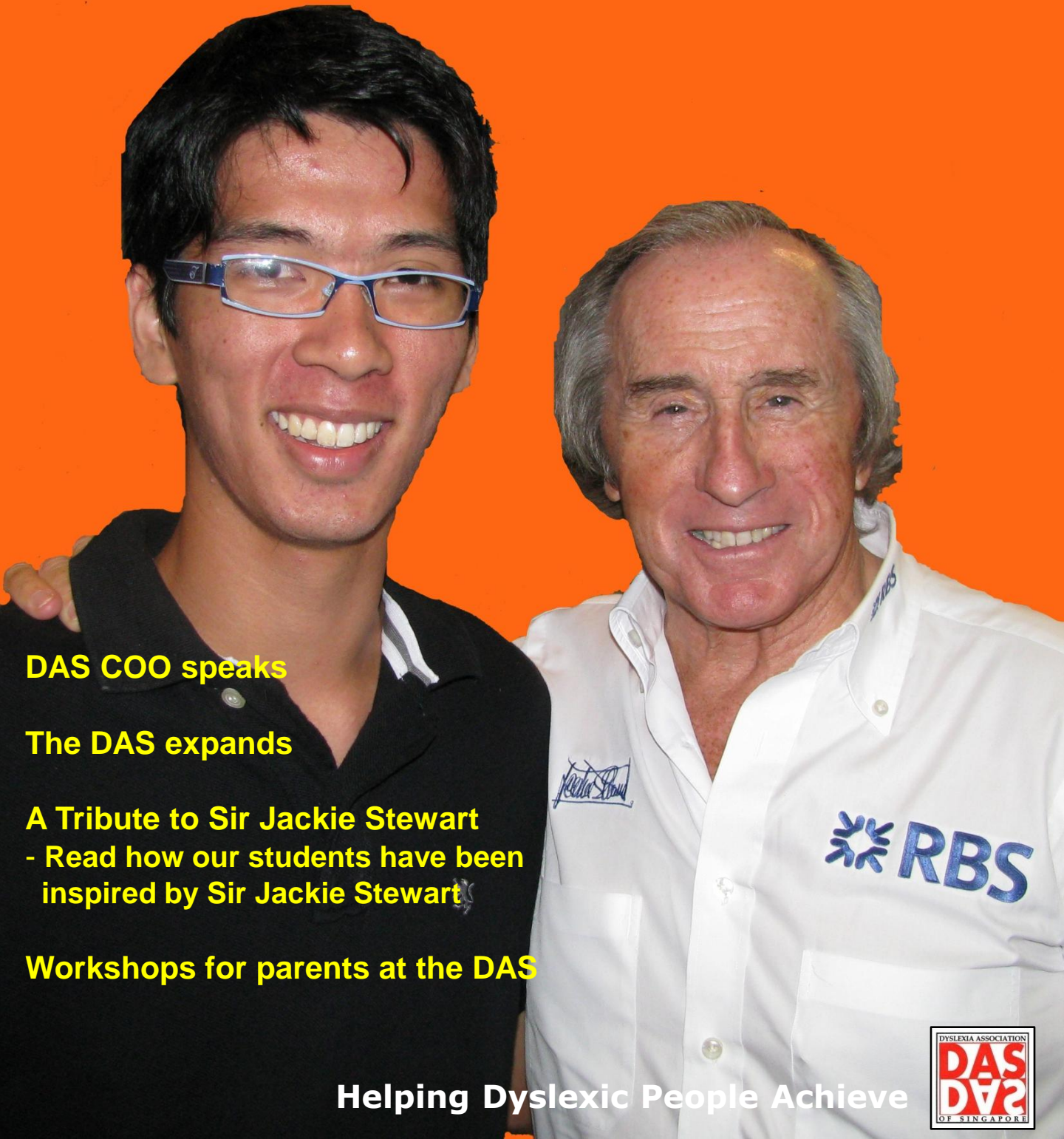


FACETS

Quarterly Newsletter
Issue Jan 2009 – Mar 2009
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A publication of DAS



DAS COO speaks

The DAS expands

**A Tribute to Sir Jackie Stewart
- Read how our students have been
inspired by Sir Jackie Stewart**

Workshops for parents at the DAS

Helping Dyslexic People Achieve



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Editor's Note

Thank you all for your very positive feedback on the last issue. I'm happy that the new FACETS has received such a great welcome. This is the first issue for 2009. I hope to continue to bring you frequent updates on the on-goings in DAS and at the same time stories on and from our students.

With the new year, the DAS has also opened more learning centres to bring our services closer to the students' homes. We hope to be able to help more dyslexics this year than in the past year.

This issue can also be described as 'A Tribute to Sir Jackie Stewart'. The DAS had the great opportunity of organising a 'Meet and Greet' session with Sir Jackie Stewart for our students. It was through this event we realised how many of our students had been touched and motivated by Sir Jackie. A few of our students have also shared their thoughts on Sir Jackie in this issue. Read out and find out.

Do send in your feedback to info@das.org.sg.

Sakuntala G K

My Journey in the DAS

Our COO, Mr Lee Siang speaks to us.



The Dyslexia Centre has moved to Jurong Point

The Dyslexia Centre has moved from the premises in SPRING Singapore to Jurong Point in December 2008. The new Dyslexia Centre will be much larger providing you more services. For the first time, the DAS can harness the synergy of having all four of its main services - awareness raising, psychological

assessments, educational therapy and professional training – all under one roof. Parents can look forward to improved services, including more workshops specifically designed to impart various skills to them.



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DAS starts 3 more Learning Centres

The Dyslexia Association of Singapore has opened 3 more Learning Centres in Singapore in Jurong, Woodlands and Tampines. To provide more accessibility and convenience to students, the DAS has painstakingly

looked for venues which are of close proximity to the MRT stations and are within the heartlands. The centres in Woodlands and Tampines will function in the void decks of HDB blocks and the centre in Jurong will function within the Dyslexia Centre



in Jurong Point. This will enable the DAS to open the centres during the weekends when children have more time to attend enrichment classes. This makes the total number of DAS learning centres to seven.

The 59th IDA Conference

The 59th Conference of the International Dyslexia Association (IDA) took place in Seattle, Washington on Oct 29-Nov 3, 2008. **The IDA operates 47 branches throughout the United States and Canada, with the DAS being a Global Partner of the IDA.** The DAS is proud to have participated in this reputable event as part of the interactive poster presentations at the conference. Our psychologists Lois, Danielle and Ling Fong presented the poster entitled: "Dyslexia-Friendly Survey in Singapore – Dyslexic Students' Views on Mainstream Education". The poster was based on a survey conducted on DAS students to examine the critical factors that facilitate or hinder their learning. Attended by over 300 participants from all over the world, the conference presented close to three hundred speakers sharing their expertise about dyslexia and other commonly associated learning difficulties, such as Attention Deficit Hyperactivity Disorder (ADHD). This was a great opportunity to learn more about how dyslexia is managed around the world and find out more about the new resources that are available commercially (including assistive technologies).



3rd Batch of SNOs Graduate



The DAS organised the 3rd cohort of Special Needs Officers (SNOs) Graduation Ceremony jointly with the Autism Resource Centre (ARC) on 5 Nov 2008. It was held at the Civil Service College. Senior Minister of State, Ministry of National Development and Ministry of Education, Ms Grace Fu amiably graced the event as Guest-of-Honour. Besides presenting the SNOs with their specialist diploma, she shared with the guests how SNOs have been encouraging assisting students in their schools. A total of 32 SNOs specialising in dyslexia and 15 SNOs specialising in autism graduated at this ceremony.

Meeting Sir Jackie Stewart

It was a dream come true for some of the DAS students when they were told they had a chance to meet Sir Jackie Stewart, the three-time Formula 1 World Drivers' Champion. The Royal Bank of Scotland organised a small event at its headquarters in Singapore for the DAS students to meet Sir Jackie Stewart on 24 September 2008. While the kids awaited eagerly for the legendary Sir Jackie Stewart's arrival, they participated in a colouring contest to colour the best looking Formula 1 race car. Excitement filled the air as Sir Jackie Stewart walked in and greeted the children. Also the

President of Dyslexia Scotland, Sir Jackie Stewart gave an inspirational speech during the 'Meet-and-Greet' session encouraging our students to strive for the best and never lose hope. He recalled his experiences of being put down by his peers because they thought he was dumb and stupid. He patiently answered questions posed by our students and encouraged our students. Sir Jackie Stewart, who was in Singapore for the first F1 grand prix night race, ended the session with autograph-signing and photo-taking.



DAS Pre-School Open House @ BJ8

2nd November 2008, the DAS Bishan Learning Centre was busy with people of all ages. The whole centre was transformed for an event. Yes it was the DAS' first ever Pre-school Open House. We decorated our classrooms, organised various activities for the parents and the children who would be attending the open house. Goodie bags were given to all those who had pre-registered to attend the event. The DAS staff were all smiles, all geared up to welcome the visitors to our centre. As parents learned more about our educational therapy service,



and got a first hand experience of our classroom environment, the children had fun through the games and activities conducted by our educational therapists. We also had surprise visits from tertiary students studying in the area of 'Special Needs' wanting to find out more about dyslexia! The Open house was organised to inform parents of the pre-school service that the DAS provides. Some pre-school children could have literacy delay or be at risk of dyslexia. A simple screening test will confirm this. The DAS provides customized educational therapy for these pre-school children to help them overcome their difficulties. Pre-school children attend the DAS classes in supplement to their kindergarten classes. After attending the DAS classes, students are prepared to cope better with school in Primary 1. **Early identification and intervention is BEST!** Now more parents know this and have become proactive in providing the best for their children as we saw many interested parents wanting to sign up their children for our pre-school programme.

DO YOU KNOW?

Having dyslexia does not mean that your child's ability to learn is below average. In fact, many people with dyslexia are very bright. But not being able to read well can make many areas of learning a problem.

Dyslexia is largely genetic. That is, it runs in families. So it may be passed from parents to children.

DAS now has 7 learning centres spread across Singapore, making it more accessible to students.

School with a Heart

DAS was invited to conduct a dyslexia awareness workshop in Dubai. Here's a recount by Ms Nur Aisyah, Asst Dir, Educational Programmes Division

Dubai, the land of gold and opportunity....I felt most fortunate to be given the opportunity to conduct a workshop on dyslexia and other related learning issues at Raffles International School in Dubai.

Dyslexia is a common learning difficulty in schools and can be left undiagnosed. It was this concern that led a senior administrator of Emaar Education to want to equip her teachers with adequate knowledge and understanding of dyslexia. She requested for an awareness workshop to be organised as part of the 150 teachers' professional development in Singapore as well as in Dubai. It is encouraging to know that the Emaar schools accept children diagnosed with dyslexia for admission and wanted this workshop to better equip their teachers to meet these pupils' needs and thus, support them as much as they can in the classrooms.

Besides dyslexia, its teaching strategies and emotionally related issues, other forms of co-morbidities such as ADHD, Asperger's Syndrome and dyspraxia were shared at the workshop too. To be interactive and to keep the teachers engaged, video presentations and useful educational games were conducted for the participants. It was interesting to see the teachers very much involved in the games, participating actively. We had a lovely time and the teachers, including myself, enjoyed ourselves.

The teachers also queried about other aspects of learning difficulties in relation to their teaching and handling of students with such challenges in the classrooms. Getting good feedback, bringing the good name of the Dyslexia Association of Singapore and reaching out to as many educators from different parts of the world within a day was simply fabulous. To conclude, a caring school with wonderful teachers acknowledging the potential of their dyslexic students, will make a difference in their lives eventually.



TIPS TIPS TIPS

Dyslexic children should read out loud or in a whisper - Dyslexic children's reading can be improved if they are allowed to read out loud or move their lips while reading.

Be a good listener and encourage your child to seek your assistance with things that are difficult to understand.

The use of color-coded folders for each subject will help your child locate and organize assignments.

Sensitive Caregiving

Educational Therapist Mr Wong Chong Lee shares his thoughts on helping students.

I always thought the role of a teacher was that of “knowledge transfer”. But as I spoke to experienced teachers and educators, I learned that it is more than just love for children, training and experience that make a good teacher.

I entered this role accepting that my job was to train children in various academic skills like reading, writing and arithmetic. Along the way, I started reminiscing upon my past academic journey. Will simply learning the academic skills help one move on to each level in the academic ladder? In these evolving times, what we learn today may not be applicable tomorrow. It is a rapidly changing world where it is uncertain what our young children of today will have to learn or adjust to in the future.

As I pondered upon these thoughts in my mind, I encountered these characteristics in the children with dyslexia that I teach:

- Students who share their daily experiences, in a self-contained manner where there is little or no connection among these experiences to form a continuous flow of meaningful stories;
- Students who readily answer

“I don’t know” when posed with a question in class;

- Students who speak with no regard of feelings for others;
- Students who string up too many information (of different topics) in a single conversation, thus making it difficult for the listener to really understand what they are trying to get through in their conversation;
- Students who are so result-orientated that they are only interested in getting the answers correct and do not wish to 'waste' time in understanding the process of getting the answers.

Have you observed these traits in our students as well?

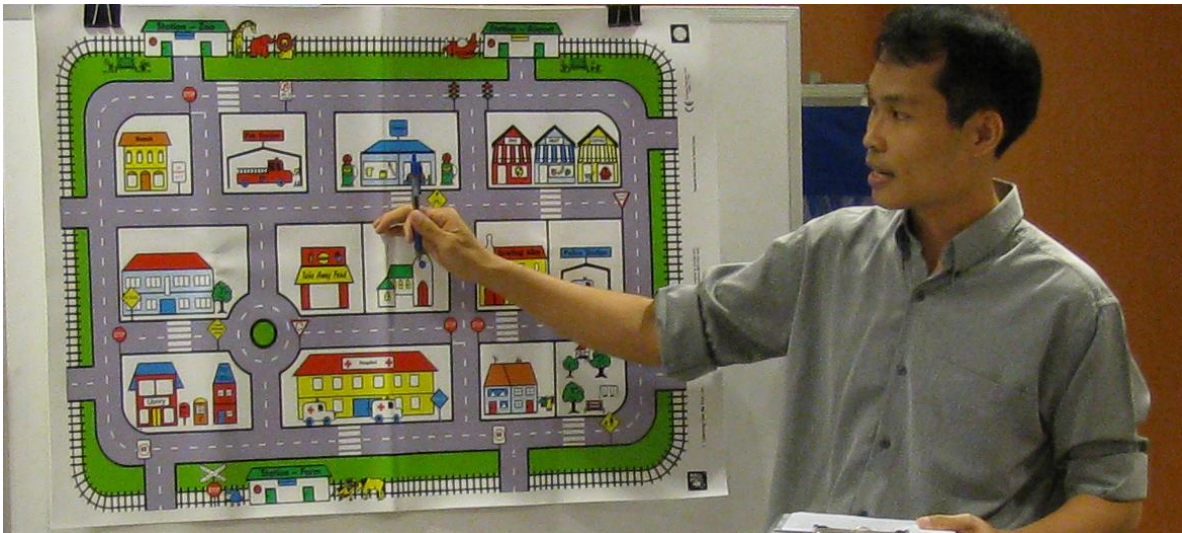
Why could these students be behaving in this way, though we train them in the various academic skills? There are factors out there that may affect a child's perception of school or even dampen his/her learning spirit. This includes the way the schools are run, how students mix around among themselves and most of all, the interaction between teachers and the students.

Which leads me to think that students need help to enable them to prepare and adjust to school socially, emotionally and cognitively. That include acquiring good interaction skills with others and the various social emotional and



Reflections

cognitive skills. Hopefully, this will eventually promote the development of healthy self esteem and efficient learning skills for future learning.



Who might be able to help a child with this concept of 'school readiness'? My opinion is that of a sensitive caregiver, whether you are the parent or the teacher.

Sensitive caregiving serves as an essential ingredient for the overall development of the child. When a supportive environment is in place, these various aspects incorporate to enhance a child's learning process. Having an appreciation of this sensitive caregiving will help any educator understand and explore the different ways to improve the quality of the relationship between them and the child they deal with.

In my observation, the general learning process we follow here is:

- watch
- listen
- do as told
- then ask, if unsure

Can one ensure that such a delivery style of teaching will enable the child to learn in a wholesome manner? Will it encourage the child to grow as an active learner in the years to come? A perceptive teacher plays a crucial role in helping a child that capacity to learn. This involves meaningful and affectionate human interaction, allowing the child to learn and seek more information, beyond what is directly perceived by his senses. This should be mindfully and cautiously executed especially when handling a child with learning differences.

In this sea of learning differences, children need a pair of sensitized educator's healing hands (not that movie Edward's Scissor's Hands) so as to help them learn how to make their experiences meaningful for them; how to think and analyse problems so that independent learning can take place; and how to decide rationally for themselves.

Teachers take on the role of cognitive and affective developers of this society's children. I would like to see us teachers as "society's change agents" working with the most precious resource of all and that is our children's minds.

My learning journey with dyslexia

Special Needs Officer, Ms Marianne Seah shares with you her journey in becoming a Special Needs Officer.

My learning journey with dyslexia started about 20 years ago with my eldest son who struggled through his schooling years with spelling and the acquisition of a 2nd language. Though I had some knowledge of dyslexia, I was truly at a loss as to how to help him. Thankfully he survived my many experimental attempts at helping him.

Reflecting over the situation, I wish that I had had more knowledge of dyslexia and the skills required to support him at that time. Then the stress and anxiety my son and I endured would have been much alleviated! This experience is what motivated me to train to become a Special Needs Officer. I wanted to help other children similarly affected and help make their learning and life in school a little bit easier and happier.

This mystery of how to help a child with a learning difference slowly unfolded as I pursued the course for the Diploma in Special Education at NIE. We were taught the fundamentals of special educational needs (SENs). I was able to broaden my understanding of the needs of diverse learners and how to provide a supportive learning environment for them.

At the Dyslexia Association of Singapore (DAS), my knowledge and understanding of dyslexia deepened. I learnt that the core problem in dyslexia is phonological, i.e. turning print into sound. For most of us, this process of decoding comes automatically; but for the child with dyslexia, the neural circuitry to this key to reading is under-activated.

Under the expert and oftentimes strict guidance of our trainers at DAS, we learnt the Orton Gillingham Approach, which is a direct and explicit phonemic awareness and phonics



“The most rewarding moments were the expression on their faces when they finally could read or spell a word correctly and independently”.

instruction. It is a highly structured and systematic approach which is carried out in a multisensory manner to teach children how to apply the letter/sound knowledge to reading and writing. I learnt how to differentiate a worksheet to bring it to a level more accessible to a student with a reading / comprehension difficulty. I learnt of the different ways that I could use to help a student understand text better e.g. through the use of graphic organizers or colour coding to group and analyse information, pre-teaching of vocabulary and the importance of visuals and manipulatives to aid understanding.

We also learnt that the key to effective in-class support is a collaborative relationship between the SNO and teacher, working together to support the child with a learning difference to become an active participant in his/her learning with his peers. Initially, I experienced some problems with in lessening

Reflections

as understanding of each other's supportive role developed. Armed with knowledge and skills from NIE and DAS, I stepped into the school, and began supporting my students with special needs. I was amazed at how the children responded. The children became more aware of the sounds in the words and began to try to read and spell. The most rewarding moments were the expression on their faces when they finally could read or spell a word correctly and independently - it changed from one of defeat to elation, they now had a way to read and spell. In that short moment of success their self-esteem was lifted and their eagerness to learn restored.

"I have learnt to appreciate the many and varied strengths that these children have".

I am mindful that the need to complete the curriculum is ever pressing, but the child must be given the tools to access it. He/she needs to know how to read, spell and write; something a child with dyslexia **can** do too, given the right training and support. One of the most valuable lessons I learnt from the course was to see the child as a whole individual, to look not just at his weaknesses but also at his/her strengths. The isolated phonologic weakness is but part of the whole person.

Some are artistically gifted. One of my students, though weak in reading and writing, is wonderfully creative in using objects discarded by others, e.g. ice cream sticks, plastic tubs, bits of colour paper to make beautiful objects. When encouraged and praised for his creativity, he feels a sense of achievement and more importantly a sense of self-worth.

"One principle we learned is to teach 'as fast as a child can learn but as slow as I must'".

Children with dyslexia may have low self esteem if unable to cope with the learning challenges they face. Hence the importance of helping them feel valued and safe, and believe in themselves that they can succeed. To achieve this, besides teaching new concepts in each lesson; some segments are used to reinforce concepts they have learnt or are having difficulty with. One principle we learned is to teach *'as fast as a child can learn but as slow as I must'* to ensure that the child is able to assimilate and apply whatever has been taught, thus increasing experiences of success with learning.

The course in Special Education by NIE has provided us with the principles and fundamental knowledge required to support children with special needs. The training in DAS has equipped us with the skills to help students with Dyslexia overcome their difficulties in reading and spelling. As I support these students, I have come to realise that many of the skills I have learnt can also be applied to children with other special educational needs.

My experience in the school over the past half year has been both a learning journey as well as an exciting, enriching experience. The staff has been my pillar of support. I have consulted many of them, including my principals, reporting officer, teachers and my two fellow SNOs. We try our best to provide a supportive and caring learning environment for all pupils.

Young Artist Lauren Lim

We are proud that Lauren Lim, a student at the DAS is currently in communication by mail with Sir Jackie Stewart. We bring you a copy of the letter sent to her by Sir Jackie. Also find below a little write-up about Lauren by her Educational Therapist at DAS, Mr Albert Lee.

Lauren joined our DAS remediation program in 2005 and was having difficulties expressing her learning difficulties. This results in her not having a good relationship with her classmates and teachers in school and was always angry and critical. After months of educating her about acceptable behaviours, she began to enjoy her lessons very much and soon became buddies with her classmates. As Lauren has always excelled in Art, she was encouraged constantly to explore her talent more and show her emotions through her artwork. In 2006, she submitted her artwork for the Singapore Digital Art Competition on the theme of "Clean and Green Environment" and won the 1st Prize in the Junior Category. She is currently the youngest student of the Special Admission Programme for the Exceptionally Gifted Young Artist at Egg Story Digital Art Academy, which hones the skills of tomorrow's digital artists.



Lauren Lim Min, with her artwork that won her the 1st prize at the Singapore Digital Art Competition, 2006



Letter from Sir Jackie Stewart to Lauren

It's never too late!

An ardent fan of Formula 1, the tall, slim 21-year old Zheng Bin was waiting excitedly at the office of the Royal Bank of Scotland at 1 George Street, for a once-in-a-lifetime chance to meet a living Formula 1 three-time World Drivers' Champion Sir Jackie Stewart. An ex-student of the Dyslexia Association of Singapore, Bin was invited to join a group of DAS students at the 'Meet-n-Greet' session with Sir Jackie Stewart.

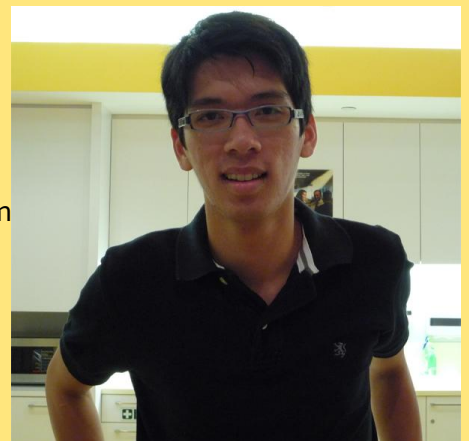


"To hear him talk about his experiences and to compare what I went through was just elating"

others, that we have to sacrifice spending time with friends or participating in ECAs. I too used to feel miserable when I could not spend the time doing a lot of things that my friends were doing," Bin told us regrettably. Bin's mom knew something was not quite right. Bin was notably slower especially in spelling and Chinese. Bin's mom took him to Julia Gabriel Centre for Learning and then to the Singapore General Hospital for an initial assessment. But it was not till he was in secondary school, where Bin's teachers referred him to the Dyslexia Association of Singapore (DAS) for an assessment. Once Bin was diagnosed to have dyslexia, his mom enrolled him into the DAS learning programme. Suddenly, Bin noticed a transition. He started obtaining tangible results in his class. His improvement was so visible. "Traditional methods taught in school didn't seem to click with me. One prominent example would be that of spelling. Being dyslexic, we are apparently

Bin struggled through school as no one suspected that Bin could have dyslexia. Everyone simply thought he was just slow. He was often picked on by his teachers for being slower than the rest of his classmates. **"My teacher used to pull my ear for every single mistake I made in spelling.** Over the months, all these actions just led to low self-esteem in me", says Bin. He also recalls the number of times he feigned stomach aches and vomiting just to avoid facing the teachers in school. His mom spoke to his teacher and urged her to help him by giving him additional lessons. It used to take her 4 days to get Bin to learn 10 English words for spelling.

"Many people overlook the fact that we, dyslexic children spend so much time struggling in the classroom and outside it, trying to keep up with



Traditional methods taught in school didn't seem to click with me. Being dyslexic, we are apparently unable to differentiate certain sounds. DAS introduced new approaches to the same subject in a way that was easier to understand.

unable to differentiate certain sounds. DAS introduced new approaches to the same subject in a way that was easier to understand. DAS' programme taught me to blend and read words. It helped me especially in Chemistry where I had to handle more difficult words," acclaims Bin of the DAS programme. This paved the way to enrollment into the Banking and Financial Services course at the Ngee Ann Polytechnic. After which, Bin had the opportunity to work at Citibank as part of his attachment programme. "What kept me going over the years was my religious belief that enabled me to overcome the challenges in my life. It has also been the source of inspiration and encouragement to me especially when I feel discouraged," says Bin.

Bin's father cultivated the interest in the Formula 1 race in him. He watched the first race at the Sepang International Race Track in 2001 and has not stopped since. His favourite racer would be the all-time favourite Michael Schumacher. When asked how he felt about meeting legendary Sir Jackie Stewart, Bin was just all praise. "It's such an honour to meet a racing legend and hear his inputs and comments on the Singapore race. To hear him talk about his experiences in school and to compare what I went through was just elating".



Besides his interest in this sporting event, Bin also took up the martial art, Aikido and played basketball at a competitive level. Bin also has an artistic side to him. He plays the saxophone too. Dyslexia may slow you down in school. But it does not stop you from exploring the horizons. With the right help, anyone can overcome dyslexia.



Help More Dyslexic Children Achieve

Make a donation today! You can do so by an optional regular donation of \$5, \$10 or more through a monthly Giro donation. With your wholehearted support and contribution, we will be able to reach out to many more unidentified dyslexic students and provide subsidies to those from needy families.

Complete the form below and fax it to us at 6444 7900 or email us info@das.org.sg and we will send you the Giro Donation Form.

Name : _____

Address: _____ S(_____)

Tel: Home: _____ HP: _____ Email: _____

Do you have a child studying at DAS? ☐ No ☐ Yes (if you tick 'Yes', pl complete detail below)

Name of Child: _____ Centre: AMK /BDK/BJ8/JPT/QTN/TPN/WDL

Our Students

Congratulations Si-En

Rachel Chung, DAS Educational Therapist shares with us Si-En's achievement at PSLE.

Si-En and her mom had a wonderful surprise when they collected her PSLE results. Si-En had scored a total of 252 points in the last PSLE examination. Both of them were delighted with the results obtained by Si-En. Lim Si-En joined the DAS when she was in Primary 3. She felt that the program was useful as it helped her learn the letters of the alphabet and how to pronounce the sounds properly. Our regular practice of the visual drill, familiarisation of the letters and their corresponding sounds helped her to spell and write, especially when she used finger spelling and blending of sounds to create words.



“ I find the DAS program interesting mainly because the method of teaching is very different from what I receive at school. The way the teachers teach is different and at times, lessons were taught using games which I enjoy immensely. I think the games benefitted me as I was having fun yet at the same time was learning something new. I also felt that I could remember the lesson better as the learning environment was not **stressful.**” says Si-En about the DAS learning programme that helped her immensely in her learning.

Si-En developed an interest in reading around mid-2008. It happened during one of the lessons when her Educational Therapist gave an overview of a story book which her classmate was reading. She found herself interested in reading the book too. Her Educational Therapist at the DAS brought her to the DAS learning centre's library and picked up a few more books with similar stories for her. From then on, her interest in books, especially books with stories about how people changed for the better and the process they had to go through, started to grow. Si-En says that nowadays she visits the public library and bookstores more often to get her reading materials.

To prepare for her PSLE, Si-En got some past year exam papers and concentrated on the areas which she felt she was weak in. She said she used some of the methods taught in DAS classes when doing worksheets, and applied them during her revision. Si-En has discovered for herself the methods which help her as her school results have shown tremendous improvement.

Here's an essay written in school by DAS student Sharon Vong, when asked to write about a person who inspired her most. We bring you her script to share with you her inspiration.



A person who inspired me most

He was born in Scotland, and people regarded him as stupid and thick. He may not know how to say his Lord's prayer or sing his National Anthem. Yet he was knighted by the Queen of England and won three championships in Formula One.

Sir Jackie Stewart, the world renowned Formula 1 living legend of the race track. He had a learning disability just like me. Yet, he has been able to achieve so much in his lifetime. However, his life was never a bed of roses. When Sir Jackie was still in school, he was always lagging behind and could never keep up. Many students laughed and jeered at him. On one account, he was even beaten up. In this fight, they broke his nose and few ribs.

Such perseverance is to be greatly admired, as it is hard to keep on going when peers look down upon one.

Having the same kind of learning disability, I feel that he has made a big impression on me. For being constantly compared to elder siblings who are much smarter, when we are not like them.

Sir Jackie was apparently excelling in sports. Using his talent, he started shooting. He nearly made it into the Olympics team, but failed then. Even though he felt let down, he continued working hard, but this time on race car driving. During that time, Formula One driving was still not considered safe, like the present time. Crashes that occur could even take away one's life, but now the driver can just walk away with just some small injuries or unhurt. This shows that he had great courage though he knew what could happen to him. Sir Jackie unfortunately,

started late in his twenties, while many like Lewis Hamilton started go-karting at the early age of eight. With much determination, he won the championship not once, but three times at Formula One. Later in life, he stopped racing, he even started his own race team and is now ambassador for the Royal Bank of Scotland.

Sir Jackie showed such great comfort. But I lack confidence. But he's shown me that I can achieve our abilities as much as possible. And thank god for making it happen as we relish anything as long as I have a dream, or believe in it and work for it. Although many would try to deter us or there may be mountains to climb to reach our goal, we should do it to the best of the moment. Sir Jackie ignored what most of his peers said and took it with a grain of salt. *I admire him with great respect as his life was bitter in the beginning but yet sweet in the end. His life was truly inspirational to me.*

To me, having such a severe learning disability like this and to be able to achieve so much is highly admirable.



Fishing

My fishing experience was the best. Dad & I went to Kota Tinggi in Malaysia from the 18 to the 20th of April. We stayed in a Kelong in the middle of the sea. It was very scary because the current was very ~~sea~~ strong. So, it was very shakey. I managed to catch a 40 pound Snapper. It was very tasty! It was one of the most fun experiences of my life and I am going on June 13 again.



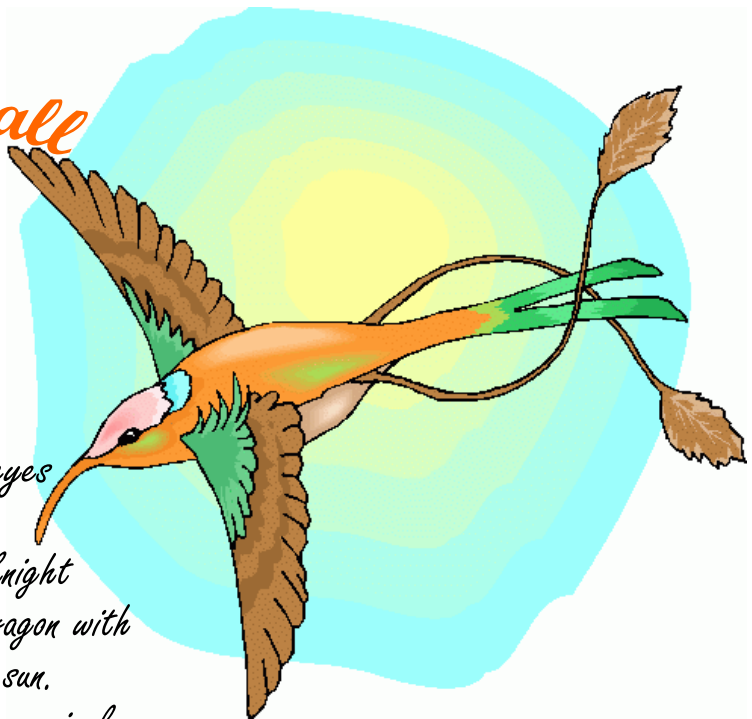
Darrell and his dad at fishing



By Darrell Bennett Theseira

The greatest bird of all

My dear humming bird,
you are so small as a bee,
as fast as a concord, a bullet
and sound around us.
Your body is a miracle in our eyes
beyond our imagination.
In nature you are a fearless knight
in shining armour, fighting a dragon with
the breath of the heat of the sun.
My dear hummingbird you have musical
wings humming melodies wherever you go.
To me you are the greatest bird of all.



By Darius Koh

Save Our Environment

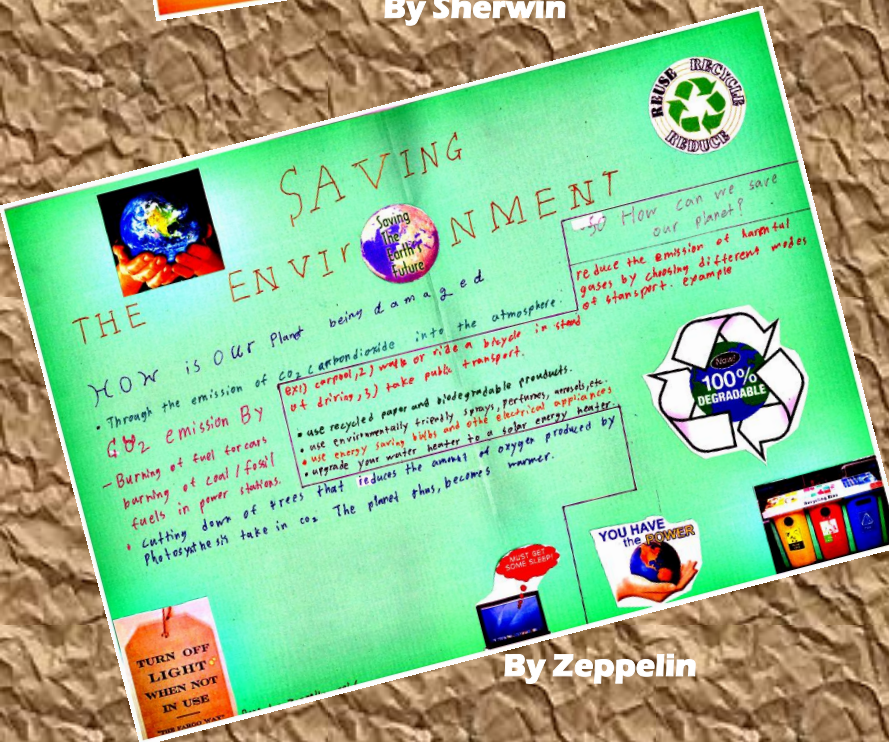
We present you some of our students' works



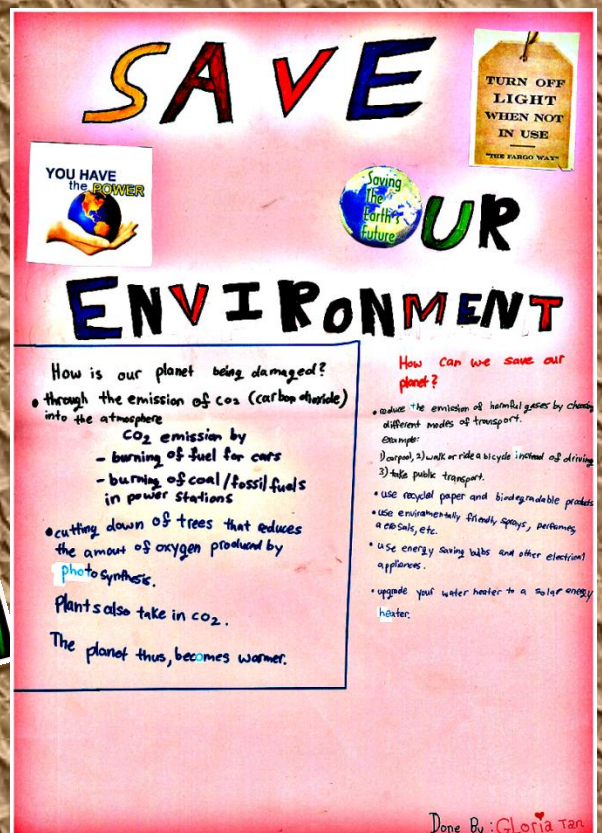
By Sherwin



By Keith Tan

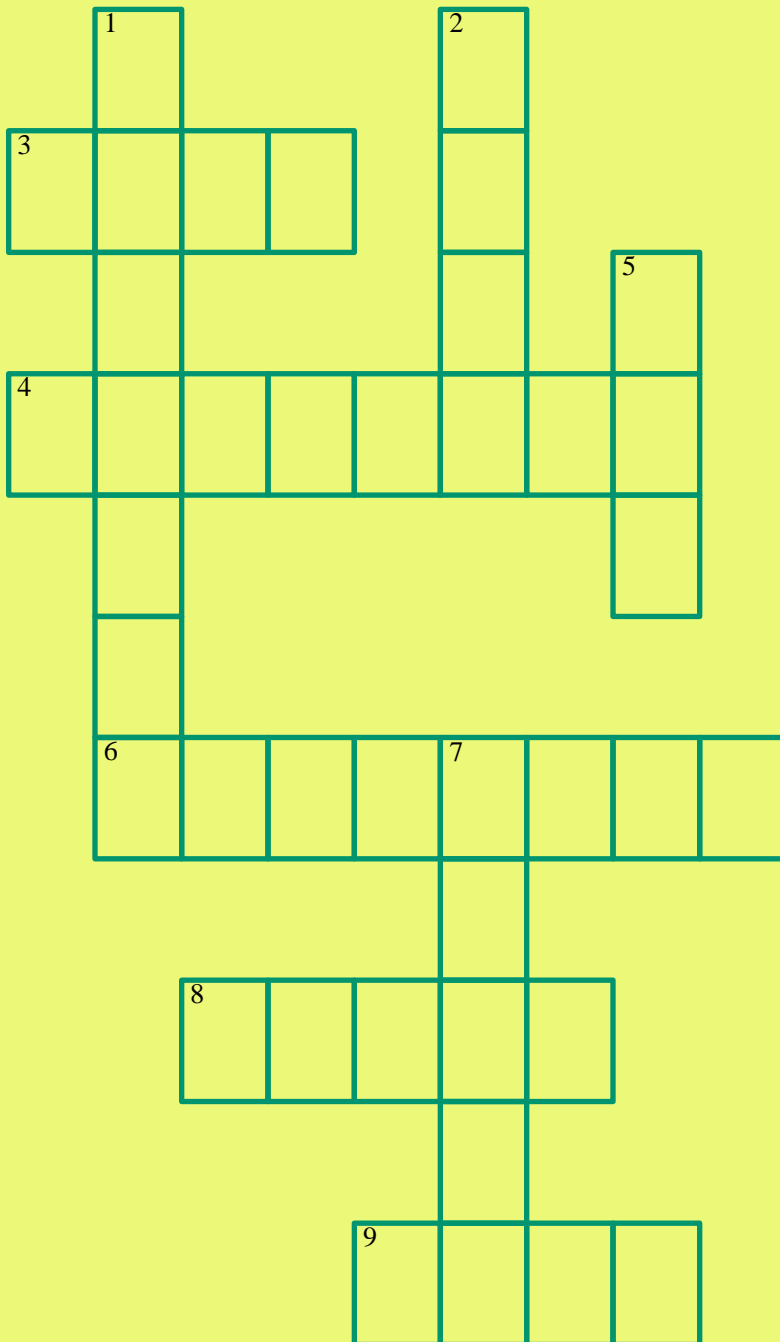


By Zeppelin



By Gloria Tan

Animals Crossword puzzle



Down

1. Has a very long neck
2. Bambi is a _____
5. Makes 'moo' sounds
7. You can put a saddle on its back

Across

3. Known as the king of the jungle
4. This animal jumps in Australia
6. They say this animal never forgets
8. Has black & white stripes
9. You might have a cuddly one of these

Results of 'Spot the Difference'
from the last issue



Winners of Art Competition

Category A

The following 5 students win a Playdoh set each:

Ashley Lim Tze Qian
Brandon Wong Zi Jian
Donovan Ng Zhan Cheng
Eunice Gan Pei Ni
Muhammad Yazid Bin Abdul Latiff

Category B

The following 5 students win a "I'm Kaka' Voice Recorder each:

Jocelyn Chan
Muhammad Nasrin Bin Abdul Jalil
Poon Jun Xiang
Sarah Vong Sze Min
Xavier Tan Soon Kiat

The following students each win a Notebook as consolation prize:

Category A

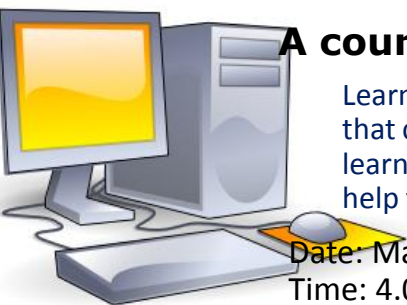
Darius Koh Wen Shuo
Donovan Wong Jun Hao
Muhammad Danish Chia
Lee Qi Ying
Selwyn Ng I-Jin

Category B

Erwin Cheng
Gladys Chew Tong En
Low Yao Cong
Markus Lim Yu Ken
Tang Qin Hong

Teach Me Photoshop!

A course organised specially for DAS students only



Learn image creation and editing using Photoshop. Photoshop is a very powerful tool that can virtually perform any digital enhancements and tricks to your images. You will learn and understand the different tools and features available in Photoshop CS2 that can help you maximize your creativity.

Date: March 17 – May 5th (Tues only)

Time: 4.00pm – 6.00pm

Duration: 2 hours x 8 weeks

Course Fee: \$48.00 only!

(We are seeking funding for students on bursary.)

Venue:

Infocomm Accessibility Centre
2 Peng Nguan Street
Singapore 168955
Tel: (65) 6579 0710
www.iacentre.org.sg

To Register: Complete the 'Reply Slip' below and submit to the DAS Learning Centre. A confirmation letter will be issued by 6 Mar 09. **Closing date for registration: 28 Feb 09**

REPLY SLIP

Name:	DAS Centre: AMK/ BJ8/ BDK/ JPT/ TPN/ WDL	
School:	Age:	
Parent Contact Details:		
Name:	Tel:	

The main goal of the DAS Training Services is to help improve the lives of children with dyslexia. We aim to achieve this through passing on our specialist knowledge to educators, professionals and parents who work and interact with children with dyslexia. The skills we impart through our workshops can be applied effectively on children with or without dyslexia.

COURSES

FOUNDATION COURSE IN DYSLEXIA STUDIES – 4 FEB to 4 MAR

Understand the nature of dyslexia and the specific needs of dyslexic learners in this comprehensive introductory course on dyslexia. Find out more on the spectrum of specific learning difficulties, understand the assessment and diagnosis of dyslexia and gain tips on how to support your child. This course is recommended for both parents and educators to gain a basic understanding of dyslexia.

FOUNDATION COURSE IN SUPPORTING LEARNERS WITH NUMERACY DIFFICULTIES – 4 MAR to 1 APR



DAS presents a brand new course to help you support your child who have difficulties in learning Mathematics. Learn the 'language of Maths' and gain tips on using manipulative materials and games to help your child overcome his or her difficulties. Strategies gained in this course can be applied to children with or without dyslexia. Recommended for both parents and educators.

ESSENTIAL LITERACY APPROACH – 1 JUN to 5 JUN

ENHANCED

Equip yourself with the knowledge and skills to help struggling learners. Based on the internationally recognised Orton-Gillingham Approach, this course is further enhanced to suit our local context. Learn to teach your child using the multi-sensory approach. As this is a theory-based course, you are highly encouraged to sign up for the Evidence of Teaching Skills: Practice Certificate too. Recommended for both parents and educators.

WORKSHOPS

HELPING UPPER PRIMARY & SECONDARY STUDENTS DEVELOP EFFECTIVE STUDY SKILLS – 7 MAR

Pick up practical strategies and tips on how to help your child develop effective study skills in this three-hour workshop. Learn techniques to stimulate your child's memory and how to select information for note-making and taking. Parents are highly encouraged to attend this workshop.

TEACHING CURSIVE PENMANSHIP – 4 APR

Help your child improve his or her gross motor skills in this interesting workshop conducted by our experienced and certified guest lecturer, Ms. Lorene Nalpon. Understand why cursive penmanship is an essential skill for children with dyslexia. This is a skills-based workshop and is open to both parents and educators.

DEVELOPING SELF-ESTEEM IN YOUR CHILD – 25 JULY



A good self-esteem is an important component for healthy learning. Pick up skills to improve your child's confidence and build his or her self-esteem in this motivating workshop.

There is also a special session for your child (10 – 12 years old) if you sign up for this workshop.

DEVELOPING ORAL LANGUAGE SKILLS IN YOUNG CHILDREN – 15 AUG



Learn how to build your child's confidence in speaking and gain tips on how to expand his or her oral vocabulary through rhymes, songs, stories, games and manipulative play in this engaging three-hour workshop. This workshop is recommended for both parents and educators of pre-school children.

For more information or to sign up for these courses/workshops, please visit our website at www.das.org.sg

Training Calendar 2009

Month	Type of Training	Name of Training Programme	Date
February	Course	Foundation Course in Dyslexia Studies	4 Feb – 4 Mar
	Workshop for Parents	Understanding Phonics Instruction	7 & 14 Feb
	Workshop for Parents	Developing Your Child's Vocabulary	28 Feb
March	Course	Foundation Course in Supporting Learners with Numeracy Difficulties <i>*NEW*</i>	4 Mar – 1 Apr
	Workshop for Parents	Helping Upper Primary and Secondary Students Develop Effective Study Skills	7 Mar
	Workshop for Teachers	Basic Speech and Sounds: An Introduction	11 Mar
	Workshop for Parents	Comprehension Skills	14 Mar
April	Course	Certificate Course in Dyslexia Studies	4 Apr
	Workshop for Parents	Teaching Cursive Penmanship	4 Apr
	Workshop for Parents	Coping With Spelling	4 & 11 Apr
	Workshop for Teachers	Teaching Struggling Readers and Young Children to Read	8 Apr
	Workshop for Parents	Paired Reading and Thinking Skills	25 Apr
May	Course	Foundation Course in Dyslexia Studies	2 May – 6 Jun
June	Course	Essential Literacy Approach <i>*ENHANCED*</i>	1 – 5 Jun
	Course	Evidence Teaching Skills: Practice Certificate <i>*ENHANCED*</i>	8 – 19 Jun
	Course	Certificate in Pre-School Support Course	1 – 3 Jun
July	Workshop for Parents	Coping With Mathematics for Lower Primary <i>*ENHANCED*</i>	4 Jul
	Course	Certificate in Pre-School Identification	4 Jul – 1 Aug
	Course	Dyslexia-Friendly Teaching Approaches to Achievement	8 Jul
	Workshop for Parents	Supporting Your Child at Home	11 Jul
	Workshop for Parents	Coping With Mathematics for Upper Primary <i>*ENHANCED*</i>	11 Jul
	Workshop for Parents	Developing Self-Esteem in Your Child <i>*NEW*</i>	25 Jul
	Workshop for Teachers	Divide & Conquer: Breaking Down Skills for the Dyslexic Students	29 Jul
	Course	Foundation Course in Supporting Learners with Numeracy Difficulties <i>*NEW*</i>	29 Jul
August	Workshop for Parents	Understanding Phonics Instructions	1 Aug
	Workshop for Parents	Learning Made Fun for Left-Handed Children	1 Aug
	Workshop for Teachers	Developing Writing Skills	12 Aug
	Workshop for Parents	Developing Writing Skills	15 Aug
	Workshop for Parents	Teaching Cursive Penmanship	15 Aug
	Workshop for Parents	Developing Oral Language in Young Children <i>*NEW*</i>	15 Aug
	Workshop for Parents	Toe-By-Toe: Approach To Learning <i>*NEW*</i>	22 Aug
	Workshop for Parents	Coping With Grammar	29 Aug

For more information or to sign up for these courses/workshops, please visit our website at www.das.org.sg

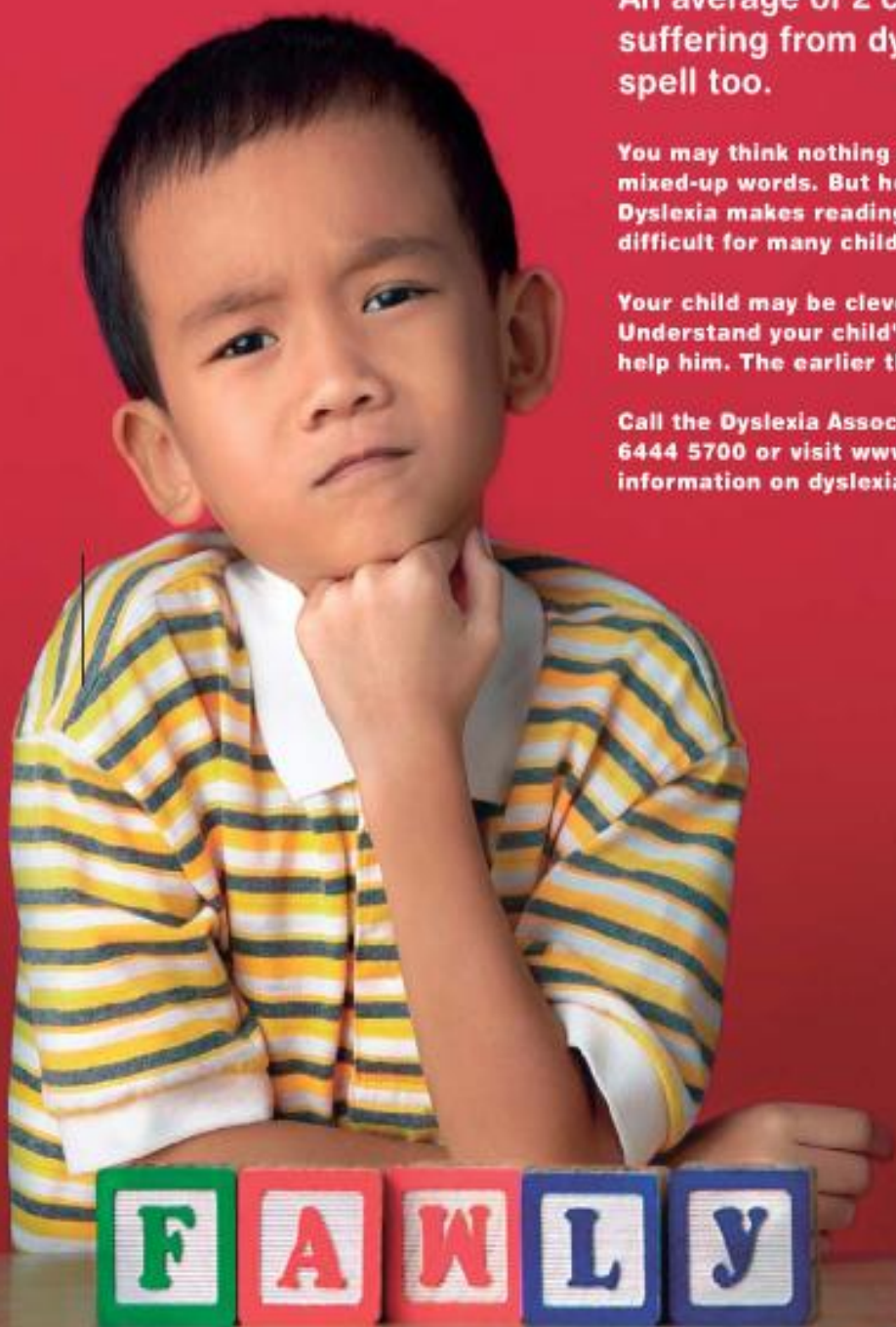
Why can't he spell?

An average of 2 children per class suffering from dyslexia can't spell too.

You may think nothing of these letters and mixed-up words. But he could have dyslexia. Dyslexia makes reading, writing and spelling difficult for many children.

Your child may be clever and also dyslexic. Understand your child's difficulties and help him. The earlier the better.

Call the Dyslexia Association of Singapore at 6444 5700 or visit www.das.org.sg for more information on dyslexia.



Photography: sponsored by Harcourt's Story Plus Ltd.



Dyslexia
Centre
Jurong
Learning Centre

Tel: 6444 5700

Ang Mo Kio
Learning Centre
Queenstown
Learning Centre

Email: info@das.org.sg

Bedok
Learning Centre
Tampines
Learning Centre

Website: www.das.org.sg

Bishan
Learning Centre
Woodlands
Learning Centre



Helping Dyslexic People Achieve