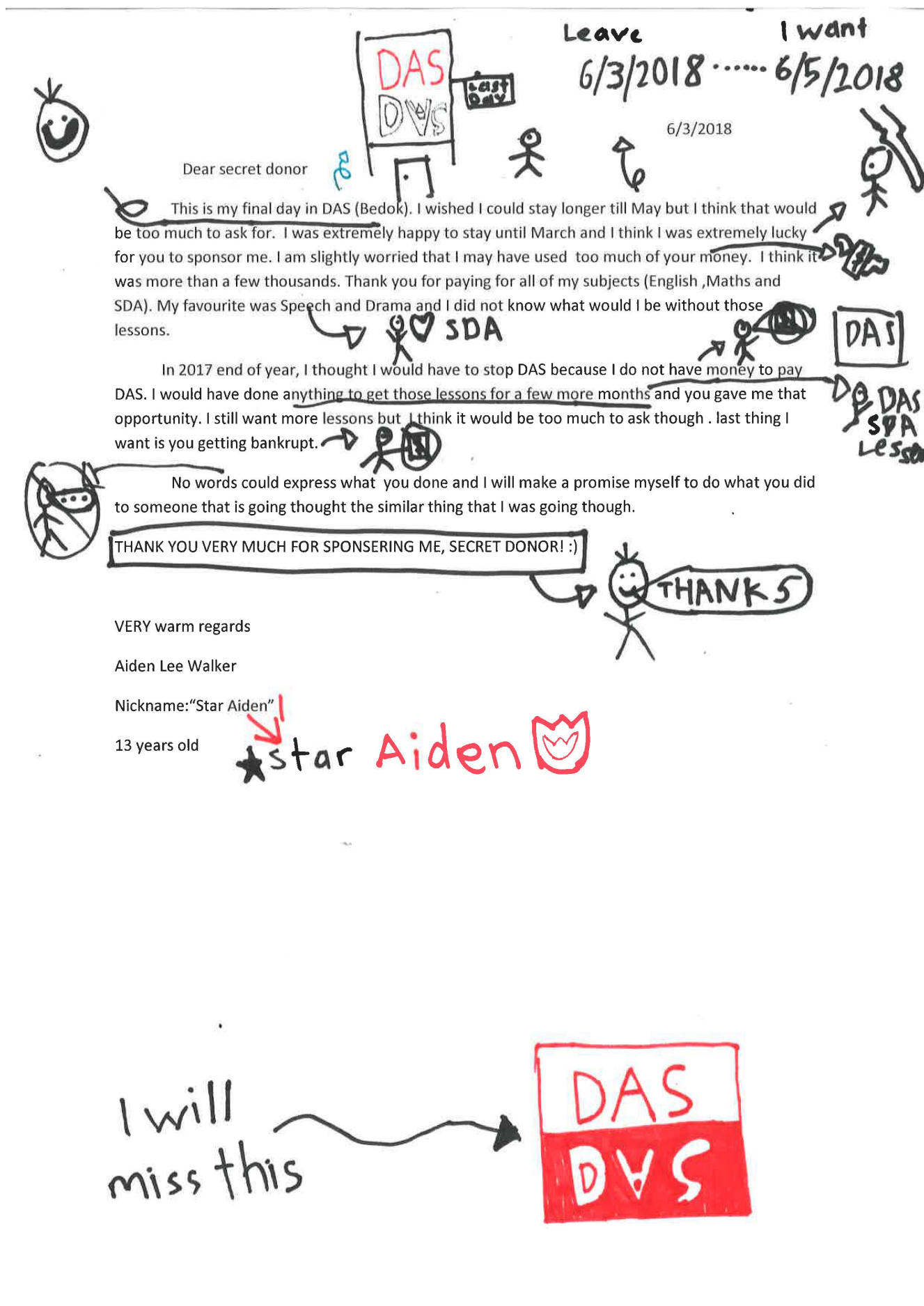
All the staff and educational therapists at Bedok Learning Centre are truly grateful to you for your kindness and generosity . Your kind act has indeed touched Aiden so much that he wants to be like you when he grows up...helping someone who shares the same predicament as his. You have made a world of difference to this one "starfish"!



And to our dear Aiden...

It has been a joy teaching you. The staff and teachers were impressed by your magnitude of love and gratefulness as you went around bidding us goodbye. We wish you all the very best in your future endeavours and we strongly believe you will shine like a star in your own unique way.









# Terran Aw

## BEARYFUN GYM

By Deborah Hewes  
Head of Publicity and Publications

*Clad in a blue dri-fit shirt, the slender man animatedly gestured to emphasize his point. Whenever he could not think of a suitable word to use in his sentence, he replaced it with a simpler word and a wide smile. Mr Terran Aw, is an adult dyslexic. Terran, 45, is the founder of BearyFun Gym, a gymnastics school for children that also operates a trampoline park and indoor playground.*

Children born after the 1980s would not recognise the Primary 7 and Primary 8 system, which Mr Aw was a part of. Struggling academically, his teachers commented on his yearly report book that he was not putting in effort and was plain lazy. He was failing so consistently that he had to transfer school, and transfer again to a school that supported Primary 7 and 8 students.

"I didn't know why I was so stupid, I couldn't even speak," he said.

Growing up watching Hong Kong Kungfu movies cemented Terran's dream of being an action star like his idol Jackie Chan. He often went to the beach near his house to practice stunt movies alone, such as jumping, kicking and rolling.

The potential dangers of practicing stunts alone did not occur to Terran, who found joy in being alone



doing what he loved. "I can't study, I can't read, but at least I can do something like my stunt heroes," he thought. A stunt director could be his future career. Terran felt free on the beach, it was a panacea after harsh days at school.

His background was, in his own words, poor. He lived in a house that was small, but comforting and secure for the young Terran. It was so comfortable he would stay there secluded for two weeks without leaving. Aside from escaping to the nearby beach every day to practice stunts, he had a best friend at home – his bear.

After Primary 8, Terran could not qualify for secondary school so he was enrolled into the Vocational and Industrial Training Board (VITB), the predecessor of today's Institute of Technical Education (ITE). There, his first two years consisted of general skills before he went on to specialise in mechanical fittings.

Although the focus was on practical skills, there was still theory aspects and examinations to sit through. Scraping by with his grades, Terran graduated with a practical certificate in Mechanical fittings. After graduating from ITE with a certificate in practical work but not in theory, he was given a year to find a job before going into National Services (NS).

A friend of the family, Uncle Fook, took on Terran as an extra, so he could earn a little money, in the drama programme called Wu Jiao Ji at the Singapore Broadcasting Corporation (SBC). In this production he was exposed to many fighting scenes which mesmerised him. He knew he could do many of the moves as he had already began to learn gymnastics. Thus, one day, he decided to ask the action director whether he can give it a try. Soon he was asked to join a newly formed Wushu training class in SBC. After completion of the course, he officially became a trained stuntman.

Even during his NS days, he continued to work as an extra to gain more experiences and fulfilled his passion in doing gymnastics. In one of the dramas, White Snake Lady, he was required to do a continuous front summersault which he had no experience in. With his wit and perseverance, he managed to impress everyone at the scene with his agile moves. He had never felt that confidence in his life ever.

The only problem with this stuntman job was that it was often based on projects, if there was no project, he would not have any income at all. As such, he had to take up extra jobs such working as a KJ in a KTV or took up Chinese opera stuntman role at Getai. Terran needed to find a job with a more stable income stream.

Terran wasn't completely without support. He had a good friend who, in trying to help Terran be comfortable in interviews, brought him along when he went for interviews to show him what to expect. He managed to find a job in the industry, but soon found that he would never have passion for the work.

While looking for a new job, he applied for a coordinator position. "This word 'coordinator', it means there is a lot of paperwork," said Terran. During the interview, Terran impressed the interviewer with his language, who did not realise that Terran did not know how to write. He got the

job. He had to write reports as part of his first job. Noticing that many reports came in a standard format, he devised a template where he could use the same format and simply change the figures for different reports. That made his report-writing process a lot faster.

All was not smooth sailing even though he got the coordinator role. He was not paid market rate, which he accepted because he had shortcomings and he needed a job. His boss noticed that Terran had problems with the quotation and report writing, so they came to a consensus, allowing Terran to go out for meetings to do the talking, while his boss stayed behind to write reports. With his speech impairment, Terran had issues during the meetings as well. He got scolded regularly too, leading him to consider resigning.

A good friend of his persuaded him to continue with his work. "If you leave now, you will never learn," recounted Terran. His friend said that even though report writing was difficult, it was necessary in many jobs. Even if he decided to work as a technician instead of an administrative role, there were also reports to be done.

He stayed on for 5 years, being a part of the company's expansion. Contributing "a couple of good ideas", Terran became a team leader. He was able to delegate the report duties to another colleague and focus solely on bringing in business and building up the company.

Mobile phones were extremely costly at the time, but Terran worked hard to save money. He needed to call his friend frequently to check on spelling of words. To save money, he walked from his house in Aljunied to his workplace in Orchard every day, spending almost 2 hours each way.

Around this time, his expenses were rising rapidly. He had just bought a HDB flat, which he needed to pay for. His boss refused to increase his pay, which made Terran severely underpaid. Along with his hardships at work, he decided to resign from his job.

However, fortune shone on Terran as he was approached once again to go back to Television Corporation Service (TCS) he became a stuntman with the project of Condor Heroes. Later, more projects came along such as the movie: 2000 AD starring Aaron Kwok and Sha Shou De Tong Hua starring Andy Lau. Along came one Hollywood



movie project: "Monkey King: The Lost Empire 2001".

However, life is never a bed of roses, after 911 incident, followed by SARs, projects reduced more than expected. Once again, livelihood became an issue. In one of the scene, he fractured his ankle too. With so many obstacles in life, he never gave up as he knew he needed to support the family, his mother.

During the years, working as a stuntman and in his office career, he grasped critical thinking skills, he became very adaptable in different situations and environments, he became very confident and courageous of his ability.

In a twist of destiny; he was approached by an old friend to practice gymnastics once again. He was to assist in coaching children, although without much return in the beginning he agreed because he knew that this type of work has always been his love – gymnastics. He was sent to primary schools to coach children in gymnastics unconditionally. That started his first step in his journey of becoming a gymnastics coach.

With more Principals trusting in his coaching ability, he soon was given many Primary schools to support in training their children in gymnastics.

In 2004, through the "Learn to Play" programme, he ventured into early childhood sector too. He remembered his first experience with young children, he was totally shocked by how adorable all of them are, just like his bear!

He enjoyed the gym lessons with the children. He derived satisfaction as they all grew tremendously under his care. Bingo! When a job consists of all the likings that you have, the ability of yours, and the passion in you, he finally found his mission in life!

It was always his dream to bring BearyFun Gym's child-focused gymnastics programme to as many children as possible, regardless of their abilities. He felt that every child is capable of learning gymnastics and that they can benefit from gymnastics. The birth of BearyFun Gym is where he felt that every child can have an opportunity to grow and enjoy gymnastics in a fun and nurturing environment. Everything that gymnastics and children encompass - strength, discipline, confidence, pure, fun and uniqueness, is what BearyFun Gym stands for!

Terran took courses in early childhood movement, and applied the techniques when he taught children gymnastics. Through his job, he met many parents who have come up to tell him that their



children have dyslexia. They connect immediately, because Terran truly understands them.

Combining his two loves - Gymnastics and Children have made Terran a very happy man today and he sincerely grateful for the support from the parents, principals, friends and my family for believing in him to make his Gym, BearyFun and the Gym's programmes happen!

"I'm living my dream now," he says, "Don't need to do much admin work, but I can play with the children."

Terran's wife had previously studied early childhood education and noticed that he had issues with his reading and spelling. She encouraged him to go for a dyslexia assessment. At the age of 42, Terran was diagnosed with dyslexia. "Initially, I felt very proud, if there really was a problem with me, I wouldn't feel bad," he shared, "but after the diagnosis, I felt bad, like I wasn't a normal person."

Though painful to acknowledge but he accepted his problem. And by accepting his problem, he felt more relieved and grateful that he was able to achieve what he has accomplished despite having dyslexia. Now, he sincerely hopes to convey to more children who are facing issues, not to be in despair. "It really isn't as bad as what you think it is. Through gymnastics, doing the think that I love, I can. I know you can do it too!"

To the young people with dyslexia, he says: "Don't give up, everyone faces difficulties, just try your best. People learn differently, not everyone can learn using traditional methods. Don't be too worried about your future."

Despite his difficult beginnings, Terran understands that the challenges are what made him who he is today. "I wouldn't change my tough childhood for anything in the world."



DAS believes that no child should be left behind because he or she cannot afford the cost of DAS services.

Besides the main literacy programme, DAS also offers support in Mathematics, Chinese, English Exam Skills and Speech and Drama Arts. Increasingly, DAS will provide support for dyslexics who also suffer from other specific learning differences such as attention deficit hyperactivity disorder (ADHD), dyspraxia, dyscalculia and non-verbal learning differences.

### **WE RELY HEAVILY ON PUBLIC DONATIONS TO SUSTAIN OUR DAILY OPERATIONS.**

Donations received will go towards our increasing operational expenses.

The 2.5 times tax deduction for qualifying donations will be extended for another three years from 1 Jan 2016 to 31 Dec 2018.

Cheque donations may be made out to "DAS" and post to:

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

**Kindly include your full name and NRIC/ FIN to facilitate with tax exemption.**





# Gretal passes her O Level English!

By Bhavani Jeganathan  
Senior Educational Therapist and  
Specialist Teacher  
DAS International

*Gretal Seet Jia Xuan attended Specialist Tutoring for 4 months with DAS International. Gretal was a Secondary Four student at Admiralty Secondary School (Express Stream). She came to Specialist Tutoring for support with her composition writing, help with phonological decoding, passage-reading accuracy and reading comprehension.*

Gretal is a pleasant and polite student. Although Gretal was able to engage in daily conversations, she found it challenging at times to express her thoughts during conversations. She would constantly mention about how difficult it is to get the right word out and preferred to write her thoughts instead. Gretal and I had lovely chats over how she could better manage her stress at school and how to control her emotions and how she felt about her failures and that they can be viewed positively as learning experiences.

I incorporated spelling drills, oral conversations based on selected topics, essay writing (expository) and reading comprehension passages in the sessions. We did many reading comprehension passages and had lots of verbal conversations surrounding the topic to prepare her for the upcoming O level Oral Paper. Gretal is a hardworking and self-disciplined student. She would read the topics ahead of the session to ensure she had relevant knowledge. Gretal shared her interest in pursuing Zoology and was always an independent learner.

Gretal attained a B3 for her O level English when initially she used to obtain C6. I am heartened to see that Gretal's efforts paid off and she did very well her for O level exams. Good Job Gretal!

*I was only officially diagnosed with dyslexia when I was in Secondary 4. This means that I take a longer time to understand and learn a concept. Plus my carelessness and my complacency during my exams also lead to me not doing well in my studies and caused me to lose hope especially in my favourite subject, Science. However, when I was promoted to Secondary 4 I knew I had to do better so that I will have more paths to take for my tertiary education. With the help of my teachers and my DAS teacher, Teacher Bhavani. Teacher Bhavani taught me how to annotate the questions properly which although mainly used in English comprehension but I found it to be useful in all of my subjects. She also taught me to read the questions first then the passage so that I can look out for the answers while reading. This really helped to prevent carelessness errors. I am really thankful for her! Overall for me trying your best and consistently working both hard and smart, applying what you learnt for study skills helps. It is a long but rewarding journey with some failures along the way, but one should not give up!*

**Gretal Seet Jia Xuan**

*Congrats*



An initiative by the DAS Parent Support Group

# PAWS For Reading



**READ YOUR FAVOURITE BOOK AND HAVE FUN  
WITH HEALING PAW'S LOYAL LISTENERS!**

**23 JUNE 2018 | 10 – 11 AM**

## WHAT TO BRING:

A book suitable for your child's age, water bottle, insect repellent & a mat

## VENUE:

Bishan-Ang Mo Kio Park (Meeting Place - Canopy Cafe)



**SIGN UP  
HERE**

[http://tinyurl.com/  
paws-bishan-amk](http://tinyurl.com/paws-bishan-amk)



OR  
**SCAN TO  
REGISTER**



**This event is limited to 15 participants.**

For more information,  
email the DAS Parent Support Group at [psg@das.org.sg](mailto:psg@das.org.sg)  
or call our hotline at **6444 5700** (Mon to Fri, 9am to 5pm)



Congratulations



Emeritus Professor Angela Fawcett receiving the inaugural Jimmy Daruwalla Award at UNITE SpLD 2017 Conference, with Mrs Goh Chok Tong, DAS Patron, and DAS CEO Mr Lee Siang

### EMERITUS PROFESSOR ANGELA FAWCETT

I would like to wish you all many heartfelt congratulations on the 25th anniversary of DAS! As DAS Research Consultant, I am extremely proud to be associated with such a force for change for dyslexia in Asia and beyond. I wish you joy and even greater success for the next 25 years!

**Emeritus Professor Angela Fawcett**  
Research Consultant, Dyslexia Association of Singapore

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*This book is a 25-year milestone celebration of DAS's efforts in creating awareness for dyslexia and providing quality support for people with dyslexia in Singapore. It showcases an overview of how the association developed over the years and the key role DAS has played in shaping dyslexia intervention. Today, DAS is one of the forerunners in dyslexia support in Asia, and experts around the world have taken interest in the way they help dyslexics tackle the unique multilingual culture and high education standard. Also featured are personal stories of individuals who struggle with learning differences, as well as passionate advocates, educators and supporters whose efforts have paved the way for dyslexics to achieve success in life.*

# Clearly Different

Dyscovering the Differences



William Wan



25 Years of Helping People with Dyslexia Achieve

*Books are on sale in book stores and on the DAS website.*

**WWW.DAS.ORG.SG**

*Until stocks last you can purchase an autographed  
first edition hardback copy for \$200 per book.  
All proceeds of the sale of this book are donated  
to the DAS Bursary Fund.*

**BOOKS AVAILABLE AT THE DAS SHOP**

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

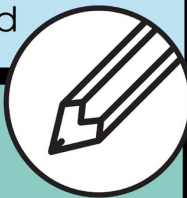
**ON SALE  
\$25**



# SPOTTING DYSLEXIA

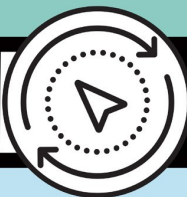
## WRITING

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



## SPATIAL/ TEMPORAL

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



## LISTENING

- ❑ Problems with note taking
- ❑ Finds background noise distracting



## MOTOR CONTROL

- ❑ Co-ordination problems
- ❑ Handwriting difficulties



## SPELLING

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



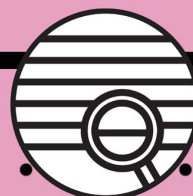
## MEMORY DIFFICULTIES

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



## READING

- ❑ Needing to re-read
- ❑ Moving or overlapping texts
- ❑ Losing place in text
- ❑ So much effort goes into reading that information is not comprehended



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☎ 6444 5700  
 🌐 [www.das.org.sg](http://www.das.org.sg)  
 ✉ [info@das.org.sg](mailto:info@das.org.sg)



LIKE US ON FACEBOOK!  
[facebook.com/dysSG](https://facebook.com/dysSG)

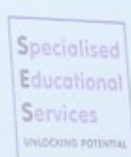
# PRESCHOOL SEMINAR

SUPPORTING THE DIVERSE LEARNING NEEDS OF PRESCHOOLERS

Organised by



DYSLEXIA ASSOCIATION  
OF SINGAPORE  
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Exclusive Sponsor

income  
orangeaid

# PRES SEMI

SUPPORTING THE DIVER

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OF SINGAPORE  
HELPING DYSLEXIC PE





# DAS PRESCHOOL SEMINAR 2018

## Supporting the diverse Learning Needs of Preschoolers

By Wong Kah Lai  
DAS Preschool Programme Manager



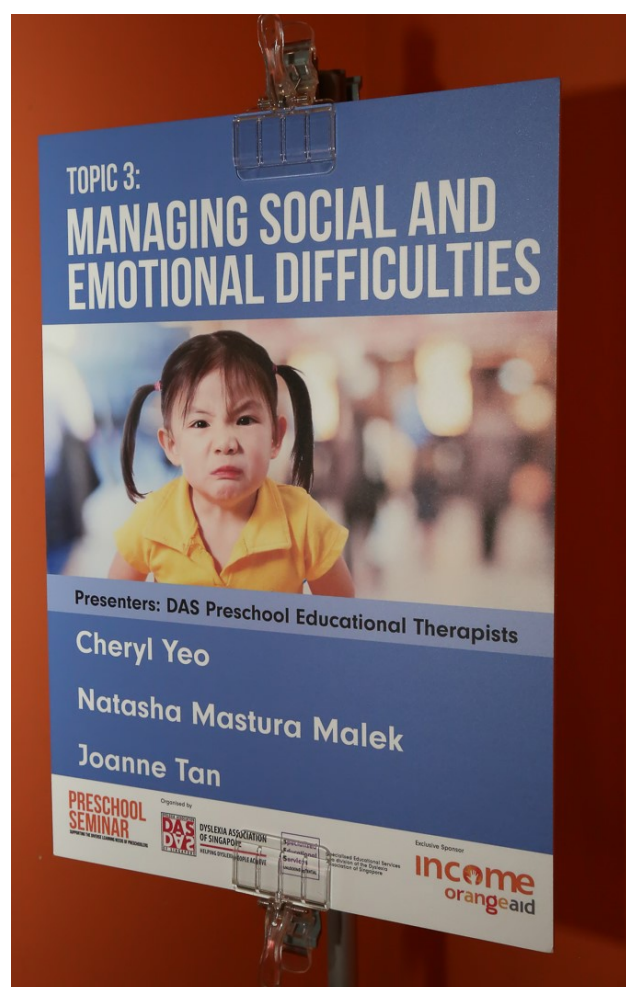
*Keynote Speaker: Clara Lim, presenting on the landscape of inclusive practices within the preschool sector.*

*The Preschool Seminar 2018 was a resounding success! Now in its 6th year, the seminar saw more than 300 participants at Lifelong Learning Institute on 16 March 2018. Preschool teachers, specialists and parents had an opportunity to pick up practical tips and strategies on supporting preschool children in their literacy development.*

Participants had the choice of two workshops from a line up of Early Literacy, Writing in the Early Years, Managing Social and Emotional Difficulties and Nurturing Social Skills in the Early Years. In addition there were two keynote presentations, Early Assessment in Early Childhood and The Landscape of Inclusive Practices within the Preschool Sector.

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

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













# THE LANDSCAPE OF INCLUSIVE PRACTICES WITHIN THE PRESCHOOL SECTOR

## Keynote by Clara Lim

Clara Lim, Associate Lecturer, Advanced Diploma in Special Needs and Inclusive Education, SEED Institute shared about the inclusive practices in the preschool sector and relayed a positive vision of the progress that Singapore has made with Inclusive Education.

Clara made a passionate plea to all educators to consider all children in the classroom. Clara Lim has many years of experience in special needs and education which was evident in her presentation. Below are some of her presentation slides.

### Right To Inclusive Education

The right to an inclusive education is articulated in both the United Nations (UN) Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD).

Consistent with ratifying these conventions, the Singapore government expresses its commitment to inclusive education in an array of documents and policies, including the Enabling Masterplan 2012 – 2016.

Article 24 of the CRPD states the right of every person who have a disability to participate fully in an inclusive, quality education on an equal basis with people without disabilities. As a signatory of the CRPD, Singapore is obliged, under international human rights law, to respect, protect and fulfil the rights articulated within, including the right to inclusive education.

**A policy  
initiative  
from  
Exclusion to  
Inclusion  
in Singapore**

#### **Mission:**

That children with developmental social & learning needs (at risk, mild) be given a chance to maximise their learning potential through the systemic process of integration towards inclusion beginning with where they are now

(Lim & Quah, 2004)

**Vision:****The key to inclusion**

A trans-disciplinary team nested within the ECE ( Early childhood Educator) framework to initiate, support, develop, enable and evolve a conducive culture of including children with special needs (at-risk, mild) in our midst

(Lim & Quah, 2004)

**What do educators do to include a child with disability in the regular classroom?**

Acknowledge that the child has the right to a place as all other children, and the child belongs

Understand that the child's additional need will require adjustments to programme planning, content, teaching methods and or the time taken to plan and implement programmes

**Factors contributing to Inclusive Education**

Barriers	What Can We Do
Attitudinal	<ul style="list-style-type: none"> <li>• School Leadership and culture - critical in supporting the teachers</li> <li>• Conduct workshops               <ul style="list-style-type: none"> <li>- Same Understanding that we need to meet the needs of everyone</li> <li>- Educate the parents about special needs and inclusion</li> </ul> </li> <li>• Collaboration between school, parents and para-professionals</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Modification to environment</li> </ul>
Information	<ul style="list-style-type: none"> <li>• Make available information on intranet, posters, booklets, brochures</li> </ul>
Systemic	<ul style="list-style-type: none"> <li>• Teacher training on specific disabilities with ongoing guidance and consultation</li> <li>• Modification to Curriculum, teaching styles and methods of instruction</li> <li>• Modification to staffing norm</li> <li>• Create allowances in budget to purchase assistive technology devices and supporting services</li> <li>• Individualised Educational needs</li> </ul>

(Mitchell,2010)



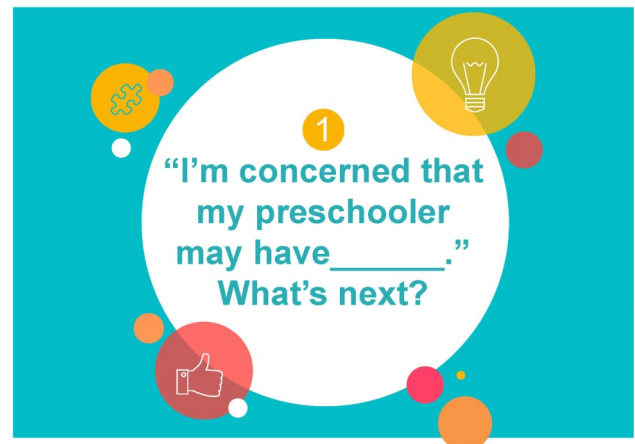
# ASSESSMENT IN EARLY CHILDHOOD: A COLLABORATIVE APPROACH

## Keynote by Lui Yimei

By Wong Kah Lai  
Preschool Programme Manager

*The Preschool Seminar concluded with a keynote presentation from Liu Yimei, Registered Psychologist at DAS, who spoke about a collaborative approach to assessments for preschoolers, what parents and teachers can do in contributing to assessments.*

Children progress differently through their developmental years. During these years, some may take a longer time than their peers to attain age-appropriate academic skills, while some may exhibit behavioural difficulties or slower development in other aspects.



### ***“Meaningful assessment a powerful mechanism for learning”***

- Not just about testing what a child can and cannot do
- A process of “tuning in” to the individual child
- Knowing the way children learn and acquire skills leading to assessing their expression of knowledge

Making a decision to have an assessment may not be an easy task for some. How do I know if my child needs an assessment?

To parents, Yimei suggested four steps for consideration

1. Know the developmental milestones
2. Find out what's happening in school
3. Continue to observe and follow up
4. Consider an assessment

An assessment is recommended if signs of developmental delays continue to persist after observation and monitoring of at least six months. Yimei cautioned, "Some skills may fully develop only when children are 7 years or 8 years old, and assessments provide a profile for strengths and weakness". Information from assessment is useful in providing educational support to children's learning.

To early childhood educators and early interventionists, Yimei shared concrete examples of making subjective versus objective records in five domains and how those contribute towards informing assessment(s).

- ◆ Physical and motor
- ◆ Cognitive
- ◆ Communication (e.g. in the expression of feelings)
- ◆ Social and emotional
- ◆ Adaptive (e.g. in personal care such as feeding oneself)

Yimei concluded her presentation advocating for a closer partnership in bringing knowledge from home, school and clinical setting together for the betterment of the preschool at risk and in need of early intervention.

1



### ***Know the developmental milestones***

- So that you will know what is a developmental delay
- Provide early intervention where they are falling behind
- Evaluate if they had responded to early intervention



2



### ***Find out what's happening in school***

- Parents, speak with the school
- Remember that no two preschoolers are completely alike
- Teachers, observe the preschoolers objectively
- Note their behaviours in relation to their peers
- Consider the environment that you've set up



3



### ***Continue to observe and follow up***

- A two-way communication
- Track your concerns for at least six months
- Remember that young children's skills develop rapidly



4



### ***Consider an assessment***

- When observations and monitoring over at least six months suggest delays
- Remember that some skills may fully develop only when the children are 7 years or 8 years old
- Assessment provides a profile of strengths and weaknesses



“



### ***A quality early childhood assessment***

- Observations
- Feedback / records from school
- Feedback / records from home
- Screenings
- Diagnostic assessments
- Standardised psychoeducational assessments





# NURTURING SOCIAL SKILLS IN THE EARLY YEARS

by Elizabeth Lim & Lee Er Ker

DAS Speech and Language Therapists

*Social skills are ways of dealing with others that create healthy and positive interaction, and include skills such as sharing, cooperating, using words to negotiate and resolve peer conflict, and even non-verbal communication such as eye-contact and smiling.*

A 20-year retrospective study funded by the Robert Wood Foundation (2015) in the USA shows that children with strong social skills in their kindergarten years are more likely to thrive in early adulthood, including the likelihood of obtaining higher education and stable employment nearly twenty years later as compared with children who had lower prosocial skills. Isn't it mind-blowing how important it is to focus our efforts on developing children's social and emotional skills in their early years?

Although children of all abilities, whether they are typically developing or have learning challenges or other special needs, will benefit from learning appropriate behaviours for different occasions, learning these behaviours do not enable them to flexibly adapt and respond to unanticipated challenges which may present themselves in dynamic, real-life social situations. Beyond teaching children social scripts - fixed sets of "socially appropriate" things to say and do in different social scenarios, we therefore recommend that adults should nurture children's Self-awareness and OTHER-awareness, which is basically awareness of other people, or social awareness.

## What Social Skills should we nurture?



Self-awareness and awareness of what other people know, think, feel and plan to do will equip children with the cognitive flexibility to be able to interpret and respond appropriately during their interactions with others in the social environment.

To nurture self-awareness and other-awareness, we should:

Firstly, teach young children the practice of SOCIAL OBSERVATION as a way to GUESS what another person may be THINKING and FEELING, and even PLANNING to do. Social observation is basically the way we actively LOOK at and LISTEN to others, and THINK ABOUT what we see and hear.

Secondly, explicitly teach children CONCEPTS and their related VOCABULARY help them observe and think about the knowledge, thoughts, feelings and plans that they have and that others have as well. This is so that children actively LOOK at and LISTEN to themselves and others, and then become equipped to TALK and THINK ABOUT what they have observed.

To this end, we should make use of naturally occurring as well as planned activities to teach children the practice of social observations and to explicitly discuss what they see and hear, and in so doing, we can achieve the goal of nurturing the development of the more advanced, higher level social skills of SELF-awareness and OTHER-awareness in them.

## Teaching the VOCABULARY

We can use our EYES and ...

Do Good  KING

...to GUESS what *other people are interested in, thinking about or feeling*

## Activities that teach being **IN** and not **OUT** of the group

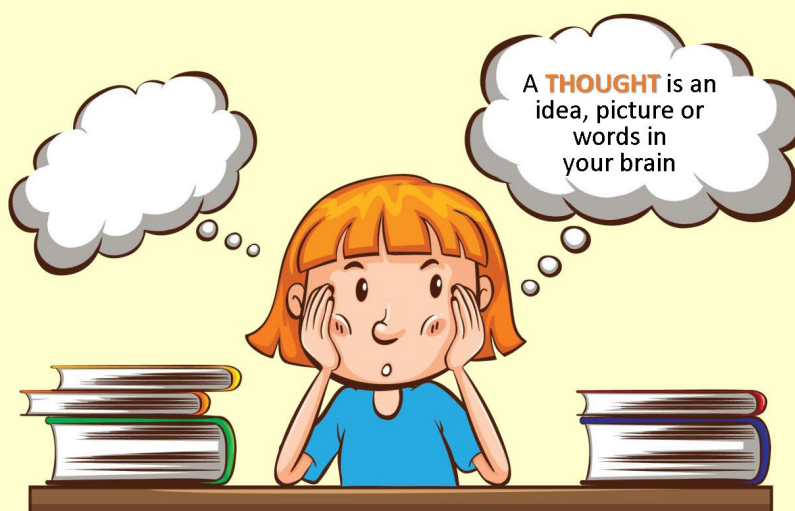


### Musical Chairs



Excellent for teaching it is more fun being **IN** a group, and also discussing one's *feelings* when one is **OUT** of the group

## Teaching the VOCABULARY



## Remember our goals?

**WHOLE BODY LISTENING** is a way to help children be more focused, and **more self-aware** of what their bodies are doing and **more other-aware** in how their responses affect others, including the speakers and their peers





# MANAGING EMOTIONAL AND BEHAVIORAL DIFFICULTIES TO ENHANCE LITERACY SKILLS

by Joanne Tan, Natasha Mastura Malek  
& Cheryl Yeo

DAS Educational Therapists

*Recent research indicates that Emotional and Behavioural Difficulties (EBD) affects academic achievements. EBD is a condition whereby the emotional or behavioural responses of individuals are atypical, and it hinders their learning performances.*

This EBD workshop aims to share how Executive Functions skills, Mindfulness and other research-based evidence-based strategies help to manage EBD and improve children's literacy skills.

Through our teaching experiences, we realized that some of the emotional and behavioural responses displayed by our students tend to be caused by:

- ◆ Transitions
- ◆ Task avoidance
- ◆ Meltdown / temper tantrum
- ◆ Impatience
- ◆ Poor social skills (how to play/ work together/share/ take turns)

## STRATEGIES TO IMPROVE OR WORK AROUND EBD:

- ◆ Visual Schedule
- ◆ Countdown  
(using the timer, by the time I count to ...)
- ◆ Choice board
- ◆ Practicing Mindfulness

What is Mindfulness

*"Mindfulness is awareness that arises through  
paying attention, on purpose,  
in the present moment,  
non-judgmentally."*

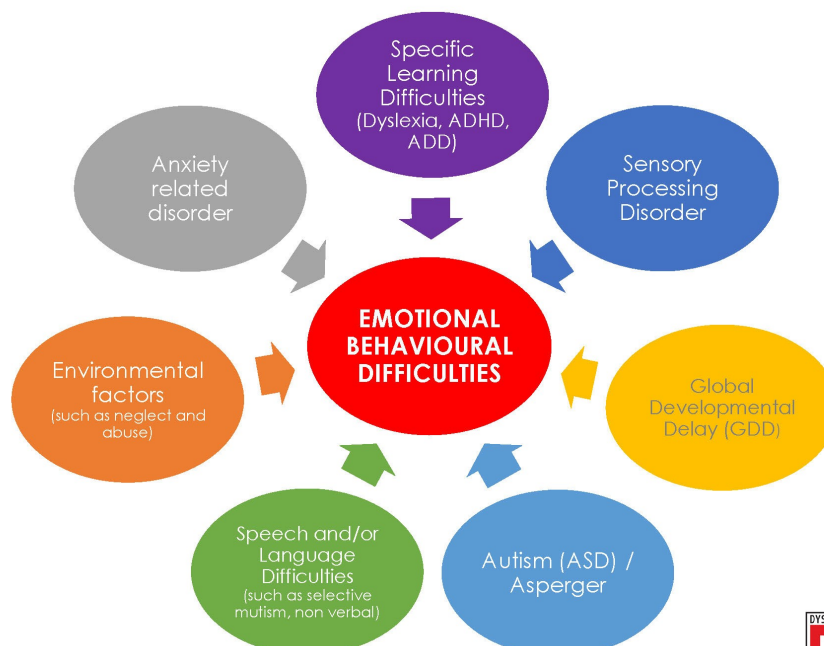
Jon Kabat-Zinn

By integrating more mindful moments into our own lives and bringing simple, but very powerful, practices into our classrooms (and homes), we can help young people nurture the seeds of awareness, reflection, executive functioning and emotional regulation.

## How does EBD affect literacy skills?

Students with EBD *often* fall behind in academic achievement *as they usually* lack the skills required for effective learning.

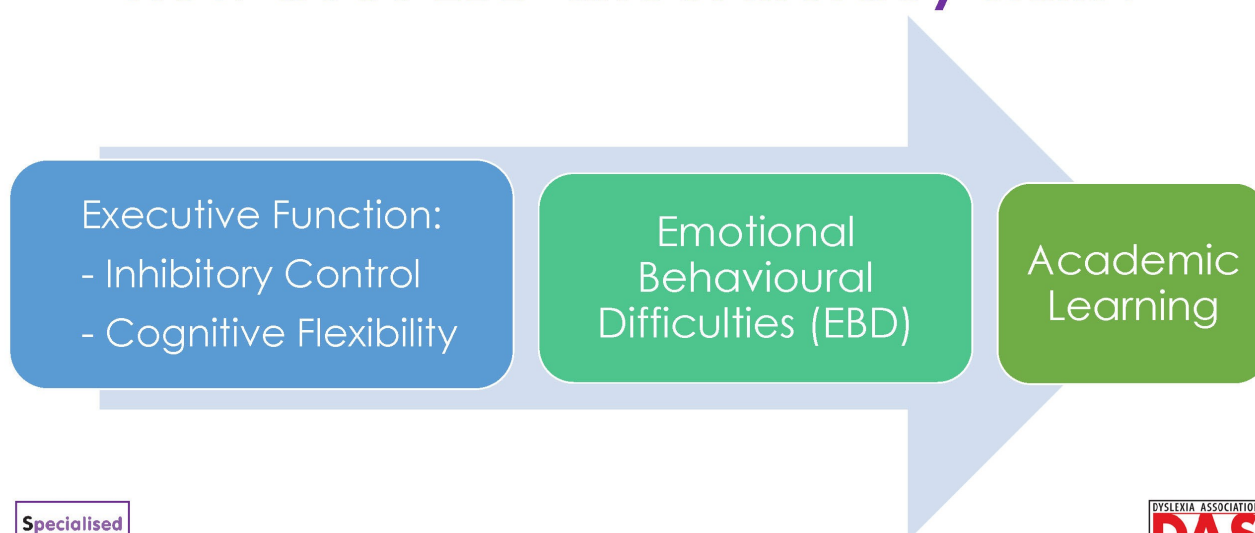
# Children who are likely to be affected by EBD



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Services  
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DYSLEXIA ASSOCIATION  
**DAS**  
**Dv2**  
OF SINGAPORE

## How does EBD affect literacy skills?

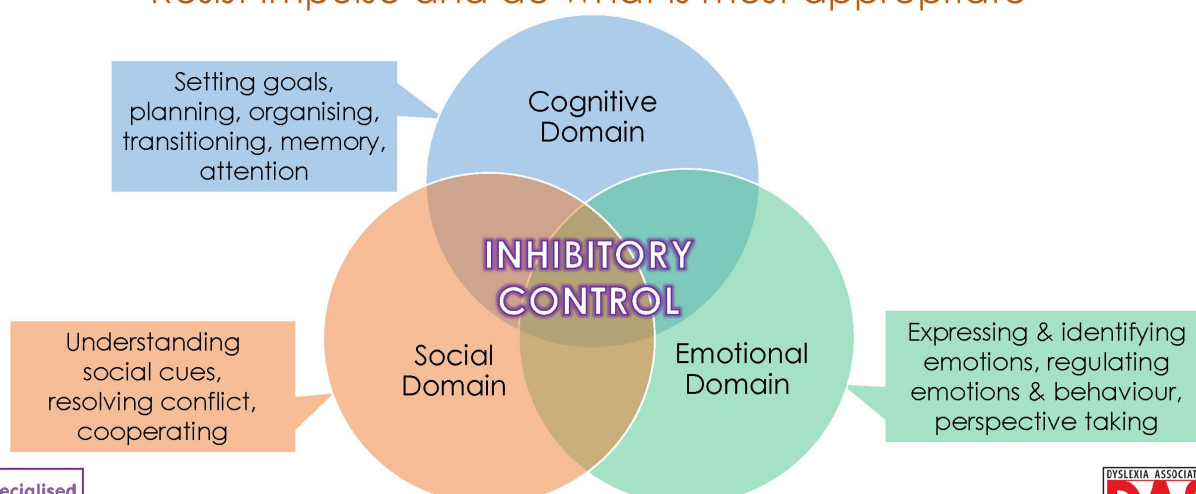


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## Inhibitory Control

Resist impulse and do what is most appropriate



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Jones and Yudron, 2016, Harvard University

DYSLEXIA ASSOCIATION  
**DAS**  
**Dv2**  
OF SINGAPORE



# BOOSTING EARLY LITERACY WITH EVERYDAY ITEMS

By: Mathana, Rahayu, Safinah, Seow Li



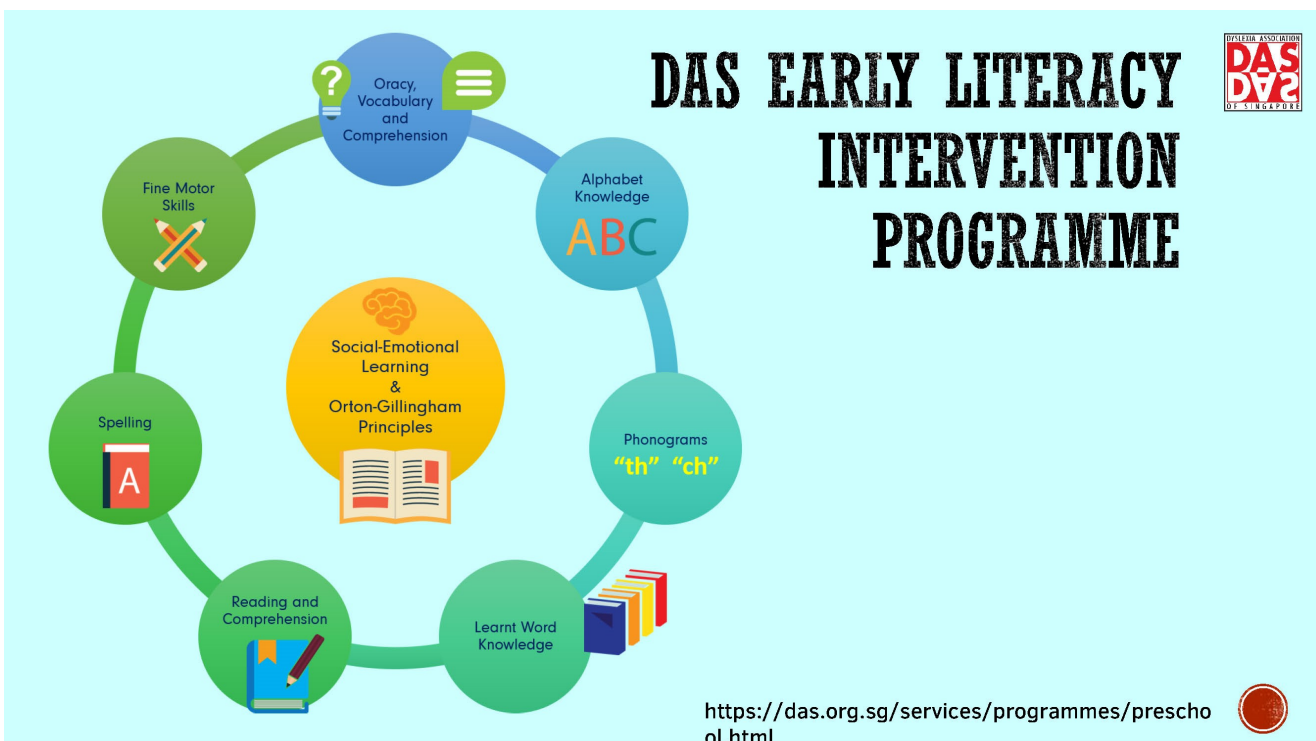
*Four educational therapists from DAS shared multiple strategies using everyday items to boost vocabulary and oracy for the preschoolers.*

Participants learnt about the importance of oracy and vocabulary. They were taught to use the items around them in different ways and in different environments. Thematic, location and item based activities were introduced to everyone.

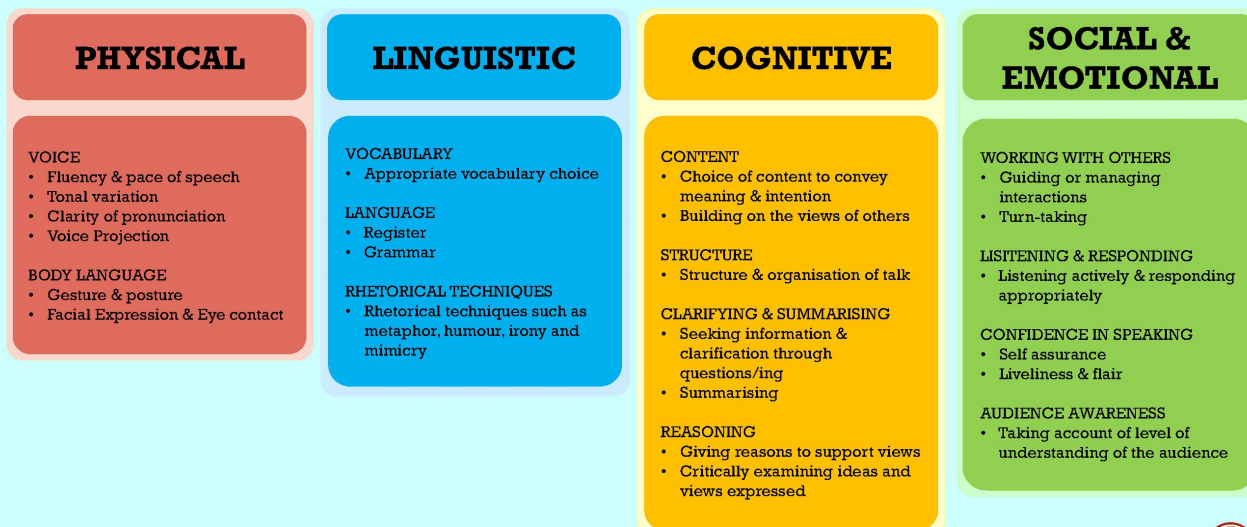
The activities were multisensorial and well received by the participants. Some useful strategies included puppet play and sensory bin.

Examples of students in action were also presented to showcase how these strategies can be implemented in a classroom or home setting.

They were also given a case study to apply the knowledge during the hands on activity component. They learnt to incorporate the oracy framework which comprises of physical, linguistic, cognitive and social and emotional aspects into the case study.



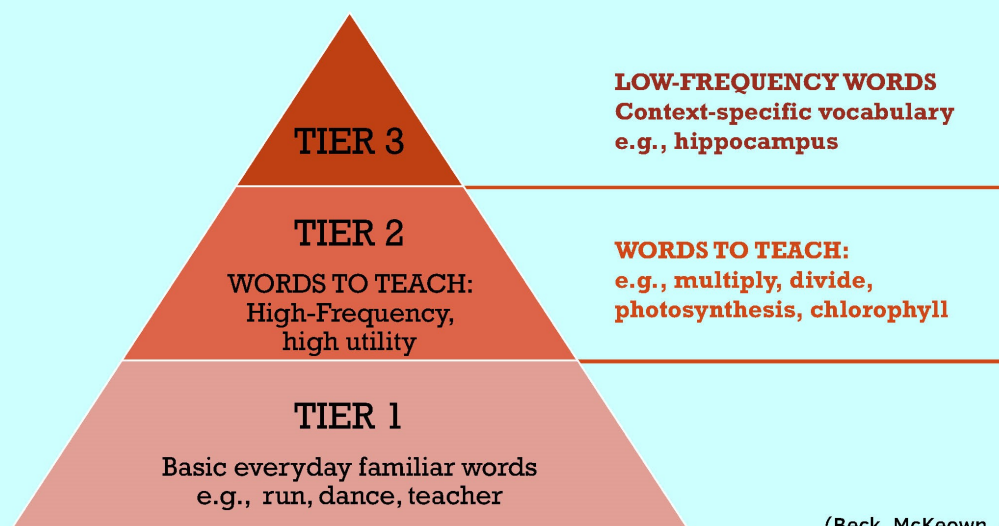
# ORACY FRAMEWORK



(Milliard & Menzies, 2016)



# VOCABULARY – FRAMEWORK



(Beck, McKeown, and Kucan, 2002)



# PUPPET PLAY



How to create a sock puppet:  
[https://www.youtube.com/watch?v=xr\\_kqrUByug](https://www.youtube.com/watch?v=xr_kqrUByug)





# WRITING IN THE EARLY YEARS

By Janitha Panicker, Raihana Hashim,  
Sandra Ugan and Cherith Wong

DAS Educational Therapists

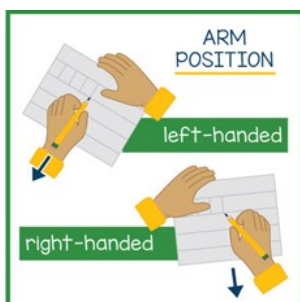
The writing in the early years workshop was conducted by four passionate and engaging DAS Educational Therapist ready to inspire their participants to have meaningful and creative writing sessions with young children.

## THE MECHANICS OF HANDWRITING:



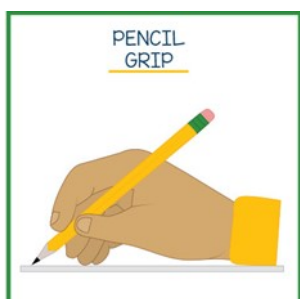
### PROPER POSTURE

- ◆ 90-90-90 Rule:
- ◆ Knees bent at a 90 degree angle
- ◆ Hip bent at a 90 degree angle
- ◆ Feet flat on the floor



### PROPER ARM POSITION

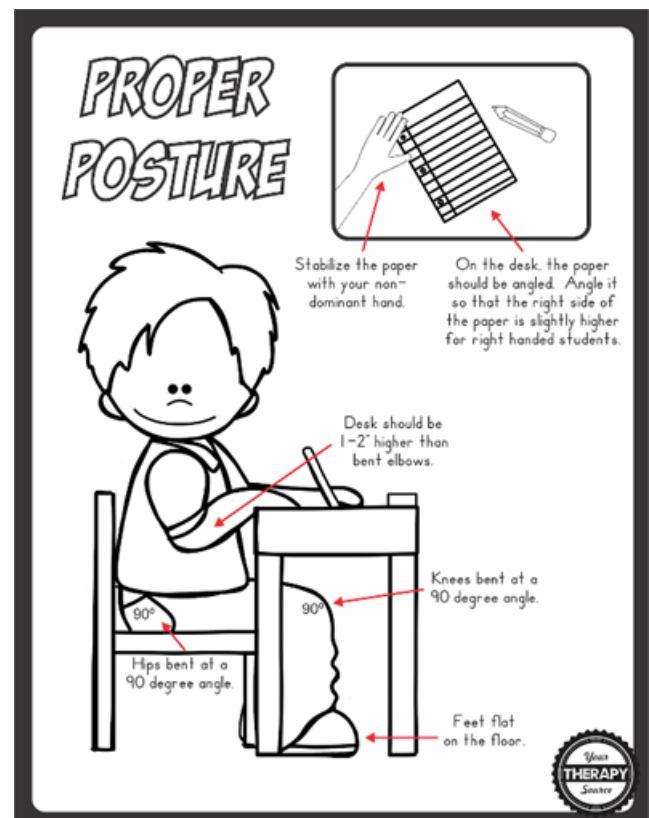
- ◆ Paper to slant at a 45 degree angle
- ◆ Stabilise the paper with non-writing hand



### BENEFITS OF WRITING

- ◆ Enhances cognitive development
- ◆ Builds self-confidence
- ◆ Solid foundation for school success
- ◆ Helps reading skills
- ◆ Improve motor functioning

*"Education is the passport to greater opportunities in life. For the child with special needs, the prognosis of his adult life is highly dependent on the quality of his education in his preschool and ensuing school years. Early identification and intervention are pivotal to the prognosis of the child with special needs."*



## Mechanics of writing: Core Strength

- Muscle surrounding the abdomen, pelvis and back
- It is the foundation for children to be able to assume and maintain an upright posture while standing and sitting without support
- Directly impacts a child's ability to use an efficient pencil grip and produce neat, legible work

## The mechanics of handwriting



“Handwriting is a complex skill of using language by pencil grip, letter formation, and body posture. There are many skills involved in handwriting including vision, eye-hand coordination, muscle memory, posture, body control, as well as pencil grasp and letter formation.”

(Gruetman, 2017)

*“The process of learning to write begins in infancy. The positive oral and written language experiences children have at home, daycare, preschool and kindergarten contribute to the developing capacity to communicate in writing” (Maehr, 1991)*















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E EDUCATION EXCHANGE



# Teaching Today's Learners on Their Terms

## A DAS PERSPECTIVE

By Sujatha Nair, Assistant Director (QA)  
 Hani Zorha Muhamad, Lead Educational Therapist  
 Nur Alia Salim, Senior Educational Therapist  
 Ashabiena Mohn Ashraff, Lead Educational Therapist  
 Janitha Panicker, Senior Educational Therapist &  
 Soofrina Binte Murbarak, Senior Educational Therapist & Edutech Coordinator

*"Teaching Today's Learners on Their Terms" - an apt title for the learning and education of children today. Born in the millennium, these children take to technology like fish to water thus, the term "digital natives" is conferred on them to portray their symbiotic relationship with technology.*



As children become more savvy with technology usage at a very young age, so too must adults and educators be. Born before the millennium, we might not be digital natives like these children, but are we ready to be "digital immigrants", embracing technology and utilizing it in our teaching? On the other hand, is technology not the invention and creation of people from the past? Why are we not the digital native then? Do digital immigrants have to play catch-up with digital natives to be equipped with necessary skills or can we hold hands with them to guide them towards something new?

The EduTech Team of the Dyslexia Association of Singapore (DAS) are continually thinking of ways to support the educators of the Main Literacy Programme (MLP) in order to elevate lesson designs and objectives with the integration of technology. The objective of this sharing was to bring to light the underlying pedagogical approaches in the efficacy of educational technology integration in the classrooms.



## TECHNOLOGY IN TEACHING AND STUDENT ENGAGEMENT

Today, teachers can be expected to be able to bring together pedagogical, content and technological knowledge (TPACK) for good learning. The DAS MLP educators and their classrooms are equipped with iPads, ceiling mounted short throw projectors, Mimio Teach Interactive Systems as well as Smart Boards to explore their extensive use of these tools to deliver instructional materials to their learners. The TPACK framework suggests that the 21st Century Learner will benefit most from this combination of teaching. This will then garner student engagement. Student engagement can be seen from 2 perspectives:

- (1) Engagement level - authentic engagement, passive compliance, ritual engagement, retreatism and rebellion.
- (2) Engagement types - behavioural engagement, emotional engagement and cognitive engagement.

Ideally, students should be behaviourally, emotionally and cognitively engaged in learning. Additionally, in order to achieve authentic engagement where there is high attention and

high commitment in learning, proponents of technology have argued that it can be an effective tool to meet this requirement. The benefits of technology as a teaching tool can be displayed in the forms of presentation of content, freedom of expression, authentic task and feedback. It is suggested that students are seen to be less overwhelmed and more participative with the use of technology.

Educators often strive to achieve a balance between teaching and learning. There must be a good amount of imparting knowledge (teaching) and an equal amount of reciprocation from the learners - which is learning. Gagné published *The Conditions of Learning* back in 1965, suggesting that certain mental conditions must be present in order for knowledge absorption and retention to occur. He also introduced the 9 Events of Instruction, based on the internal and external cognitive factors that contribute to learning. The internal factors are the learner's prior knowledge, while the external factors are outside stimuli, such as the form of instruction. Educators can use these 9 events of instruction to develop learning experiences that stick and offer 21st century learners the opportunity to engage in every step of the instructional process.



# 9 Events of Instruction



## Gain attention

Engage students immediately so that their focus is applied to the class and not split between worries or tasks outside of class.

- ★ Pose a question and have students write a response or talk to another student
- ★ Pass an item around the classroom (i.e. an equipment, tool, example)
- ★ Show a short video (YouTube, animated, self-created)
- ★ State statistics or world facts regarding the topic, or share current news/events to pique student curiosity and interest



## Inform learners of objectives

Communicate expectations to the students about the skills, knowledge, or attitudes they are to master as outcomes of the course or session. This may appear in the syllabus, handouts, instructions for activities, projects, papers, etc.

- ★ Explain criteria for performances and assessments
- ★ State expectations about how this impacts their success in the field, such as having an attitude of professionalism



## Stimulate recall / prior knowledge

Require students to apply and recall current knowledge and understanding to new concepts.

- ★ • Ask students about their prior experience and learning regarding the concepts
- ★ Connect prior material with how it relates to the new material
- ★ Recall previous activities and events in the curriculum or the students' lives that relate to the new material



## Present the content

Use a variety of methods to deliver content. Concepts portrayed in different mediums will assist learners with comprehension.

- ★ Visuals (photos, graphics, videos, charts, graphs, models, maps)
- ★ Audio (mini podcast, narrated PowerPoint, video, sounds)
- ★ Read and write (textbook, articles, handouts, news, request students to write reflections/key information about concepts)
- ★ Activities (group work, projects, problem-solving, games, presentations, role-playing, ask questions)



## Provide learning guidance

Give advice and guidance to students about what studying methods or resources students may use to help be successful in learning this material.

- ★ Explain what helped you master this material or what former students have done to be successful
- ★ Share resources
- ★ Provide instructions, expectations, and timelines regarding material, content, and projects



## Elicit performance (practice)

Provide opportunities for students to apply and practice their knowledge and skills in a safe setting.

- ★ Lab practical's, written assignments, role-playing, practice interviews, practice case studies, projects



## Provide feedback

Timely feedback is most effective. A student needs feedback to correct misinterpretation and application of information.

- ★ Immediate feedback with online quizzes
- ★ Provide rubrics for students to assess in detail what components were incomplete, missing, or need improvement
- ★ Provide an opportunity for students to give feedback to each other in regards to performance or application



## Assess performance

It is important for students to keep track of their performance throughout the course and not just in the middle and/or end.

- ★ Provide prompt feedback with assignments and activities
- ★ Require students to reflect and assess on how they think they are doing in the course
- ★ Provide opportunities for students to self-assess their knowledge and understanding by using quizzes or optional self-check assignments throughout the assessment



## Enhance retention and transfer to the job

Students must apply the information with present-day application and/or relevance.

- ★ Ask students to share how the information relates or will relate to their personal experiences and future
- ★ Provide job-aids and outlines of information that students may use in the field





# CAN DIGITAL IMMIGRANTS (EDUCATORS) TEACH DIGITAL NATIVES (STUDENTS)?

Geoff Morris, in his presentation 'Teaching with Technology - Digital Immigrants teaching Digital Natives' suggests that students today will spend over 10,000 hours playing video games, over 200,000 emails and instant messages, over 10,000 hours talking on cell phones, over 20,000 hours watching the television (including over 500,000 commercials) and maybe 5,000 hours book reading.

With the rise of modern and new technology, digital immigrants may find it hard to adapt to this technology and use it in their teaching as they often assume that students today are the same as the students in the past and whichever method works for those students will work on today's learner as well. So how can educators as digital immigrants bridge this gap so that learners as digital natives benefit much from their teaching?

Claire (2013) mentioned that the learning preferences of digital natives include teamwork, flexibility in the learning environment, student-based projects that incorporate challenging assignments, and most importantly respect for student voices. Therefore, the only way for digital immigrants to be equipped with the necessary skills to teach digital natives with the use of technology is by learning these skills from the digital natives themselves.

When students get the opportunity to teach their peers and teachers what they know, it will eventually give meaning to their learning. As digital immigrants, it is important for educators to understand and accept the fact that there is a vast divide between digital natives and digital immigrants. Only when such acceptance is present, can we minimize the gap between digital natives and digital immigrants.

Some basic guidelines in how to approach teaching digital native (Claire, 2013):

- ★ explaining objectives clearly
- ★ student-centered learning
- ★ problem-based learning
- ★ project-based learning
- ★ inquiry-based learning
- ★ active learning
- ★ asking open-ended questions
- ★ constructivism or co-constructing
- ★ learning by doing
- ★ allowing students to find and following their passion
- ★ allowing time for questions and sharing their thoughts and opinions
- ★ creating presentations in text and multimedia
- ★ giving students guidance
- ★ delivering material in the context
- ★ creating rigor
- ★ practice through games
- ★ teach that failure is a learning process

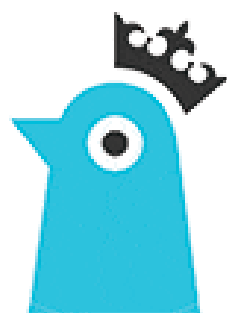


# EDTECH RECOMMENDATION

This session also included tools that are useful for teaching such as Padlet, StoryBird, Google Slides and Videos



Numerous MLP educators have demonstrated the creative use of Padlet during the biannual M-Learning Week. Padlet is a dynamic and collaborative space where many users can come together in a safe environment to either contribute ideas, comment or answer questions which can be moderated by the teacher (if need be). Padlet's interface is kept simple thus making it user-friendly for young learners too. For example, reproduction of new vocabulary can be interesting and motivating via this tool as can be seen below.



## STORY BIRD

Especially for educators who are aspiring writers, Storybird is the app to use for creating picture books with students as young as in kindergarten to Grade 9 (equivalent to Secondary 2 in Singapore's context). Students start by selecting a theme for their writing, compose their story and then select the pictures they want. The stories will then be published as a book online. This app comes both as a free version and paid version. By paying for the app, teachers and students would be able to print out their stories.

Here's the link to find out more on Storybird: <https://storybird.com/educators/>



## GOOGLE SLIDES

Another app that's very useful and quite exploited by DAS educators in the classroom is the Google Slides. Fans of Powerpoint would like to check this out! The slide designs are picturesque that would elevate your presentation layout to sophisticated level. Partnering with a projector or a smartboard in your classroom, imagine a technology-based lesson created for your digital natives in the classroom. To find out more, log into your google account and access the link here: <https://www.google.com/slides/about/>

Google Slides is a great tool for learners who are either reluctant in developing content or are still developing their sequencing skills. It can be a individual task or a cooperative and collaborative task where students work on various areas of the task and then review each other's parts as a whole. Top the activity up with a presentation and watch them presenting their works proudly.

## VIDEOS



The power of videos in MLP classrooms are underrated especially when working with students who require multi-sensorial material delivery.

Videos are becoming more and more necessary not just for showing content but for students to review their own recording (think of video blogging - a.k.a vlogs) which are not only trending but an essential skill in 21st century learning - to be able to fluently and coherently get their ideas across through a video. In the session, videos of the presenter's student was shown and in one of those, the student was comparatively reviewing some snacks at the comfort of his home.



## MIMIO-TEACH INTERACTIVE SYSTEM

DAS EdTech Team has been exploring the use of Mimio Teach Interactive Systems for some time now through a research study conducted in phases. This interactive system is very helpful for the kinaesthetic learners in our classroom. The set up for this device is extremely easy and the use is effective. It is a portable device that can turn any whiteboard into an interactive board. This device allows teachers to move away from traditional pen and paper activities and move into a more engaging platform of interactive learning. Once the device has been set-up, students can come to the whiteboard and use the stylus to manoeuvre on the white board. Lessons will move from passive learning to active learning.

## CONCLUSION

At the end of this RETA session, attendees reported that they felt motivated to improve their technology savviness and exploratively use more of tech-tools in their teaching. Indeed, it is in line with the Orton Gillingham (OG) principles of simultaneously multisensory and diagnostic and prescriptive which is the mantra of the DAS MLP educators. As the educational approaches in the world is getting more advanced with ever evolving technology, the importance and urgency of incorporating educational technologies knocks on every classroom door. As educators, we have to embrace this fact and educate ourselves on how to approach teaching digital natives by creating engaging instructional materials to meet the learning needs of the 21st century learner. Only through this way, can we minimize the gap between digital immigrants and digital natives so that our students could benefit more from our teaching.

## Resources & References

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



Benefits of DAS Parents' Support Group (PSG):

### Be more engaged

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

### Be part of a network

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

### Increase your knowledge

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

### Make a difference

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

### Be a role model

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

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



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



By Sharyfah Nur Fitriya  
DAS Educational Advisor  
and  
Sujatha Nair  
DAS Assistant Director (QA)  
English Language and Literacy Division

*We can all train our memory to make it stronger. This was the first thing that we discovered when recently attending a memory training course. In order to have a powerful memory, we must save information in an organised manner so that we can retrieve the stored information easily when we need it.*

Generally when we receive new information, it is normal for us to store it in a disorganised manner, however, we must work towards storing it in a compartmentalized way, like in a categorised filing cabinet which aids easy retrieval. When we store information in an orderly way, we maximise our brain capacity. This method helps us to learn languages, people's names, maths formulas and speeches.

The DAS Literacy programme subscribes to this theory. We do not teach literacy based on rote memorisation. We concretise concepts for our students and we work towards developing their conceptual knowledge and skills. When we teach them different concepts we are slowly building up the "compartment" that we have created in their minds. For example, when we teach students about vowel teams – we teach them to visualise

the vowel team as superhero pairs, like "Batman and Robin" a team that works together. Then when we introduce new vowel team patterns, we will fall back on the concept of "superhero pairs".

### **MOVE FROM VERBAL MEMORY TO VISUAL MEMORY**

All of us use verbal memory as well as visual memory to help us retain information. The more powerful between the two is visual memory. Our minds think best in terms of pictures. Just imagine, if we are given a list of 10 items to get from a supermarket and if we try to remember all of the items by verbalising it, most likely we will only be able to recall 5 to 7 items on the list. However, if we were to remember these items using a story to create a visual imagery, the likelihood of us remembering the items on the list is much higher.

In doing so, we are moving away from unconscious association (i.e. rote learning) to a conscious association (i.e. visually imagery).

As Educational Therapists, when we teach our students we do not use rote learning methodology. When we teach a new concept

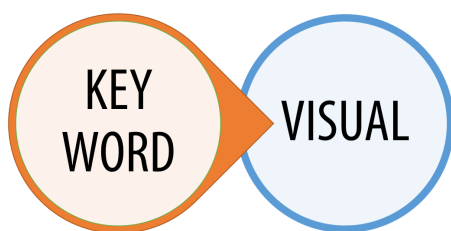


such as a spelling rule or morphology we give our students a visual imagery or we create a story to help them retain information into their long term memory.

### MENTAL LOCATION AND ASSOCIATION

The reason why we forget things is because we do not connect new information with things we already know. If we try to load our brains with remote information without any link-ups to our previously stored information – what will happen is that this new information will soon “drop-out” of our mind.

We first start by creating the key words, a visual imagery of numbers and relate it to everyday things, i.e. linking known items to numbers based on the shape or rhyme of the particular number. The imagery that we are creating should be as vivid as possible.



For example:

- ✓ Tree - the trunk looks like number 1 - link it to number 1
- ✓ The switch has two functions, on and off - link it to number 2
- ✓ Stool - it has 3 legs - link it to number 3
- ✓ Car - it has 4 wheels - link it to number 4
- ✓ Gloves - it fits 5 fingers - link it to number 5
- ✓ Gun - it is loaded with 6 bullets - link it to number 6
- ✓ Dice - opposite sides of a dice adds up to number 7 - link to number 7
- ✓ Figure skater - can make the sign 8 on ice - link it to number 8
- ✓ Cat - a cat has 9 lives - link it to number 9
- ✓ Bowling ball - can hit 10 pins - link it to number 10
- ✓ and so on....
- ✓ The number thirteen is considered unlucky - link it to number 13
- ✓ Rings are usually linked with a special occasion like the February 14 - link it to number 14

### MENTAL FILING

The above key words and visual imagery are the hooks that we are going to “hang” or file any new information that we need to remember. This mental filing system will help us to retrieve information as and when we require it.

Let us imagine, we have to buy a series of items :

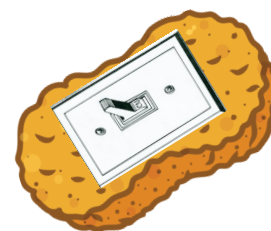
1. Peanut butter
2. Chicken nugget
3. Cooking oil
4. Mineral water
5. Leafy vegetable

What we have to do next is to link the key words to the items that we want to purchase.

1st example: The first new information that we want to remember is peanut butter and the already known information is a tree trunk. We will now “hang” this information (peanut butter) onto our already known information, which is the tree trunk. We do this by creating a visual image of spreading peanut butter on to the tree trunk. A hook is created for the first item on the list.



2nd example: The new information that we want to remember is chicken nugget, i.e. the second item on the list. The already filed information that we have in our mind for item number 2 is a switch. We can create a vivid image of a nugget looking like a switch.



This is a visual filing or hooking methodology to help us to recall items in a fixed order. To recall the items we just go through the visual imagery of the number system and the things we need to get.

## SIRFEES?

Another method for recalling information is to use SIRFEES that is linking the mental filling (new information) to the mental location (known information) in the most

**Shocking, Illogical, Ridiculous, Funny, Emotional, Embarrassing, Sexy way ever.**

Like in the above example - painting peanut butter on to the tree trunk - an illogical and ridiculous image comes to mind, doesn't it? Amazingly though this will help us to remember information better. **SIRFEES** can also be used to help us to remember new vocabulary words.

## TECHNIQUES FOR REMEMBERING VOCABULARY

The best way is to store it is in pictures – our minds think best in terms of pictures, when we learn a new vocabulary word and wish to store it in our long term memory,

- ◆ the first step is to break the word into smaller words or syllables,
- ◆ the second step is to create a mental picture of the word, the other alternative is to think of the sound-alike or representational image of the word.
- ◆ The third step is to think of a story and link up the meaning of the word in the most SIRFEES way possible.

The more ridiculous the story is, the easier it will take to store it into our long term memory. In this way we can commit the meaning of a newly learnt word to our long term memory.

For example, The word I want to remember is 'emaciate', I will check the meaning of the word in the dictionary which means to become very thin.

- A. I will then break the word down in 'ema' and 'ciate'.
- B. I will then create a mental representation of a lady name 'Ema' and this lady always refuses to eat the dish called 'ciate'.
- C. I will then link the picture words in my mind into a SIRFEES (Shocking,
- D. Illogical, Ridiculous, Funny, Emotional, Embarrassing, Sexy) story.
- E. Therefore in my mind, I have 'Ema' who refuses to eat her food 'ciate' and this causes her to become very thin.

## REMEMBERING NAMES TO FACES

SIRFEES can also be used to help remember names to faces.

We have all been in the position where we do not remember a person's face to the name, or we remember the person's name but not the face. The first step to overcome this difficulty is to repeat the name out loud or in your mind while talking to the person, repeat his or her name as often as you can in the course of the conversation.

The second step is to use mental filling. To remember the person's name, identify an Outstanding Visual Location (O.V.L) such as a birthmark, mole, thick eyebrow, no eyebrow, big nose, big nostril, wide mouth, small mouth, big ears, big earlobes. You can also identify Temporary Visual Location (T.V.L) such as hairstyle, scarf, glasses, bow, tie, gloves, trinkets. The third step is to build a Personal Visual Name Vocabulary and link the Visual Name to the Outstanding Visual Location (O.V.L) in the most SIRFEES way possible that your mind can imagine.

For example,

- ◆ The person's name is Belinda Sunshine
- ◆ I will repeat the person's name out loud while talking to the person or in my mind as many times as possible.
- ◆ Belinda Sunshine's hair looks like a loaf of Sunshine bread this is her outstanding visual location.
- ◆ I will then link Belinda Sunshine to her hair that looks like a loaf of sunshine bread in the most SIRFEES way possible that my mind can imagine.

With this memory empowerment tools, we will be able to save time in remembering things such as keywords for tests, presentations, standard operating procedures, things-to-do, things-to-buy. It will also aid us in memorising numbers such as facts, dates, bank account numbers, remembering names to faces.

In conclusion, this memory empowerment technique shows that no matter what age a person is, he or she can improve their memory and it's just a matter of training how we recollect information.





# Understanding Epilepsy

By Nur Ashabienna Mohd Ashraff  
Lead Educational Therapist

*"I do not want to complete my work."  
"No one understands me! No one cares for me!"  
"Why do I have to study?"  
School is not important for me!"  
"I am so tired today."  
"I will fail my tests anyway."*

These were the normal comments that I often get from a student of mine who started with me in DAS when he was first diagnosed with dyslexia in 2016. However, unlike my other students who were also diagnosed with dyslexia, he was also diagnosed with epilepsy. Over time, I began to observe some differences in his behaviour. He was hesitant to do work and was unwilling to cooperate during lesson. He would also sit or move around at the back of the classroom on his own. He was unaware of the effects that his behaviours have on his peers; to him, his behaviours were normal while to his peers, they were not.

He was often judged by his peers for his 'playfulness' and they would often see him as a boy who was lazy, therefore unwilling to complete his work. His peers would usually tease him and this resulted in him being frustrated on every lesson as he felt that no one was able to understand him well.

## SO WHAT EXACTLY IS EPILEPSY?

Some people might misunderstand epilepsy as seizures. However, according to Fisher, et al (2014), there is a slight difference between seizures and epilepsy. Seizure is usually seen as the event while epilepsy is the disease associated with spontaneously recurring seizures. Conceptually, epilepsy is being defined as such:

*"Epilepsy is a disorder of the brain characterized by an enduring predisposition to generate epileptic seizures, and by neurobiological, cognitive, psychological, and social consequences of this condition. The definition of epilepsy requires the occurrence of at least one epileptic seizure."* (Fisher, et al., 2014)

To be able to teach and support students with epilepsy, educators have to have some background knowledge on epilepsy. Educators

have to keep in mind the effects that medications have on such students. Most often, educators found that teaching and handling students with epilepsy as challenging as they may not have the resources to prepare them for such circumstances. They may not understand the reasons why such students are behaving the way that they do. Therefore, it is important for educators to take the initiative to read up more on epilepsy once they know that they will be assigned to such students in their classes.



## MEDICATIONS

A high dosage of anti-epileptic drugs (AEDs) may contribute to negative side effects on anyone who is taking this medication. Even though it does help to prevent seizure, it may result in lethargy, aggression, irritability, and hyperactivity, as well as, decrease in intellectual functioning, attention and memory (Barnett & Gay, 2015). Nevertheless, as educators, it is important to keep in touch with parents and school teachers, so as to keep themselves informed of the health needs of such students. It is also vital for educators to ensure that these students bring their medications along with them in the event that any seizure might take place within the school compound or learning centre.

## SOCIAL SUPPORT

Students with epilepsy will often isolate themselves from their peers; consequently have trouble making and keeping friends (Barnett & Gay, 2015). Whether to include these students in a class of 4 or 20 really depends on the educator's ability to handle them, as well as, the students' physicians' recommendations. While one to one remediation is ideal, we are strongly encourage not to limit the students' social circle. This is crucial as students with epilepsy often have low self-esteem; therefore,

it is important for these students to continue to interact with their peers so as to get as much social support as possible.

Nevertheless, educators should also try to educate other students about epilepsy so that these students are aware of what they may expect in class in the event that they witness any seizure. This is also to minimize any stigma that is associated with epilepsy, therefore allowing students with epilepsy to learn without the feeling of being judged by their peers.

## LESSON EXECUTION

Understanding the effects of AEDs on students with epilepsy, educators are therefore encouraged to plan their lessons in a way that it covers the minimal requirements in the simplest way. Lessons do not only have to focus solely on worksheets but it can also be planned in a way that involves the four ways of learning- kinesthetic, tactile, visual and auditory.

It is strongly encouraged that educators plan their lessons around the areas that interest such students so that they will be more motivated to learn. Short breaks should be given in between tasks so as to give them some time to rest before they continue to attempt more challenging tasks. Educators could also plan for group activities to be carried out in their classes so that the task will be seen as less daunting, at the same time, allowing for more interactions to be exchanged between students.

As AEDs can reduce intellectual functioning, attention and memory, educators are strongly encouraged to continue to review or even reteach every learned concept in every lesson so as to help students with epilepsy to retain these concepts in their memory. Educators should also ensure that parents or guardians are present near to the learning centre or school compound and are readily contactable in the event that a seizure breaks out.

## Resources

- Barnett, J. E. H. & Gay, C. (2015). Accommodating students with epilepsy or seizure disorders: Effective strategies for teachers. *Physical Disabilities: Education and Related Services*, 34 (1), 1-13.
- Fisher et al. (2014). ILAE official report: A practical clinical definition of epilepsy. *Epilepsia*, 55, 475-82.



## MY EXPERIENCE IN WORKING WITH A STUDENT WITH EPILEPSY

As an educational therapist, I make it a habit to find out more about this student of mine before the lesson takes place. The most crucial questions that I would ask his parents would be:

1. How did he behave in school and at home today?
2. When did he recently take his medication?
3. Is there any seizure that has just happened recently?
4. Is there anything that I need to be aware of?

These questions are crucial as they actually help me to plan and execute my lesson in a way that is not too taxing for my student with epilepsy.

Question 1 allows me to figure out the amount of work that I can do with him, as well as, the mode of lesson delivery. Generally, if he behaves well in school and at home, he is most likely to cooperate in my class. However, if he shows frustrations and unwillingness to complete his work in school and at home, he is most likely willing to do the least amount of work that I planned for.

Questions 2 and 3 allow me to predict his ability to pay attention in my class. AEDs medications that have been just consumed recently will result in decrease in intellectual functioning, attention and memory (as mentioned previously).

As educational therapist, I remind myself that I should not be quick to judge my student whenever he is reluctant to do work. Instead, I always tell myself that I should remain patient and persevere on in teaching him just like how I would teach my other students. If he has had a seizure this will result in him being tired, therefore he cannot concentrate much during lesson.

Using the knowledge that I gained from my Bachelor studies in Psychology, we are always reminded that we should not see the person as the problem but we should work with them to overcome the problem. Therefore, it is important for me as an educational therapist to help him in figuring out the coping strategies that he could adopt to overcome the effects of AEDs medications so that they do not affect his studies.

For instance, instead of writing the examples of nouns, verbs, adjectives and adverbs on a piece of



paper, I have decided to plan my writing around the superheroes theme as my student loves superheroes. I showed a video of a specific superhero, for instance, Spiderman, and verbally discuss with him the examples of nouns and verbs that he could think of based on the video. Since he has difficulties gripping the pencil properly, I have decided to write out his ideas down for him. Based on these verbs and nouns, he would then think of the appropriate adjectives and adverbs that he could use to describe the nouns and verbs respectively. He would then be guided in writing a sentence either by sequencing of words or graphic organisers.

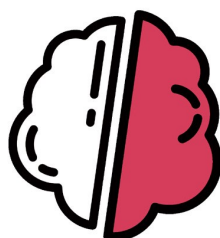
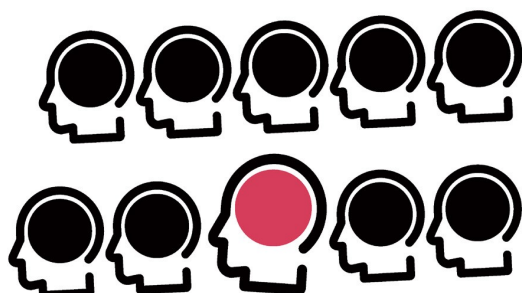
Spelling and reading involved reward system that is for every word read or spelt correctly, he would be given a chop or sticker. Single words are encouraged instead of phrases as he needs a lot of time to even grasp new concept and recall previously learned concept. These single words are usually not multisyllabic so as to encourage him to do blending or fingerspell on his own. This is also to help him boost his confidence level.

Finally, question 4 allows me to prepare myself in the event that any seizure happens in my class. It is crucial that I work hand in hand with parents to monitor their child's progress not only academically but also to see whether there is any improvement in his health condition which they could update his school teacher and doctor on.

Despite all these being discussed, what is more important is educators should always keep themselves calm and composed while dealing with students with epilepsy so that they are able to help these students learn and grow in a non-judgmental environment.

# EMBRACE DYSLEXIA

One in 10 people will have some form of learning difference.

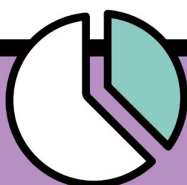


Dyslexics use the **right brain** more than the left when learning.

Many dyslexics can see **unique solutions** to problems.



Around 40% of people with dyslexia also have **ADHD**.



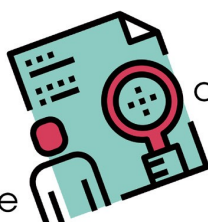
Dyslexia **runs in families**. Children have 50% chance of having dyslexia if one parent has it.



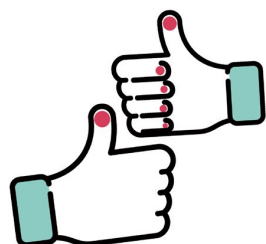
They can see things from different angles and have **strong visualisation skills**.



Research has found that around **35%** of entrepreneurs in the United States are dyslexic.



Many dyslexics are talented and creative and they can be **"big picture"** thinkers.



Dyslexics do not "see" words in reverse. The **"b" & "d"** letter reversal occurs when they are unable to name the letter.

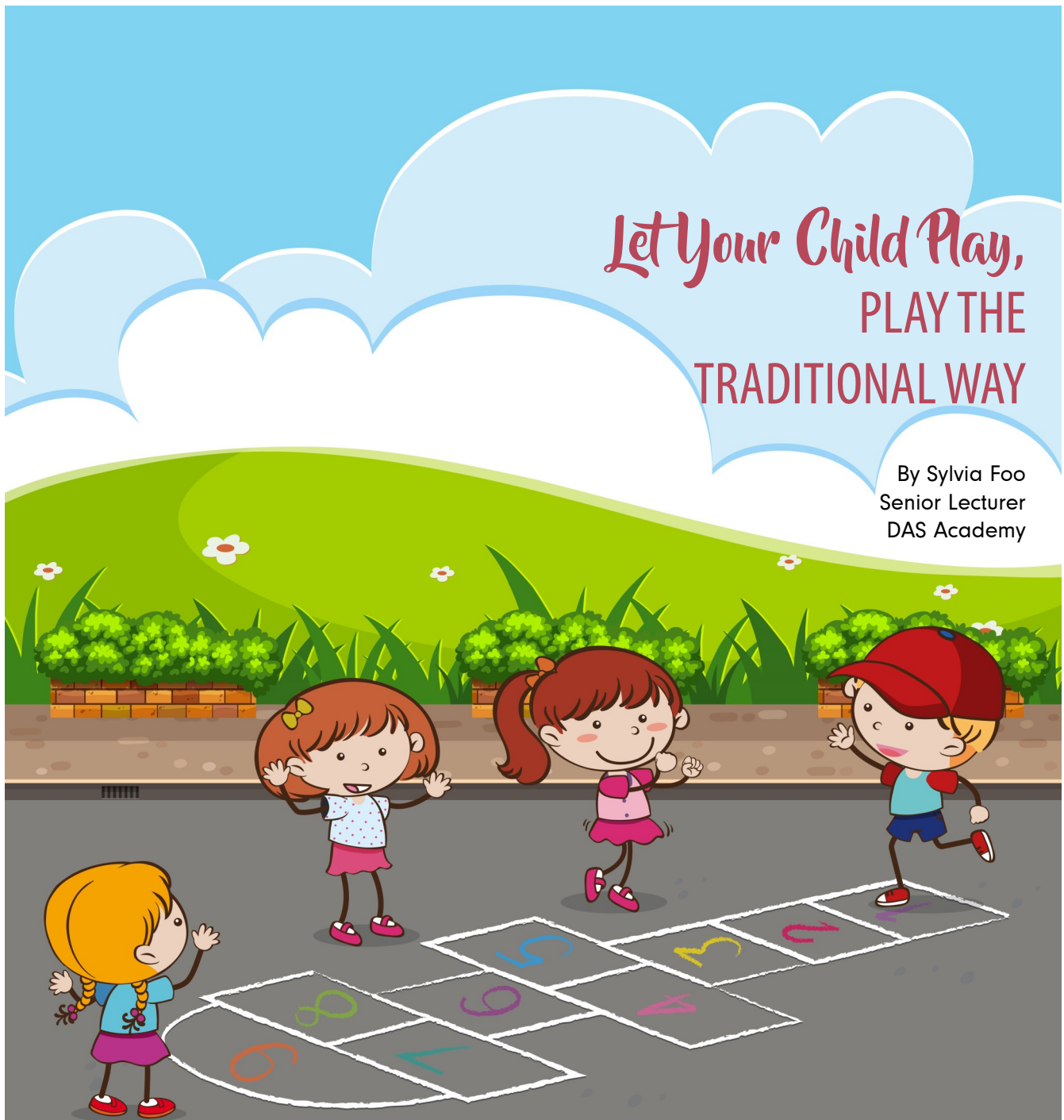
## DONATE TO EDUCATE





# Let Your Child Play, PLAY THE TRADITIONAL WAY

By Sylvia Foo  
Senior Lecturer  
DAS Academy



*It is often said that you can tell which era a person grew up in from the music he listened to or the shows and movies he watched. I remember telling my student about my favourite television series, Little House on the Prairie, when I was in secondary school.*

My student wrinkled up her nose in disgust that I actually enjoyed watching the adventures of three sisters growing up on a farm in the American Midwest in the 1870s and 1880s.

Some of her comments included, "Where got fun running around on a farm and countryside?", "You mean they had to make their own games? No computer, right?" and the mother of all comments, "Wah, if I have to play like that, I will go mad. Better study instead." My student's comments about the nature of play a long, long time ago is perhaps typical of the modern era where digital games play a prominent role in the play or leisure diet of our children and students. Even adults in public transport are hooked on their small screens, pressing furiously away to get higher scores on the latest Candy Crush or Minecraft installment.

Don't get me wrong. There are benefits from playing online and mobile games. Digital games have the power to stimulate curiosity, imagination and encourage the use of logic to solve problems through puzzles and riddles. But like any other diet, it is good to vary our children's menu of games so they get a balanced intellectual, physical and social development. A diet of predominantly fast food is not healthy even if that fast food has less salt and sugar or is fried in olive oil.

Adding traditional games to your child's diet of play is one way to increase variety and promote the development of important skills. I consider traditional games to be those that do not involve computers or high-tech gadgets. They can be simple and inexpensive such as Hopscotch, Five Stones, Pick-Up Sticks and Cat's Cradle (The Patterned String Game). Traditional games can include board or word games such as Monopoly, Chess, Scrabble, and Cluedo as well as card games like Happy Families, Old Maid and Snap. There are today newer versions of traditional games in toy stores such as Uno, Rush Hour, Jenga, Twister, Pictionary and Hedbanz.

### **HOW DOES PLAYING TRADITIONAL GAMES BENEFIT YOUR CHILD?**

Firstly, some traditional games require physical movement unlike digital games which are primarily sedentary in nature. A common concern of parents is that children are not getting enough physical activity because they already spend a lot of their time at the table doing homework and studying for tests and examinations. Moreover, some dyslexic children may have problems with their physical dexterity and co-ordination or they may have ADHD.

Traditional games that require physical movement provide increased opportunities for dyslexic children to jump or stretch and even improve their hand-eye coordination. They also give the ADHD child a chance to train his focus and decision-making while having fun. A game like Pick-Up sticks requires an ADHD child to learn to concentrate and control his impulsivity as he decides which is the better stick to pick up. This is unlike playing a digital game which can overstimulate his senses.

Secondly, traditional games can stimulate your

child's brain through logical thinking and strategy the same way that digital games can, but without him being exposed to scenarios that are excessively violent. Games like Rush Hour can help your child to visualize how he can move the red car forward in as few moves as possible. Monopoly teaches your child to be careful with how he spends his money and to make good decisions. Cluedo helps your child to look for clues to make deductions. Looking at context clues is an important part of inference, a higher level reading comprehension skill.

Finally, traditional games can help your child to improve his communication and social interaction skills. Digital games often require the player to interact only with the game itself. There is little need to connect with others. Playing traditional games requires children to spend time with their parents, siblings or friends without a virtual medium. They develop the intangibles such as learning to ask questions politely, taking turns, following the rules of the games, showing empathy to players who lose and controlling their temper when they themselves lose. Most of all, happy memories are created as children with bond with their parents, siblings and friends over traditional games. Satisfaction is gained from being together in the spirit of fun and during the lively banter. There is no need to keep increasing one's score on a game to have a sense of enjoyment or achievement.

There is room for both digital and traditional games in our children's play diet. How is a balance to be achieved? A good way to look at it is to first consider how much family time we have given the nature of life in a fast moving and stressful society. It then becomes important to ditch the small and big screens regularly and return to playing traditional games with our children during family time. This will make the limited time we have with them more emotionally fulfilling as relationships are built and strengthened.

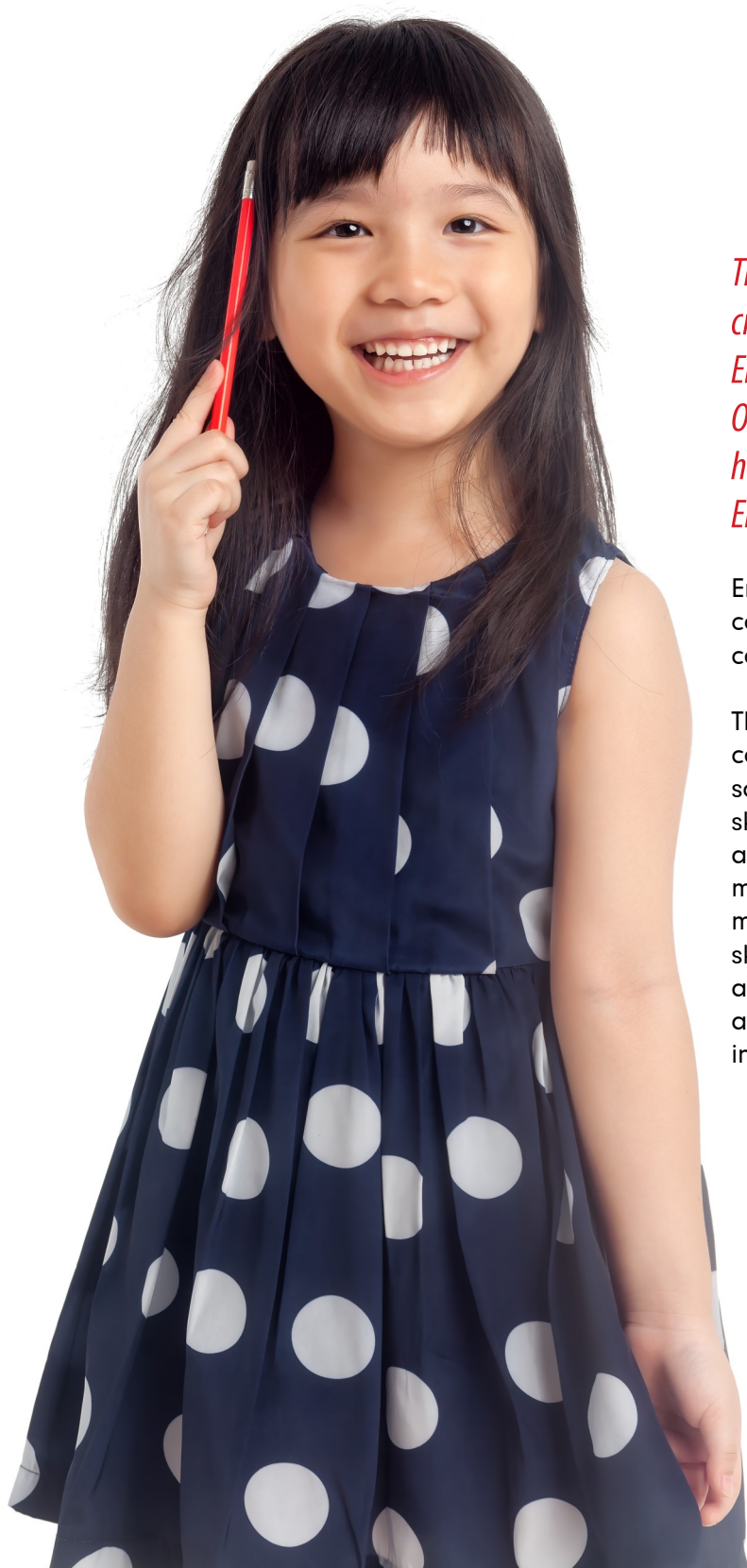
### **References:**

- Michael G. Rayel, MD. Parenting 101: How Can Traditional Games Benefit Your Child?  
[http://www.selfgrowth.com/articles/Parenting\\_101\\_How\\_Can\\_Traditional\\_Games\\_benefit\\_Your\\_Child.html](http://www.selfgrowth.com/articles/Parenting_101_How_Can_Traditional_Games_benefit_Your_Child.html)  
 Simple as That Blog <https://simpleasthatblog.com/the-benefits-of-simple-play-traditional-childrens-games/>



# Using Emotional Intelligence for MANAGING ONESELF AND OTHERS

By Sumathi Krishna Kumar  
Senior Educational Therapist  
and  
Tarsheeni Rajoo  
Educational Therapist



*The concept of Emotional Intelligence is a crucial yet complex one. The course, “Using Emotional Intelligence for Managing Oneself and Others”, conducted by SNEF, has given us a better perspective on what Emotional Intelligence is.*

Emotional Intelligence is made up of five core skills under two primary competencies:

Three core skills under personal competence (self) and two core skills under social competence (others). The three core skills under personal competence, self awareness, self management and self motivation, are focused on how we manage ourselves. Whereas, the two core skills under social competence, social awareness and relationship management, are focused on how we manage our interpersonal relationships.

## EMOTIONAL BANK ACCOUNT

One way of increasing our Emotional Intelligence, is to practice the concept of an Emotional Bank Account. The idea behind this is to maintain a personal emotional bank account with anyone whom we have an interpersonal relationship with. Just like a regular bank, there will be deposits and withdrawals made here. A positive action will translate into a deposit and a negative one will be a withdrawal.

# EMOTIONAL INTELLIGENCE

## PERSONAL COMPETENCE

## SOCIAL COMPETENCE

SELF  
AWARENESS

SELF  
MANAGEMENT

SELF  
MOTIVATION

SOCIAL  
AWARENESS

RELATIONSHIP  
MANAGEMENT

To sustain and grow relationships, It is crucial to make a conscious effort in creating more deposits. According to author Stephen Covey, there are six ways of making deposits in the Emotional Bank Account.

They are:

1. Understanding the individual;
2. Attending to the little things;
3. Keeping commitments;
4. Clarifying expectations;
5. Showing personal integrity; and
6. Apologizing sincerely when you make a "withdrawal"

Simply put, Emotional Intelligence is an ongoing process of understanding and managing our and others emotions. With that, we'd like to leave you with a quote by writer, Dale Carnegie:

*"When dealing with people remember you are not dealing with creatures of logic, but creatures of Emotion."*

Dale Carnegie

Here are some links on Emotional Intelligence you may want to check out:

What is Emotional Intelligence (School of Life):  
<https://www.youtube.com/watch?v=LgUCyWhJf6s>

Emotional Bank Account:  
<https://www.youtube.com/watch?v=X-9VllnEr4Q>

Emotional Intelligence Quiz:  
<https://www.verywellmind.com/how-emotionally-intelligent-are-you-2796099>





**STUDENT**

EDUCATIONAL THERAPIST

STUDENT CENTRIC

Language & Vocabulary

# PARENT

# Reading Fluency

# Phonological Awareness & Phonics

## Language & Vocabulary

## Writing

# English Language Literacy Curriculum

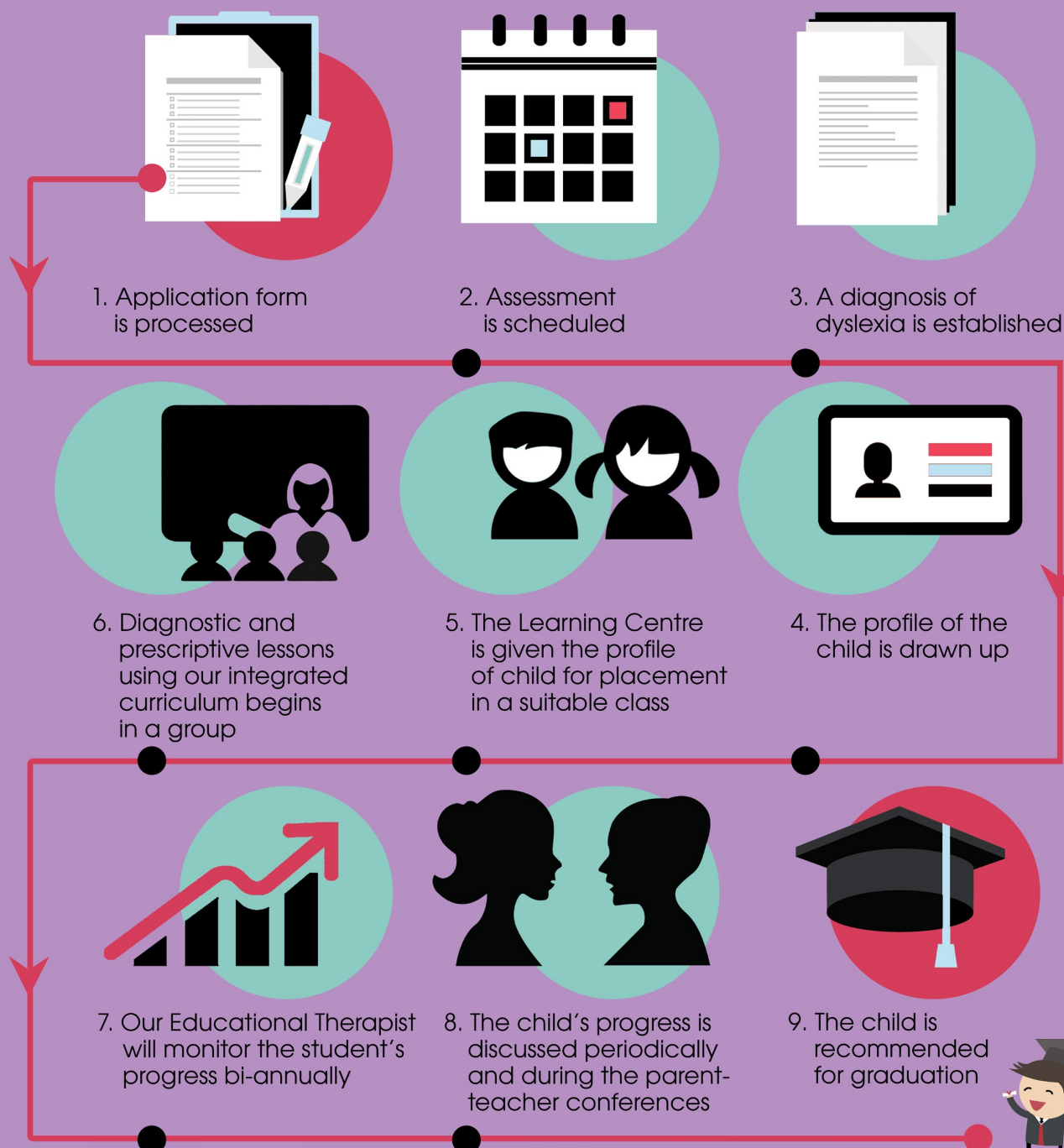
## Reading Comprehension

MULTISENSORY INSTRUCTION

LOCALISED CURRICULUM

Eng Lang Lite Curri

# YOUR CHILD'S JOURNEY IN DAS



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

☎ 6444 5700  
🌐 [www.das.org.sg](http://www.das.org.sg)  
✉ [info@das.org.sg](mailto:info@das.org.sg)



**LIKE US ON FACEBOOK!**  
[facebook.com/dysSG](https://facebook.com/dysSG)



# SpLD Assessments

Geetha Shantha Ram  
Director English Language and Literacy Division &  
SpLD Assessments & Staff Professional Development

*Early identification and intervention of learning differences or developmental challenges is vital for an individual's well-being and educational progress.*

A psycho-educational assessment in the area of Specific Learning Differences, provides useful information about an individual's learning profile or behavioural challenges and helps to identify the presence of a learning or developmental difficulty. Specifically, it helps to illuminate an individual's strengths and weaknesses in terms of cognitive abilities (e.g., verbal and non-verbal abilities, processing speed, and memory) and academic skills (e.g., reading, writing, and mathematics abilities). Behavioural or socio-emotional issues, which are interfering with learning or development, can also be identified.

## THE ASSESSMENT PROCESS

The assessment process may involve interviews, observations, standardised testing and consultations with other relevant professionals to better understand learning and developmental concerns. Assessment results obtained will provide greater insight into an individual's learning or developmental needs as well as the nature and extent of difficulties. This in turn informs educational plans (i.e., placement, intervention, and accommodations) and behavioural intervention to improve educational or developmental outcomes.

After the assessment, a face-to-face feedback session will be conducted to provide a verbal explanation of assessment findings and recommendations. In addition, a written assessment report containing the findings, diagnosis, and recommendations will be made available.

## WE CAN ASSESS FOR:

- ◆ Dyslexia
- ◆ Dyscalculia
- ◆ Giftedness
- ◆ Visual processing
- ◆ School Readiness
- ◆ Dysgraphia/Dyspraxia
- ◆ Autism Spectrum Disorder (ASD)
- ◆ Intellectual Disability (ID)
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)

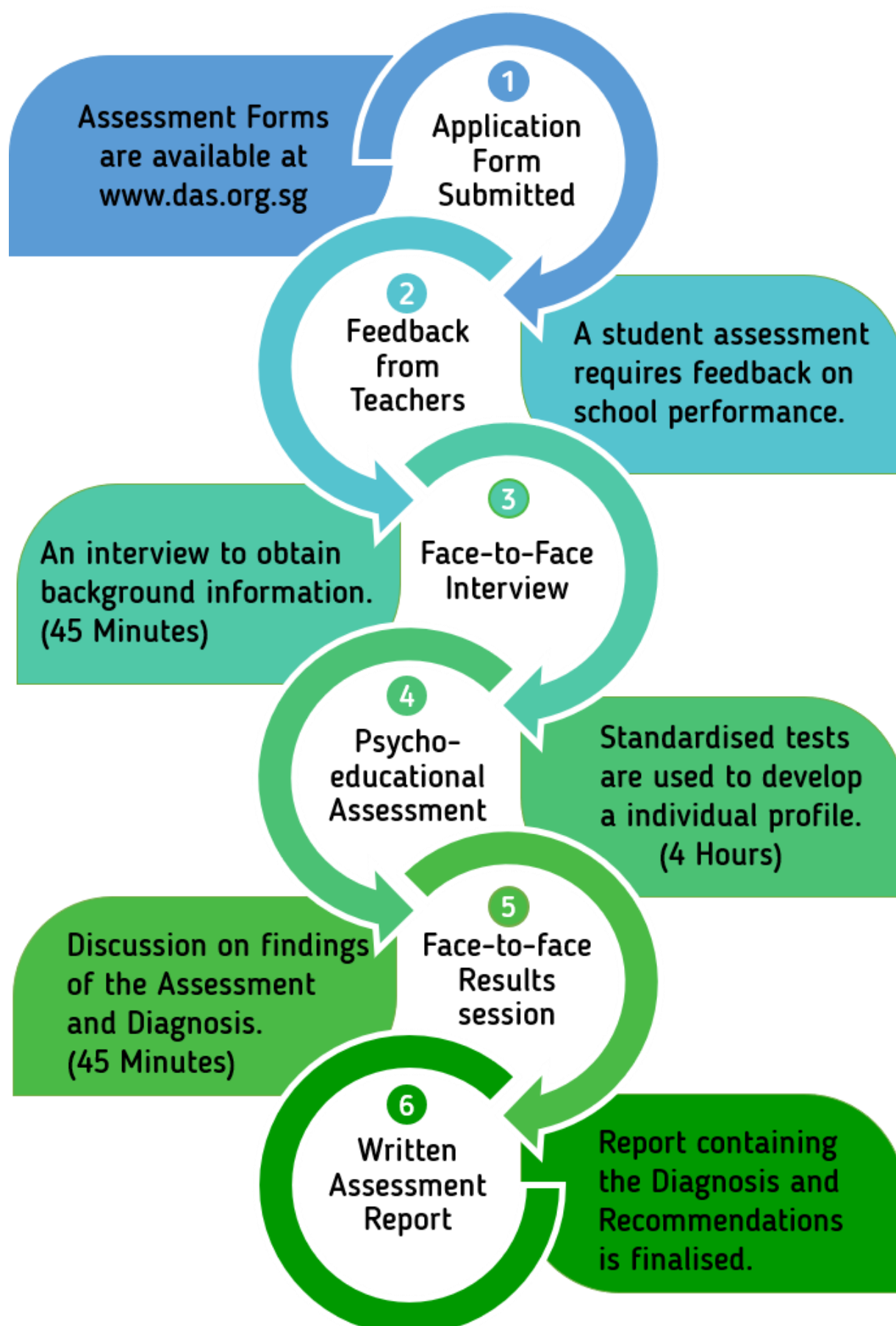
## SPLD ASSESSMENT SERVICES

SpLD Assessment Services comprises of a team of Registered Psychologists and Specialist Psychologists who receive intensive training to ensure that they are well skilled to carry out psycho-educational assessments.

Once the child has been diagnosed to have dyslexia and/or other learning difficulties and is found suitable for DAS programmes, the psychologists would then determine the learner's profile. Each child has his/her own unique profile which identifies their strengths and weaknesses. Hence, it is vital that DAS psychologists differentiate the child's learning needs even after the diagnosis. This enables DAS educational therapists to select appropriate educational goals that target the child's needs closely.

The progress of every student is monitored and reviewed by DAS educational therapists every six months. After three years, psychologists may conduct review assessments to determine the child's overall progress since his/her previous assessment. This assessment may also determine if the child is eligible for access arrangements for national examinations.

# THE ASSESSMENT PROCESS







# Specialist Tutoring WITH DAS INTERNATIONAL



***DAS International***

EMPOWERING SUCCESSFUL LEARNING

by Anaberta Oehlers-Jaen  
Head of DAS International

*Specialist Tutoring is an individualised, one-to-one service that is tailored to meet the learning needs of students with specific learning differences.*

Specialist Tutoring is skills focused which aims to help the student to achieve their potential. It may include individual curriculum support, numeracy and literacy skills, study skills and exam preparation, organisation and planning help or other specific areas where you feel additional support is required by your child.

Effective solutions and strategies are planned and implemented to remedy as far as possible the child's problems and to help them learn as happily and effectively as possible. Options for intensive tutoring or online tutoring are offered to provide a personalised approach to supporting your child. We believe in working closely with parents and educators and expect that through this relationship we provide the best support for your child.

### Specialist Tutoring

Specialist Tutoring is a one-to-one skills focused service which aims to extend the student to achieve their learning potential. Specialist Tutoring may include individual curriculum support, study skills and exam preparation or other specific areas where you feel additional support is required by your child.



### Intensive Tutoring

Intensive Tutoring is aimed at supporting children who are unable to secure a place in an international school, or who are struggling in an international or mainstream curriculum. This programme is designed to bridge the learning gap with mainstream education.

Specialist Tutoring sessions are delivered online bringing intervention into the home. Specialist support to students is available wherever internet services are available. Online lessons are flexible and customised to suit the learners needs.



## Specialist Tutoring Testimonials

My son, James, was tutored by Gladys Wee Kim Geok. We thank Gladys for her professionalism. Her firm, authoritative but patient manner as a teacher has helped James gain confidence in English. James has been making wonderful progress in specialist tutoring.

Samuel has had weekly tutoring sessions with Ms Shilpa since Spring 2013. She has been of tremendous help for him, first and foremost with reading and writing abilities, but later also with grasping the basic concepts in maths. He has a very trusting relationship with her and finds their sessions educational and fun! He has come so far with her help and we are very grateful Ms Shilpa is his tutor. We will continue working with her for as long as necessary!

Ms Bhavani is extremely qualified and equipped with the specialist knowledge required to teach children with dyslexia. She is insightful and deeply understands each child and the struggles he or she goes through, always exuding a calm and a quiet confidence - a trait which only the most experienced teachers have. Ms Bhavani has enabled my child to know that children with dyslexia are not incapable of achieving what others can achieve; and because she believes in what he can achieve and equips him with the skills to do so, he steps forward with greater confidence.

Do contact us for a free consultation about our Specialist Tutoring Programme.

**6643 9600**  
**enquiry@dasint.org.sg**  
**www.dasint.org.sg**

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



Benefits of DAS Parents' Support Group (PSG):

### Be more engaged

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

### Be part of a network

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

### Increase your knowledge

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

### Make a difference

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

### Be a role model

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

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



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

New curriculum for SES Maths Programme

**Specialised  
Educational  
Services**  
UNLOCKING POTENTIAL

# Does your child need help solving maths word problems?

**NEW**

## PROBLEM SUMS FOR UPPER PRIMARY

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

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

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

**Problem Sums for Upper Primary can help your child tackle challenging word problems using our systematic approach.**

**Classes are available now!**

**Expanded Entry Criteria:**

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



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

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

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





## ARE YOU AN EDUCATOR OR A PARENT?

Do you want to enhance your skills in helping your children with Special Needs? Be a member and empower yourself to share with others your knowledge to help these kids excel!

To help you, we will give you the following:

- ✓ Discount on courses, full age assessments and resources sold by DAS.
- ✓ Invitation to focus group discussions and case management, where you have the opportunity to meet other parents and professionals.
- ✓ For Parents - a list of private consultants that can help with your child's needs.
- ✓ For Educators - be listed as a private consultant on our website\*.
- ✓ Access to DAS Academy Library and e-journals.
- ✓ Bi-annual RETA Chronicles, an exclusive members only magazine and bi-annual Asia Pacific Journal of Development Delays (APJDD)

*\*not applicable to Allied Educators.*

## RETA

REGISTER OF EDUCATIONAL THERAPISTS (ASIA)



### WHAT IS RETA?

RETA is an initiative by the Dyslexia Association of Singapore. It was formed to connect practitioners in the field of Specific Learning Differences and Education, while recognising their professional status and endorsing their qualifications at the same time.



### WHY WAS RETA FORMED?

RETA was formed to create awareness on the needs of individuals with specific learning differences (SpLD) and to provide greater support to facilitate in the learning journey of children with special needs as well as to advocate for them.



### SUPPORT FOR PARENTS & EDUCATORS

RETA supports the network of providers such as teachers, educational therapists and allied professionals. The aim is to encourage high professional practice and application of research into practice.

**For more information on application process, please visit us at [www.reta.sg](http://www.reta.sg) or contact us at [info@reta.sg](mailto:info@reta.sg)**

## RENEWAL OF MEMBERSHIP



Renewals – 3 years validity  
(e.g. Jan'18 to Dec'20, Mar'19 to Feb'21)

3 year rate:

- ♦ Affiliate - \$130
- ♦ Associate - \$180
- ♦ Associate Plus - \$230
- ♦ Member - \$280
- ♦ Associate Fellow - \$330
- ♦ Fellow - \$380

## NEW MEMBER APPLICATIONS



Renewals – 3 years validity  
(e.g. Jan'18 to Dec'20, Mar'19 to Feb'21)

3 year rate:

- ♦ Affiliate - \$130
- ♦ Associate - \$180
- ♦ Associate Plus - \$230
- ♦ Member - \$280
- ♦ Associate Fellow - \$330
- ♦ Fellow - \$380

If within the 3 years, a member requests for an upgrade in member level, e.g. Member to Fellow, and additional \$50 will be charged but you do not have to pay the additional difference in member fee amount e.g. \$380-\$280=\$100. The new fee will apply in 2021 when member renews.

## BENEFITS

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

**For more information on application process, please visit us at  
[www.reta.sg](http://www.reta.sg) or contact us at [info@reta.sg](mailto:info@reta.sg)**





# UNDERSTANDING DYSLEXIA

THE CLINICAL BRAIN LAB @ NTU PSYCHOLOGY

## WE ARE LOOKING FOR CHILDREN WITH DYSLEXIA TO PARTICIPATE IN THIS BRAIN RESEARCH

### ABOUT OUR STUDY:

- ✓ The prevalence of Dyslexia is higher than any other learning disability
- ✓ Verbal working memory and the cerebellum (the little brain underneath our big brain) have been found to be affected in dyslexia
- ✓ The study helps to understand how these brain networks contribute to difficulties seen in Dyslexia
- ✓ The study will also help us make the MRI experience more comfortable for children
- ✓ The findings of our study will provide information to develop better ways to treat Dyslexia



*This research study is conducted by collaboration labs at the Nanyang Technological University (The Clinical Brain Lab @ NTU Psychology), National University Health Systems (NUHS), and the National Institute of Education (NIE). This study is funded by the Lee Foundation and Ministry of Education (AcRF Tier 1 grant). The study protocol is approved by the NTU and NUS Institutional Review Board*

For more information please contact:

**9057 0998**

[clinicalbrainlab@gmail.com](mailto:clinicalbrainlab@gmail.com)

### CHILDREN AGED 7 TO 10 WITH & WITHOUT DYSLEXIA NEEDED

#### WHO:

**Children with and without Dyslexia with the following criteria:**

1. 7 to 10 years old
2. Right-handed
3. Attending mainstream schools
4. No History of neurological/psychiatric illness or chronic medical condition

#### WHAT:

**Phase 1: At NTU & DAS**

1. Paper-&-pencil and computerised task
2. Questionnaire about attitudes towards MRI scanning  
(Both tasks take approx. 30 mins each)

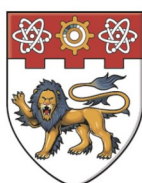
**Phase 2: At CIRC, NUS & CLS**

1. Paper-&-pencil and computerised task
2. Questionnaire about attitudes towards MRI scanning  
(Both tasks take approx. 1 hour each)

#### WHERE:

Nanyang Technological University (NTU) & Dyslexia Association of Singapore (DAS)

Clinical Imaging Research Centre (CIRC), NUS & Centre for Life Sciences (CLS)



**NANYANG  
TECHNOLOGICAL  
UNIVERSITY**

**NUHS**  
National University  
Health System





# VOLUNTEERS NEEDED

## INVESTIGATING BILINGUAL READING

**WE ARE LOOKING FOR ADULTS AGED BETWEEN 18 AND 35.**

**CAN YOU READ AND WRITE IN CHINESE AND ENGLISH?**

**ARE YOU STRUGGLING WITH READING?**

**DO YOU HAVE A HISTORY OF DYSLEXIA?**

**STUDY PURPOSE:** We aim to investigate the neural networks for reading in the bilingual brain.

**PROCEDURE:** After Session 1, you may be invited to participate in Sessions 2 and 3.

Session 1:	Questionnaires and behavioural tests	1.5 hours
Session 2:	Neurocognitive Measures	1.5 hours
Session 3:	Non invasive MRI brain scans	2.5 hours *

*\* you will only be in the scanner for up to 90 minutes*

### WHAT IS REQUIRED?

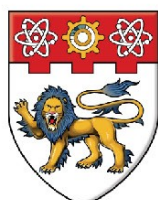
- ◆ Between 18 and 35 years of age.
- ◆ Able to read and write in Chinese and English.
- ◆ Identified as having developmental dyslexia at present or in the past, or struggle with reading.
- ◆ No current history of other neurological, psychiatric and cardiovascular disorders.
- ◆ No non-removable metallic objects in /or on the body (e.g. pacemakers or braces), no tattoos.
- ◆ Women who may be / or are pregnant and women who are breastfeeding are excluded.

**VENUE:** Cognitive Neuroimaging Centre, Experimental Medicine Building, NTU

**COMPENSATION:** S\$12 for Session 1  
S\$12 for Session 2  
S\$50 for Session 3

*This study is conducted by collaborating members at The Clinical Brain Lab @ NTU Psychology, Centre for Research and Development in Learning @ NTU, and Education and Cognitive Development Lab @ NIE.*

**INTERESTED? Please Contact: [BILITERACYSTUDY@GMAIL.COM](mailto:BILITERACYSTUDY@GMAIL.COM)**



**NANYANG**  
TECHNOLOGICAL  
UNIVERSITY





# SPEECH AND DRAMA ARTS PROGRAMME

## Specialised Educational Services

UNLOCKING POTENTIAL

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

### OUR APPROACH

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

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

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



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



### RECOMMENDED FOR

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

### ENTRY CRITERIA

All primary school students are welcome to enrol.

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**I<sub>1</sub>** CAN DO TO

**P<sub>3</sub>** ROVIDE

**S<sub>1</sub>** UPPORT FOR MY CHILD



T

TIPS



# ORAL ENGLISH EXAM SKILLS

A 10-week programme to prepare your child for the Oral Examinations

## LEARN TIPS AND STRATEGIES TO SCORE IN YOUR PSLE ORAL EXAM

The Oral Exams Short Term Programme is designed to prepare students for the two components of the PSLE English Oral Examination - **Reading Aloud** and **Stimulus-based Conversation**.

The programme aims to equip students with the necessary skills and strategies that will enable them to read with good pronunciation, articulation and appropriate intonation to convey information in the reading passage. It also aims to provide students with exposure and practice in giving personal response while engaging in a meaningful conversation based on a topic or visual stimulus given.

**Entry criteria:** Primary 5 & 6 (Standard/Foundation)

Maximum of 6 students per class.

Register now at



[oral-exam-skills-t2.eventzilla.net](http://oral-exam-skills-t2.eventzilla.net)

## Term 2 Class Schedule

### DAS Bishan

Date: 13 March - 7 June  
Day: Every Monday  
Time: 3pm - 4pm  
Cost: \$560.00

### DAS Tampines

Date: 13 March - 7 June  
Day: Every Friday  
Time: 6pm - 7pm  
Cost: \$560.00

If the classes are filled or if the timing is not ideal, kindly drop us an email at [ses@das.org.sg](mailto:ses@das.org.sg) with your name and contact details indicating **STP Enquiry** as the subject.



**Specialised Educational Services**  
UNLOCKING POTENTIAL

SPECIALISED EDUCATIONAL SERVICES (SES) IS A DIVISION OF THE DYSLEXIA ASSOCIATION OF SINGAPORE.

### Enquiries:

Email [info@das.org.sg](mailto:info@das.org.sg) or  
Call DAS hotline at **6444 5700**  
(Mon-Fri, 9am to 5pm)



A DAS 10-week programme

# ARTVENTURE

The Fundamentals of Visual Art

## Learn about Art and improve metacognition skills

The Artventure 10-week programme will nurture an appreciation of art and an exploration of various art techniques. Try out different methods of creating an artwork through charcoal, oil pastels, water colour, clay. Explore 3-dimensional art through styles such as sculpting and fabric art. Discover Artists of the Past and the Present and what is so special about them.

In the process of learning and creating, students will build their cognitive skills and fine motor development that can contribute to school success. Students will also express ideas and originality through experiments, and create unique artworks, developing self-confidence as their creativity soars.

### DAS JURONG POINT

**Dates:**

25 Mar, 1, 8, 15, 22, 29 Apr,  
6, 13, 20, 27 May 2018  
(Sundays)

**Time:** 3.00pm - 4.30pm

**Fee:** \$286.90 (Launch discount,  
usual fee \$337.50)

### A 10-WEEK PROGRAMME OPEN TO Primary 1 to 3 students

Students without dyslexia are welcome too!

REGISTER NOW AT  
**[artventure-t2.eventzilla.net](http://artventure-t2.eventzilla.net)**

### DAS TAMPINES

**Dates:**

25 Mar, 1, 8, 15, 22, 29 Apr,  
6, 13, 20, 27 May 2018  
(Sundays)

**Time:** 1.00pm - 2.30pm

**Fee:** \$286.90 (Launch discount,  
usual fee \$337.50)



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

**ENQUIRIES:**

CALL DAS HOTLINE AT **6444 5700**

(MON - FRI, 9AM - 5PM)

EMAIL **[INFO@DAS.ORG.SG](mailto:INFO@DAS.ORG.SG)**

**Specialised  
Educational  
Services**

UNLOCKING POTENTIAL





# SCIENCE EXPLORERS PROGRAMME

The Science Explorers Short Term Programmes in Term 3 & Term 4 are designed to provide support for our **Primary 3 & 4 students** during the school-term with Science literacy, the understanding of science processes, vocabulary knowledge and the skills to answer Science exam questions in a fun and interactive environment.

In line with the MOE syllabus, Science themes such as **Systems, Interactions, Cycles and Energy**, are included in the respective programmes. Parents will be provided with the resources to follow up on the Science activities at home with their child to reinforce their learning.

Only 2 classes available  
6 students per class

**REGISTER NOW AT**  
[science-t3.eventzilla.net/](http://science-t3.eventzilla.net/)



**FRIDAYS @ TERM 3, 2018**  
**DAS BISHAN LEARNING CENTRE**

**Open to:** Pri 3 and 4 students  
**Class Format:** 10 weeks x 1-hour lessons on Fridays during term time  
**Dates:** 29 June, 6, 13, 20, 27 July, 3, 10, 17, 24, 31 Aug 2018  
**Time:** 3.30pm - 4.30pm **OR** 4.30pm - 5.30pm  
**Fee:** \$560.00 for 10 lessons (DAS students)



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

**ENQUIRIES:**  
CALL DAS HOTLINE AT 6444 5700  
EMAIL [INFO@DAS.ORG.SG](mailto:INFO@DAS.ORG.SG)

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Educational  
Services**  
UNLOCKING POTENTIAL



# JUST \$10 FOR \$12 WORTH OF DINING



**ALL PROCEEDS FROM THE SALE OF THESE COUPONS  
WILL GO TO THE DYSLEXIA ASSOCIATION OF SINGAPORE.**

Donations received will go directly towards funding children with dyslexia from low income families to access DAS services and help them succeed in their educational journey.

**THE DAS CHARITY FOOD COUPONS WILL BE SOLD AT ALL DAS CENTRES.**

**TUESDAY TO SATURDAY, 2 PM - 5 PM**

For more information, visit [www.das.org.sg](http://www.das.org.sg) or call 6444 5700.



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

**han's**

**han's**



# Dyslexia on a bicycle



**Parent:** Surprise! Here's a new bicycle for you!

**Child:** Why? I don't want it. I don't know how to use it. I might fall and hurt myself!

**Parent:** Don't worry. In the beginning, you will stumble and feel clumsy because you can't control the bike. But with hard work and perseverance, you can get really far. The bicycle can take you further than where you could go with your own legs.

**Child:** Really? But I am too small to handle the bicycle. How long does it take to get used to the bicycle?

**Parent:** It will take time. Some people take days, some people take months and some people take years. But picking up a new skill will toughen you up and strengthen your muscles.

**Child:** Sounds exciting! Now I think I am willing to pick up this new skill. Thanks Mum!

## Dear Parents,

A child who has just found out about his or her diagnosis of dyslexia is pretty much like the child who has received a bicycle from her parents.

At first instance, the child might resist the new label. Then fear of the unknown and the unexpected sets in. Finally, she worries about how dyslexia can slow her down and set her back in her learning.

However, this girl just needs to know that handling dyslexia is like handling a bicycle. Coping with dyslexia might seem tough at first, but when she is encouraged by her family and teachers, is provided with a safe terrain, and learns proper control and safety techniques, she can cycle very far in life with her dyslexia, just like many famous dyslexics.

The DAS Academy is your partner as you parent your child with dyslexia. Our belief is that if a child cannot learn the way we teach, we teach them the way they learn best.

Our workshops and certificates for parents can help you to navigate and discover dyslexia, and experience how dyslexia can become a powerful vehicle for your child. With a community of support, your child can travel beyond where he or she would not have gone without dyslexia.

**Yours sincerely**  
**June Siew**  
**Head of DAS Academy**



**DAS Academy**  
 ENABLING EXCELLENCE

DAS Academy Ltd  
 73 Bukit Timah Road, #05-01 Rex House  
 Singapore 229832  
 T 6336 2555 | F 6643 9643  
[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)  
 CPE Registration No.: 201003689Z  
 Validity: 30 Dec 2013 - 29 Dec 2017



**We believe that if you get things right  
for learners with special needs,  
you will get things right for  
every learner in class.**



# **DAS ACADEMY**

**PROFESSIONAL DEVELOPMENT  
TRAINING FOR EDUCATORS**

**ACADEMIC PATHWAY FOR SPLD  
FROM FOUNDATION TO POST-GRADUATE**

**FOR EDUCATORS, PARENTS & CAREGIVERS  
SUPPORTING STUDENTS WITH LEARNING DIFFERENCES**

**DAS Academy provides professional development training for  
educators to increase awareness and support of students with  
learning difficulties in mainstream classrooms.**

CPE Registration No: 201003689Z

Validity: 30 December 2017 - 29 December 2021



**DAS Academy**  
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☎ 6336 2555

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

✉ [info@dasacademy.edu.sg](mailto:info@dasacademy.edu.sg)



**LIKE US ON FACEBOOK!**  
[facebook.com/dasacademy](https://facebook.com/dasacademy)



# DAS ACADEMY WORKSHOPS 2018

## CAREGIVERS TRAINING GRANT

A \$200 annual subsidy that lets caregivers attend approved courses. With a co-payment of at least \$10, DAS Parents can attend Workshops to learn how to better support their child.

HAVE YOU  
USED YOUR  
CTG?

**\$200  
CTG\***

**10%**  
In 2017, only 10%  
of DAS Parents  
made use of their  
\$200 grant for  
training.

*\* CTG is administered by the Agency of Integrated Care and subject to eligibility.*



**DAS Academy**

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6336 2555

info@dasacademy.edu.sg

www.dasacademy.edu.sg



# ***SPECIAL OFFER FOR DAS PARENTS***

***WHOSE CHILDREN ARE ATTENDING DAS CLASSES  
AND ARE ON DAS BURSARIES***

## ***\$10 Certificate Course Offer\****

### ***DAS ACADEMY COURSES PROVIDE A BRIDGE TO SUPPORT YOUR CHILD.***

The certificate courses provide you with information and learning strategies that will enable you to support your child at home. We have courses on Dyslexia, Spelling and Reading Strategies, Maths and much more...

***FOR DAS PARENTS WHOSE CHILDREN  
ARE ATTENDING DAS CLASSES AND  
ARE ON DAS BURSARY***

***Take advantage of this  
\$10 Certificate Course Offer  
before April 2018.***

***MORE INFO: 6336 2555***



***DAS Academy***  
ENABLING EXCELLENCE



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

*\*The subsidised course fee is funded by the  
Dyslexia Association of Singapore*



# HAVE A CUP OF TEA WITH US

## TEA SESSION FOR **DAS PARENTS**

**DATE** 30 JUNE 2018, SAT

**ADD** 73 BUKIT TIMAH RD #05-01  
REX HOUSE S229832

**TIME** 10AM - 11AM

INTERESTED TO DEEPEN YOUR  
KNOWLEDGE IN DYSLEXIA AND KNOW THE TIPS  
AND TECHNIQUES TO HELP YOUR CHILD? COME  
JOIN US FOR A PARENTS Q&A SESSION TO FIND  
OUT THE FUNDING AVAILABLE TO YOU.

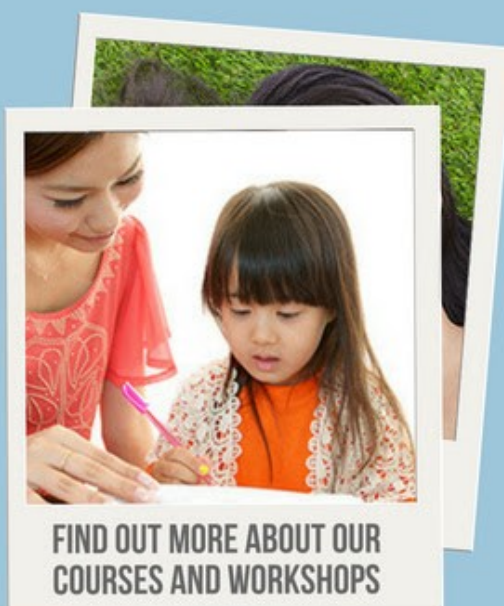
**WE WELCOME CHILDREN !**

\*THERE WILL BE SEPARATE ACTIVITIES FOR CHILDREN

**MOVIE SCREENING** **POPCORN**

**BALLOON SCULPTING**

LIGHT REFRESHMENTS WILL  
BE PROVIDED



FIND OUT MORE ABOUT OUR  
COURSES AND WORKSHOPS

REGISTER BY 23 JUNE 2018



*DAS Academy*

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



# MASTER OF ARTS IN SPECIAL EDUCATIONAL NEEDS

University  
of South  
Wales

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



**DAS Academy**  
ENABLING EXCELLENCE



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

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

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

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

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



## SPEECH AND DRAMA ARTS PROGRAMME

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**6444 5700**



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All primary school students are welcome to enrol.

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









*This painting was created by Matilda and her mother for the DAS Charity Golf Event on 23 May 2018 and was auctioned to a lucky guest for \$1,200.*



*This painting was given as a gift to the Education Minister, Mr Ong Ye Kung the Guest of Honour at the DAS Charity Golf Event on 23 May 2018*

## OUR LEARNING JOURNEY, OUR DISCOVERY

BY Matilda Huang and Mrs Marie Huang

Description by Matilda

The painting is about the transition being messy in the beginning till seeing a full picture.

Description by Marie

Matilda is the one who brought me to DAS. At P5, she requested for me to send her for an assessment. She knew she was unable to spell many words. 'I know my words often looks funny', she commented. But she knew she could write and read well. Within 3 months of the assessment and diagnosis, DAS classes were arranged.

Matilda has taught me the meaning of patience. All these years, I have understood the meaning of 'We are all different. We have our strengths and weaknesses', we just need to take time to find it and work on it. We cannot and should not compare ourselves with others. We work towards our goals, our passion, our dreams.

Matilda has allowed me to understand that all of us have our own pace and a capacity for learning; 'I am slow now, doesn't mean I cannot. I just need more time to complete my work. Please be patient with me'.

Seeing her at DAS, is akin to seeing her at Universal Studios. She is often happy. From her facial expression and body posture, I can feel there is a great sense of relieve in her Learning Journey. I realise, "对症下药".

I believe in this, as parents we should 'Heighten their Strength and Repair their Weaknesses'.

## BEFORE I KNEW

By Matilda Huang

Description my Matilda

Before DAS, everything in life seems like a mess like this painting. After learning about dyslexia and being in the DAS, everything become clearer and maybe easier.

## DAS STUDENTS' RESPONSE TO A LETTER PUBLISHED IN TODAY ONLINE

### Singapore to conduct a large scale study to assess the benefits of small class sizes

article: <https://www.todayonline.com/singapore/conduct-large-scale-study-assess-benefits-small-class-sizes-schools-ncmp>

By: Anastasia Wen Xin Shaifudin (Secondary 4)  
Lam Tze Cong Jaren (Secondary 4)  
Tan Zhi Bin (Secondary 5)

We are a group of graduating secondary school students from the Dyslexia Association of Singapore (DAS).

In response to Mr Leon Perera's call for a large-scale study to evaluate the advantages of small class sizes (*Conduct large-scale study to assess benefits of small class sizes in schools: NCMP* 8th Nov 2017), we agree that such research would be timely. We consider it advantageous for class sizes to be smaller from our own experience in school and in DAS. From our understanding, the average class size in Singapore (35.5) is one of the highest among developed countries, higher than Japan (32.5), the US (26.7) and the UK (19.1)<sup>1</sup>. Furthermore, Singapore faces falling birth rates, hence causing some schools in Singapore to merge. At the same time, Singapore saw an increase in the number of teachers hired over the past decade. Despite having a larger teaching force and a drop in enrolment, the average class size has not decreased.

In our opinion, small classes are more beneficial for students. This allows us to receive the attention and help we need from our teachers. In small classes, there would be less disturbances, compared to a larger class where the teacher would have to attend to around 40 students. This would result in a better learning environment and more chances to voice our opinions, and consequently, better results. As students with dyslexia, we strongly support the proposal to conduct a study to assess if reducing class sizes would improve the students' academic results and holistic development. In some schools, students with different learning needs have already been placed in smaller classes to better cope with their needs. From anecdotal experience, small classes help us to improve our attention span and learn better.

We recognize that small classes come at a cost. As smaller class sizes require more teachers, there could be a lack of qualified teachers if small classes were implemented nation-wide. In addition, more classrooms may need to be constructed. However, we believe the benefits of having smaller classes would outweigh the drawbacks. Getting more personalized attention and help is crucial for learning, especially for those with special needs. Moreover, with the changes in demographics accompanied by a larger teaching force, we believe that this is the right juncture for schools to work towards providing smaller classes at both primary and secondary levels. Conducting the pilot research would be a first step.

<sup>1</sup>The figures are taken from: <https://www.theeducator.com/blog/class-sizes-around-world/>

PUBLISHED BY TODAY ONLINE PAPER : 15 March 2018

<https://www.todayonline.com/voices/small-class-size-more-beneficial-students-special-learning-needs>

Submitted by Parkway Parade Learning Centre Educational Therapist, Xin Ying Lee





DONATE  
TO EDUCATE

Support  
our  
talented  
students!



20% OF THE AMOUNT COLLECTED WILL GO TO THE ARTIST WHILE THE REST WILL GO TO A BURSARY FUND TO HELP NEEDY STUDENTS



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HELPING DYSLEXIC PEOPLE ACHIEVE

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







**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

**HELPING DYSLEXIC PEOPLE ACHIEVE**



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

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

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

### **How to complete your GIRO Application**

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

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

#### **Terms and Conditions of the GIRO**

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

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

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

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







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

## DONATION FORM – GIRO APPLICATION

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

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

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

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

SWIFT BIC	Account Number to be Debited

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

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

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

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

\* Delete where applicable

Name of Approving Officer

Authorised Signature and Stamp of Financial  
Institution

Date



# JUST \$10 FOR \$12 WORTH OF DINING



**ALL PROCEEDS FROM THE SALE OF THESE COUPONS  
WILL GO TO THE DYSLEXIA ASSOCIATION OF SINGAPORE.**

For every \$10 spent to purchase a voucher, Han's will donate the full \$10 directly towards funding children with dyslexia from low-income families to access DAS services and help them succeed in their educational journey.

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**TUESDAY TO SATURDAY, 2 PM - 5 PM**

For more information, visit [www.das.org.sg](http://www.das.org.sg) or call 6444 5700.



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

**han's**

**han's**





# UNITE SpLD 2018 CONFERENCE

20 TO 22 JUNE 2018  
LIFELONG LEARNING INSTITUTE

11 EUNOS ROAD 8  
SINGAPORE 408601

6444 5700

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

(Office hours: Mon - Fri: 8.30am - 5.30pm)



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

**HELPING DYSLEXIC PEOPLE ACHIEVE**

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