

FACETS

Quarterly Newsletter
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A publication of DAS

DAS CFO speaks

The DAS launches the Masters Course

**A Tribute to all Mothers
- Our students pay tribute to
their moms**

Dyslexia Raise Awareness Week

Helping Dyslexic People Achieve



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Editor's Note

Happy Mother's Day. This issue is a tribute to all mothers out there. We acknowledge every mother's effort, wish and dream for her child to succeed in this world. We have often found that it is the mother who first notices when her child has a problem. Many times it is the mother who picks up the signs for dyslexia and seeks support for her child. In return the students at DAS wish to share their tribute to their mom in this FACETS. Read and enjoy!

The DAS will also be launching its first ever Dyslexia Raise Awareness Week – DRAW this year. Join us in our activities; spread the word around and get your friends and relatives to learn about dyslexia. Let's support all children with a learning difference and help them learn the way they can. We hope this week will bring about more awareness on dyslexia.

Do share with us your feedback at info@das.org.sg.

Sakuntala G K

My Journey in the DAS

Our CFO, Mrs Corina Lai speaks to us.

Hi Everyone. I'm so glad to be able to connect with all of you through this page today. When I look back at my journey in the Dyslexia Association of Singapore (DAS), I'm proud to say I'm one of the privileged few who's taken the same road with the DAS. I started as a volunteer as one of the Executive Committee members in 1992, and moved on to become an employee in 2004. Till today, DAS has played a significant role in my life.

I found DAS in 1992, which was the same time I discovered that my son was dyslexic. He was then eight years old and in Primary 2. I'm glad I did not go through the 'self denial' stage then. Being a natural 'clock watcher', I realised that every minute lost means less help for my son. I acted immediately; doing research and attending as many talks as possible to find out how to help dyslexics cope in their studies. At that time, dyslexia was relatively unknown and the internet was not widely used. But I was very fortunate to find DAS. I was invited to join the Executive Committee. I served on the Board for 11 years before joining DAS as a full time employee in 2004.

In 1993, DAS had its first trained teacher in dyslexia, Dawn Brockett from the UK. I always reminisce the days we created worksheets, teaching materials and colorful charts for Dawn, while she was busy teaching and attending to administrative matters.

Between 1999 and 2002, I focused on fund raising, one of the most difficult tasks in the history of DAS. I gave talks at various Rotary Clubs to raise awareness of dyslexia and appealed for funds. My efforts were fruitful. Three Rotary Clubs responded to my appeal and raised funds for DAS.

I am very proud to say I was the one who identified the current leader of DAS, Mr Robin Moseley. I attended a talk organised by the Apex Pharmacy chain where Robin was speaking. I immediately felt that he should be part of DAS and told the DAS President Jimmy Daruwalla about him. Robin was immediately invited to be a member of the Executive Committee.

Robin was later persuaded to take on the role of Executive Director of the DAS in 2002. I jumped at the opportunity of taking on the role of an accountant at DAS as soon as Robin announced the need for one to the Executive Committee. I officially joined the DAS on 1 November 2004.

Working at the DAS was a breeze to me as I was involved in its financial matters since 1993. In addition to overseeing the financial matters at DAS, I also act as a 'watchdog' for the stakeholders of DAS. The stakeholders include the Executive Committee, donors and the Ministry of Education (MOE).

In conclusion, my journey in DAS has continued to be most enriching and exciting. I am happy that DAS is expanding steadily and there has never been a moment of dullness.



FIRST PUBLIC MEETING OF RETA

The Register of Educational Therapists (Asia) is holding their first public meeting on 16th May 2009 and warmly invites all Educational Therapists to attend! Supported by the Dyslexia Association of Singapore (DAS), the first public meeting will be held at the DAS office in Jurong Point. There will be an exclusive members-only sharing session on *Dyslexia and Self-Esteem* at the launch led by acclaimed dyslexia expert, Professor Robert L. Burden.

The Register, guided by a steering committee comprising representatives from the DAS, private education professionals, the Ministry of Education, Voluntary Welfare Organisations and other educational bodies, is advised by a distinguished board of international experts.

It offers public recognition of professional training and competence similar to that provided by the Canadian Association of Therapeutic Tutors (CATT), the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) in the USA, and the Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS) in the UK.

This expanded Register will encourage high professional practice and application of research into practice. It also guarantees the commitment and professionalism of those who enable people with specific learning differences to succeed in life.

To sign up to be a member, please visit – www.das.org.sg to download an application form.

Have you done your Masters in Specific Learning Differences?

The DAS Training Services in conjunction with the London Metropolitan University will be offering the Masters in Specific Learning Differences degree course in September 2009. The demand for higher education in the field of Specific Learning Differences has increased over the years. As such, DAS Training Services which offers basic courses in specific learning differences has now made headway to offer the MA course too. The pathway to the MA in Specific Learning Differences is completing the PostGraduate Certificate course, the PostGraduate Diploma course and finally the Masters in Specific Learning Differences degree course. Participants may also choose to only do the first or second level of the course too. The MA course is validated by the London Metropolitan University. This means that by successfully completing all parts of the course, participants will receive a London Metropolitan University award.



London Metropolitan University is the largest single university in London and one of the largest universities in the UK with over 34,000 students. They are accredited with the Middle States Commission on Higher Education in the United States of America and recognised in Europe by the European University Association.

Application for admission to the September 2009 intake will commence in June 2009.

IT course for ex-DAS students to develop good study skills

The DAS, in collaboration with the Infocomm Accessibility (IA) Centre, has developed a course using Assistive Technology (AT), i.e using computer-related devices, to help the dyslexic learners be independent and improve their study skills. This pilot course is designed for ex-DAS students who have improved their literacy skill but may still continue to have difficulties with their learning.

In this course over 10 weekly sessions, learners will be exposed to the various software and technologies that can help them in their learning. This course aims to:

- Prepare students with dyslexia for their national examinations.
- Teach examination skills to enable the student's to maximise their potential for an examination.
- Introduce different forms of computer-assisted technology to enable the students to practice this skills independently but in a supportive learning environment with adult support.
- Enable the student to practice organisational skills, active reading, essay planning and oral presentational skills using IT.

Here's some information on 2 of the software that will be used at this course.

1) Personal Interactive Enrichment (PIE) Book

Developed by ST Electronics (Training & Simulation Systems), the PIE Book can help dyslexics in their learning. The PIE book is currently being developed for the Future School@Singapore project with MOE to enhance learning using IT in the future. We will be using the PIE book with its electronic sticky notes and annotations functions to develop active learning in our learners. *More information on the PIE can be found on page 20.*

2) Confident Reader

Confident Reader is an assistive reading software designed to help people with dyslexia improve their reading and spelling skills. Our learners will use this text-to-speech software to turn their written work into natural sounding human speech for auditory feedback to enhance learning and understand. Topaz Solutions is the local vendor who is supporting us with this pilot project. *More information on the Confident Reader can be found on page 20.*

We are exploring the possibility of introducing this as a supplementary service to our core literacy programme in the future. We are certain the use of computer-assisted learning will enhance the study skills of students and equip them with the strategies to do better in school. Look out for the good news!

It's DRAW time!

The DAS would be having a week-long of activities from 30 May – 6 Jun 2009, to raise the awareness of dyslexia. Named **DRAW** – Dyslexia Raise Awareness Week, the association hopes to educate the public, especially parents of school going children on how they can help their child if he/she has dyslexia. The signs they could look out for to identify early and get in the remediation as soon as they can for their child. Check out the programme on the back cover page for the week and give us your support to make this 1st ever Dyslexia Raise Awareness Week in Singapore a great success.

DAS Staff Outing

It was the DAS Staff Team Building Day on 16 Mar 2009. This was the first in a series of 3 full staff meetings planned for Year 2009. Regular full staff meetings are held as a formal gathering for all staff of DAS to network amongst fellow colleagues, keep them abreast of current and latest plans of the DAS.

All staff met at the new DAS Learning Centre in Woodlands at Blk 165, Woodlands St 13. It was certainly an opportunity for all staff to meet each other as all of us work from various DAS centres. It was great to see new faces amongst old ones, interacting with each other over breakfast that was provided for the staff.

The next activity on the agenda for the day was 'A visit to our centres'. The staff was split into 3 groups and each group headed towards our centres in Woodlands, Tampines and Bishan Junction 8 in the aim to know the learning centres better.

At lunch time, all staff reported back to NVPC Multi Purpose Hall to continue with activities for the second half of the day. After an informational address by our CEO, Mr Robin Moseley, the staff was separated into groups for some exciting array of team building games.



Hissing of the snakes, barks from the dogs and snorts from the pigs amongst other animals were being heard at one of the NVPC multi purpose hall thereafter. No, the DAS did not sneak to the Zoo, its just group members representing the sounds of the animal group they belonged to.

DAS Staff were treated with trivia, of which some of us never knew, about the animal kingdom through Question and Answer Sessions, Charades, and our very own Win, Lose or Draw.

Check out this trivia: What is the color of a lobster's blood?
(Answer: Blue)

DO YOU KNOW?

It takes 4 times the effort to remediate a child with dyslexia after the age of 11 years. It is better to identify early and get remediation help early.

Dyslexia is not just a childhood problem. A child does not grow out of it. It will need to be coped with all of the person's life.

DAS also offers a learning programme for pre-school children with literacy delay.

My triumphant moments with my dyslexic children

Mrs Angeline Tay, mother of 3 dyslexic children shares with us the challenges she faced as she discovered dyslexia.

Having 3 dyslexic children has never dampened my spirits. I always believed they will be successful as long as I understood their needs and gave them the necessary support. But it was never easy. Each of my children had difficulties in different areas and thus had to be supported differently.

When my oldest son, Ashley was in primary school, I noticed he was struggling. When I approached his teachers, they assured me that he was fine and told me to give him time to adjust to the school environment. It was not until he was in Pri 4, that his teacher finally agreed with me that he was struggling with his schoolwork and was facing problems copying words from the black board. I had his eyes checked but there were fine.

After 4 years, I suddenly felt a huge sense of relief as I finally knew what he was struggling with and that meant we can get him help.

I then called the DAS and told them about my son's difficulties. He was then referred to the MOE psychologist. The MOE psychologist diagnosed him as mildly dyslexic with visual processing difficulties. He had difficulty copying words from the blackboard. After 4 years, I suddenly felt a huge sense of relief as I finally knew what he was struggling with and that meant we can get him help.



I obtained help from the school psychologist, got materials to read from the DAS and visited websites to research about dyslexia. When he went to secondary school, I met with all his teachers and briefed them about his difficulties. He went to the normal

academic stream, did his N & O levels and has just completed his Diploma of Sports & Exercise Science from Republic Polytechnic and plans to be a Sports Psychologist.

My second son, Ashton was different. He started speaking at 10 months. In fact, my husband & I actually thought that we had a genius this time. He was fluent at 12 months and could read very well. However, he could not spell, could not manage Chinese and Maths, and was weak in his motor skills. His teachers felt that he was under achieving.

So I had him tested. He was found to be more dyspraxic and again the DAS helped me with the necessary literature and gave me tips on study skills and I helped him on my own. Today he's in Secondary 3. I've also engaged him a tutor for Maths who is also trained in special needs.

When my youngest, Ashwin started nursery, we knew we had "trouble" on our hands. He would go to school, stand outside, and not want go into class. It took us 6 months before we discovered his hesitation. The school provided pigeon holes with each student's name on it, for students to drop off their bags in before entering the class.

They couldn't understand why a bright child like him just couldn't spell or had problems understanding Math concepts.

Ashwin's problem was not Knowing where to leave his bag as he could not read his own name! When we found out, we printed out his name and put it up all over the house for him to learn and recognise his name.

His reading was very weak. He read from left to right and right to left and could never understand what he was reading. When he turned 7, we sent him for an assessment at the DAS. He was diagnosed with dyslexia too. We then enrolled him on the DAS Learning programme.

Having 3 dyslexic children, my interest in the area of dyslexia grew deeper and deeper as I

It is most important to be able to accept the reality that our child has some issues with learning.

researched on the internet on how to support my kids. This led to me to take up courses in dyslexia. I joined the DAS' Foundation course and moved on to the

Certificate Course in Dyslexia

Studies and have now completed my Diploma in Dyslexia Studies.

I am currently helping out in the reading programme at my son's school as a volunteer. I do my best to help raise awareness of dyslexia within his school and help out at DAS' activities.

Let them know that they have your support at all times, especially when they face failures.

In fact, I would not have been able to do this all on

my own. My children's school and teachers played a big role in their achievements. I just want to tell all parents, "Keep in contact with your child's teacher." I make it a point to meet up with my boys' teachers at the beginning of each school year. I believe that as a parent, it is most important to be able to accept the reality that our child has some issues with learning. It is only then we can focus on supporting them. All my boys are aware of their difficulties. We told them that they



would them that they would have to work harder than other kids. We also helped find their own learning style. Ashley has to write out what he is reading in order to remember it;

Ashton has to read aloud and Ashwin uses mind maps and reference cards. We believe our kids are special in their own ways and can excel in other areas. Let them know that they have your support at all times, especially when they face failures. There was a time when Ashwin was constantly receiving zero for his spelling at school. One day he came back excited that he'd scored 1 mark for spelling. That night we all went out for ice-cream to celebrate his achievement.

Be patient with your dyslexic children, understand their needs, celebrate with them when they succeed, be there for them when they experience setbacks but more importantly love them unconditionally.



Making learning Fun For left-handed children

Lecturer and Educational Therapist Mr Lee Albert reveals to us products that are available for left-handed children to make learning a smoother experience for them.

This is a right-hander's world, no matter how you look at it. If you think about it, everything is made for the convenience of the masses, who are right-handers. Just from the top of my mind, the English writing script is oriented from left to right. This results in smudging by left-handed young writers. Their written words are blocked by their writing left hand which impedes the writing process. While right-handers comfortably turn the pencils outwards when sharpening, left-handers have to turn the pencils inwards – a non-preferred human action. These are just a couple of situations specific to the writing materials.

Being a left-hander myself, I have always felt strongly about a need for greater awareness of the learning issues surrounding left-handedness. In places like the UK and the USA, there are special interest shops that sell left-handed products, including writing materials. I was recently tasked to review the Left-hand Writing Skills series of books, and it got me interested in knowing more about the authors, Mark and Heather Stewart. Check out my review of this series on Pg 21.



The Stewarts operate a shop in Worcester, England just selling left-handed educational resources. I had the opportunity of visiting their shop in Worcester, when I visited England last year in June 2008.



The shop I felt was aptly titled Left 'n' Write. It serves as a showroom to their online shop www.leftshoponline.co.uk/. I met up with the authors Mark and Heather, as well as the publisher of the series, Chris Marshall from Robinswood Press. The lovely couple brought me out for a wonderful dinner. We had a great time sharing our experiences in helping left-handed children at two different ends of the world.

It was certainly a rewarding visit for me to have the chance of meeting up with a person who is just as passionate about left-handedness as me. Mark's interest on left-handed products



first began with his son, who is left-handed. Just like many parents of left-handed children, he searched for left-handed writing materials to help his son, but realised there were not many appropriate- ones available in the market. He then decided he will provide a- place to help parents of left-handed children find the necessary resources to support their child in their use of left-handed products. So he opened Left 'n' Write.

Chris Marshall from Robinswood Press, whom I also met at Worcester, shared with me how he met Mark for the first time and why he decided to be the publisher of their Left Hand Writing Skills series. Chris ventured into Mark's shop one day and saw him patiently teaching a left-handed child how to write properly. He noticed that the little girl had walked into the shop grumbling about the writing activity which she hated. However, at the end of the session, she was so relieved that she finally found a way overcoming her handwriting difficulty after all these years. That passion and unique teaching methodology encouraged Chris to collaborate with Mark in producing the Left-hand Writing Skills series.

Besides selling left-handed products, Mark Stewart also conducts a special course to help left-handed children by teaching them simple strategies that can be used to assist them with their handwriting. He has been to schools to present to teachers and parents about how they can help left-handed children with handwriting difficulties. Mark hopes that through this, it will help to raise awareness of issues faced by left-handed children. He is currently spearheading a campaign to have specific guidelines on helping left-handed children to be included as part of the Initial Teacher training in UK. It will certainly be a gratifying journey for Mark and I wish him all the best!

I returned to Singapore amazed by the efforts of Mark and Chris to help left-handed children. I used some of these methodologies to help some of my left-handed students in my class with their handwriting difficulties. It was such a gratifying experience to see my students benefiting from these methods. I then decided to run a course to inform parents of the available left-handed writing materials and teach them the simple strategies they can teach their children to help them with their writing. Come to my course and let me share with you the strategies that you can teach your left-handed children.

Sign up now!

Learning Made Fun for Left-Handed Children (Ref: CTG036/08/09)

Date: 1 August 2009

Time: 9:30 a.m - 12:30 p.m

Cost: S\$21.00

CareGivers' Training grant is available for this workshop. Closing date for application is 10 July 09. For enquiries, please contact the Training Dept at Tel: 6444 5700



I aim for the moon

Our editor chats with Zhen Yu and his Educational Therapist.

“I don’t aim for the stars, I aim for the moon,” says the confident, chirpy Lee Zhen Yu. “I know that even if I don’t really make it up to the top, I will land on the stars and clouds.” I was amazed by the level of confidence exhibited by this 13 year old, despite his weak English vocabulary and being dyslexic.

ZY’s mantra is not to ever give up. “I may not always pass with flying colours, but even if I fall 7 times, I can always get up the 8th time and try to succeed.”

Zhen Yu or ZY as he likes to be addressed, comes from a Mandarin speaking family. The younger of two children in the family tells us that he is more confident now.

“My reading and spelling have improved since I joined DAS classes when I was in Primary 5. In fact, I used to fail in some of the exam papers in Primary 5. But in Primary 6, I was doing much better at the exams.”

Says Miss Arabelle, ZY’s Educational Therapist at DAS, “The dyslexic children here learn how to conquer their own difficulties. ZY in particular has a strong grasp of the methodology and strategies we teach here for reading and spelling. He’s less afraid to pick up any reading material now as he has been taught phonetic sounds and knows how to apply them to decode and blend words.” ZY adds that he even uses the idioms taught at DAS not only in his compositions, but also in his daily speech and in writing, and is immensely proud of this feat.

ZY says that he used to struggle with reading before. However, nobody at home thought that he might be under pressure in school. Everyone assumed he was just not too bright and that over time he would catch up. While it is possible that some dyslexics go through life unnoticed and unsupported, ZY was lucky to get the holistic support of the school and his family. When he was in Primary 2, his teacher at Chong Fu Primary School suspected that ZY may be having some difficulty and put him up to be assessed by the MOE Educational Psychologist. ZY was finally assessed and diagnosed dyslexic when he was in Primary 4. A Special Needs Officer(SNO) was posted to the school when ZY was in Primary 5. It was Ms Jamie Rachel Smith, the SNO, who explained what ZY could be going through, to him, his parents and his teachers. She referred ZY to the Dyslexia Association of Singapore(DAS) to be enrolled on the learning programme.

Coping with the fees at DAS, on top of daily expenses was a strain and an emotional struggle for ZY and his family. Mrs Lee, ZY’s mother felt relieved when Ms Arabelle highlighted to her that they could apply for a bursary to cope with his lifelong learning process. While getting help at the DAS for a few years, ZY’s mother is very thankful to the DAS for helping ZY through the bursary and DAS classes. She has seen ZY’s marks

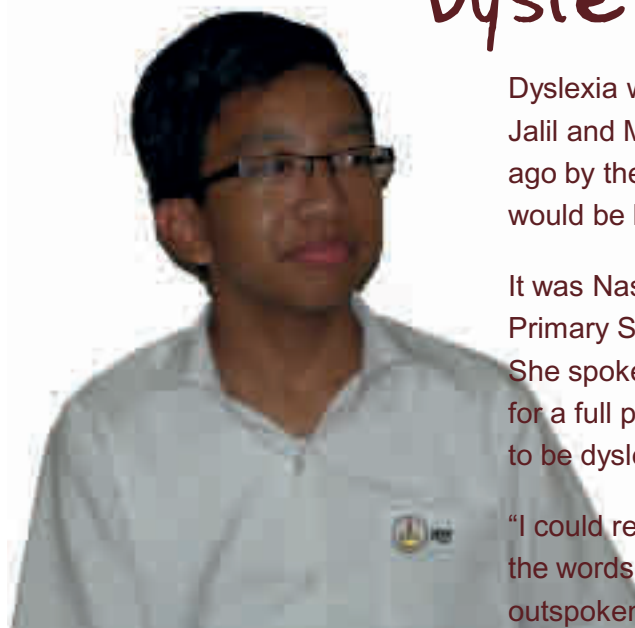
Our Students

improve significantly since joining DAS. “My mum always reminds me that I should never miss a lesson at DAS. I want to study well and make my mum proud,” says ZY earnestly.

“ZY learns best at his own pace and with his own strengths; he finds it tough to simply learn by memory. ZY is an experiential learner,” says Miss Arabelle. Outside the classroom, ZY is a very active boy. He was a Scouts leader in his Primary school and had attended many outdoor adventure and leadership camps. ZY has learnt to be street smart and is not afraid to get his hands dirty : he knows how to rock climb, pitch a tent, cook in the outdoors and even keep his team motivated. In fact, ZY now in Secondary 1, has been asked to help out at his primary school to lead the Cub Scouts. He aims to get the title of ‘Master Sergeant’ in Scouts, and aspires to be an outdoor instructor some day.

ZY’s mantra is not to ever give up. “I may not always pass with flying colours, but even if I fall 7 times, I can always get up the 8th time and try to succeed.”

Dyslexia's not the End



Dyslexia was almost unheard of to Muhammad Nasrin's parents, Mr Abdul Jalil and Mdm. Roziah before he was assessed dyslexic almost five years ago by the DAS. Neither of them ever thought that their bright and jovial son would be having learning difficulties.

It was Nasrin's teacher, Ms. Josephine Loh, who is also a counsellor at Siling Primary School, who noticed that he was having difficulties coping in school. She spoke to Nasrin's parents and recommended that he be sent to the DAS for a full psychological assessment. It was then that Nasrin was discovered to be dyslexic.

“I could recognise the words while reading but would have difficulties spelling the words; especially if it has more than three or five letters in them,” the outspoken Nasrin said. According to Nasrin’s mother, it was only after Nasrin

had gone through the DAS psychological assessment that she and husband fully understood what dyslexia meant. “As parents, we could only provide all the positive encouragement and support Nasrin needs,” she mentioned.

Nasrin attends remediation classes at the DAS Woodlands Learning Centre. “He’s always there to help his classmates in need and enjoys making people laugh with his witty jokes and spontaneous comments,” said Miss Helen Chng, Nasrin’s Educational Therapist at the DAS.

Nasrin receives a 100% bursary from the DAS, with support from MOE. “I’m thankful that his learning difficulty was detected at a young age while he was still in primary four. Since receiving help from the DAS, I have seen a vast improvement in my son,” says Mdm. Roziah. His strong determination enabled Nasrin to attain a Band 2 for English and Mathematics and Band 3 for Malay for his PSLE last year.

He hopes to further his studies at the Institute of Technical Education after completing secondary school.

Moms are our Heroes

A Tribute to All Moms



My wonderful mother who's kind and encouraging

- Colin



I like this photo with my lovely mum.

- Matin



Me and my mommy having a fun.

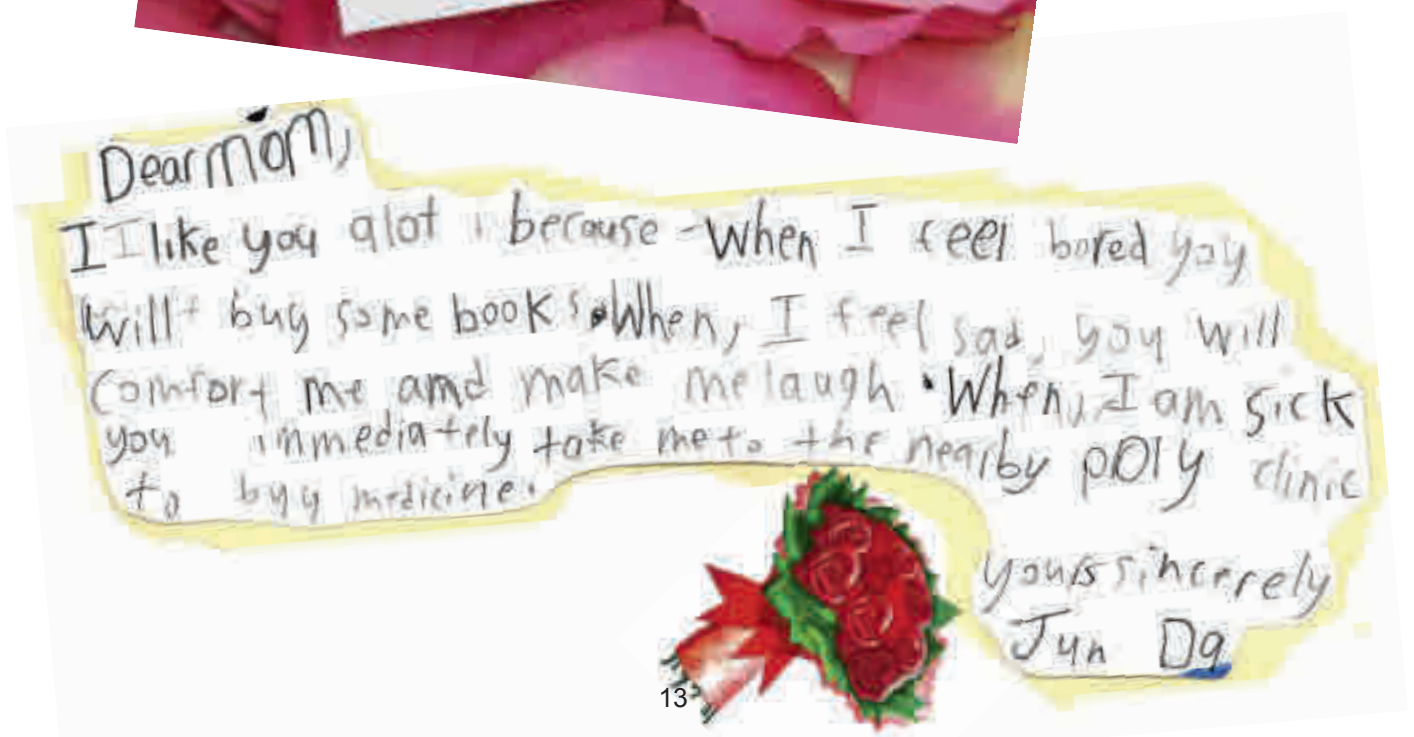
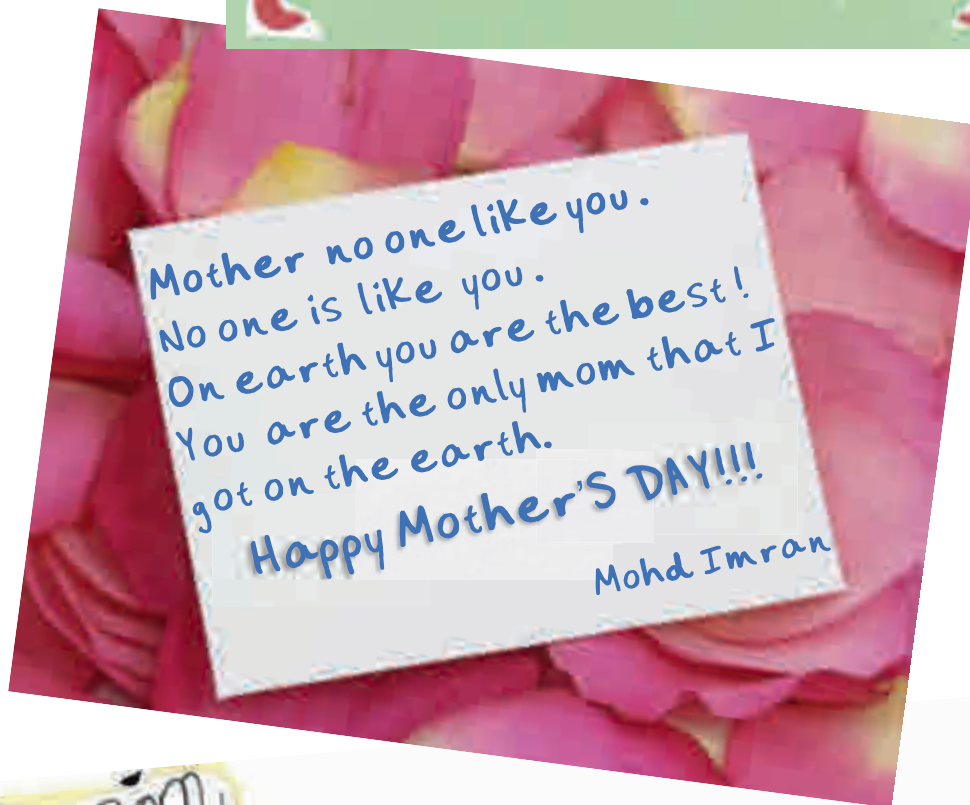
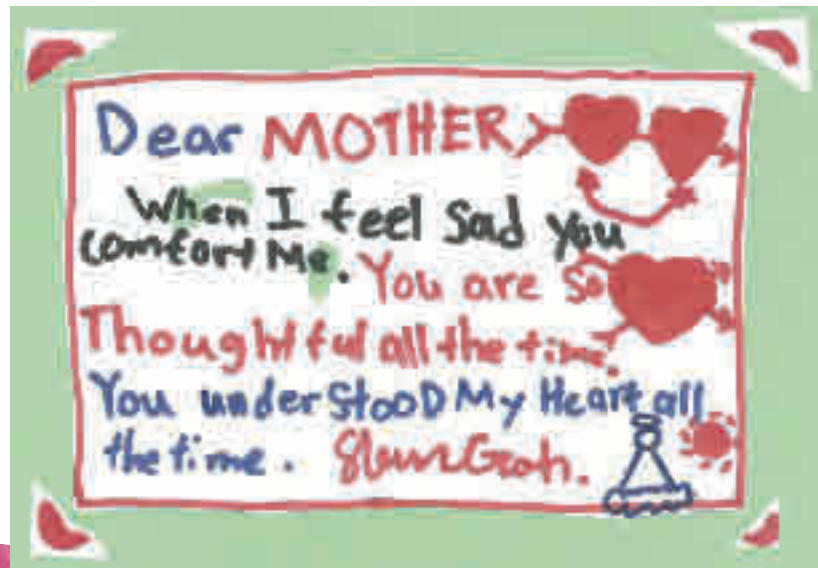
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Mum and I in Taiwan.

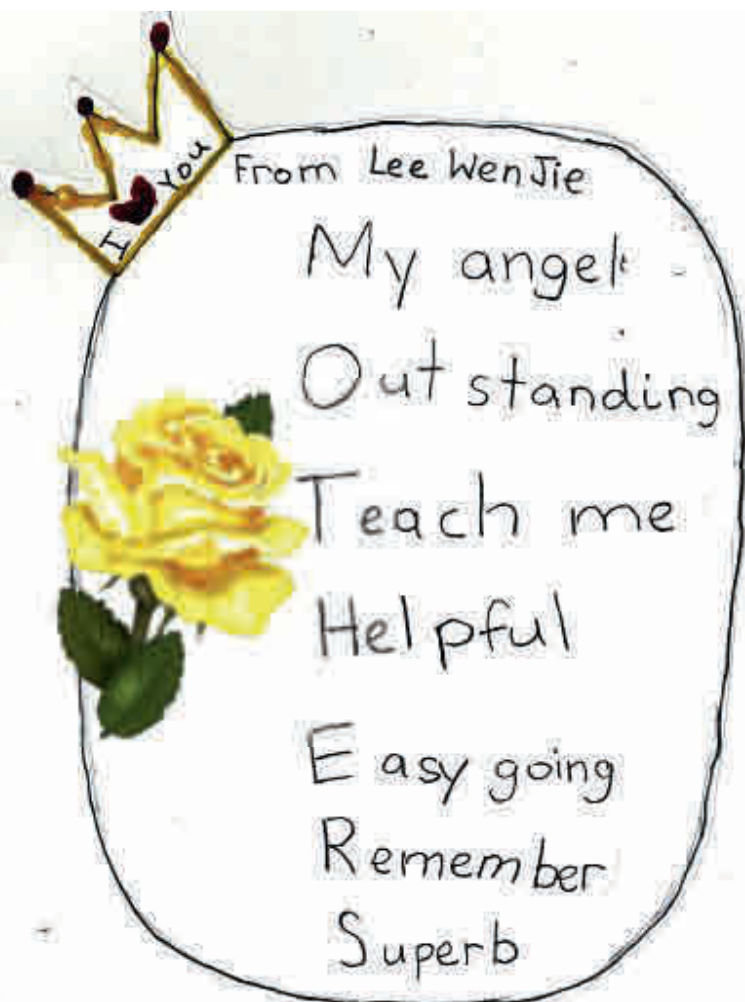
- Ryan

A Tribute to all Moms A Tribute to all Moms A Tribute to all Moms



Our Student's Gallery

A Tribute to all Moms A Tribute to all Moms A Tribute to all Moms



Motivate me
Outstanding
Team worker
Helpful/Handworking
Energetic
Resourceful
Special

A red rose is drawn on the right side of the card.

ANNE-MARIE
YONG

To my Mother,

My mother is a kind person,

She is always with me when I am bored.

I love my mother all in my heart.

Wincent Chan



A Tribute to all Moms A Tribute to all Moms A Tribute to all Moms



My perfect mum

By: Ashley Lim
26/3/09

My mum is beautiful, my mum is sweet, my mum is cool
and she is neat. My mum likes to get family time.

Our Student's Gallery

A Tribute to all Moms

A Tribute to all Moms

A Tribute to all Moms

Mom !

Oh Mom,

The Mom,

Hug Mom !

Earth mother **E**arth,

ROARS ! At you because she loves you !

In this world no **M**others will leave their own child alone.

There's **L**ove .



Rosalyn Lai

When I'm sad or blue
You comfort me
When I need a lesson
You are stern with
me
Your guidance
has guided
me



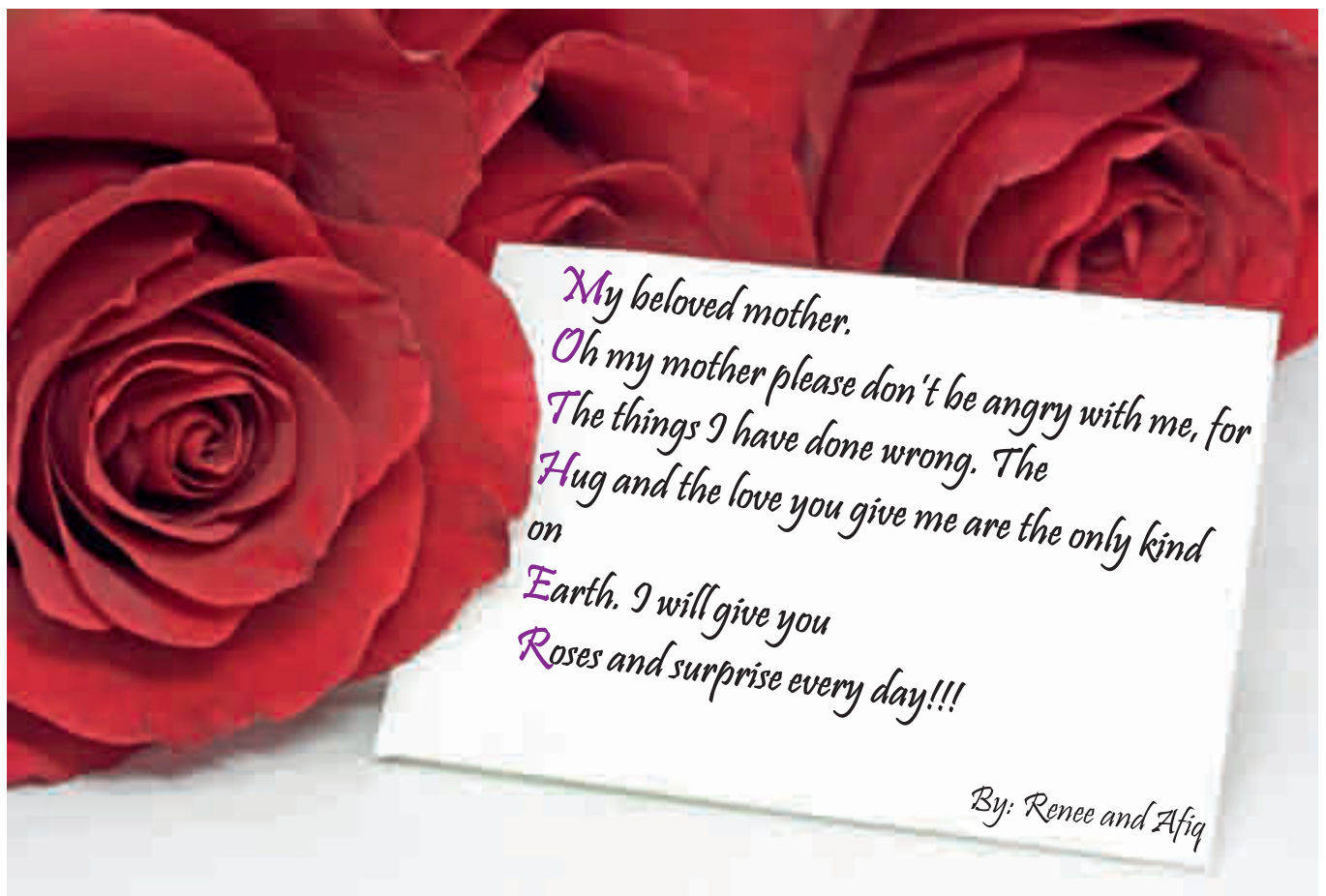
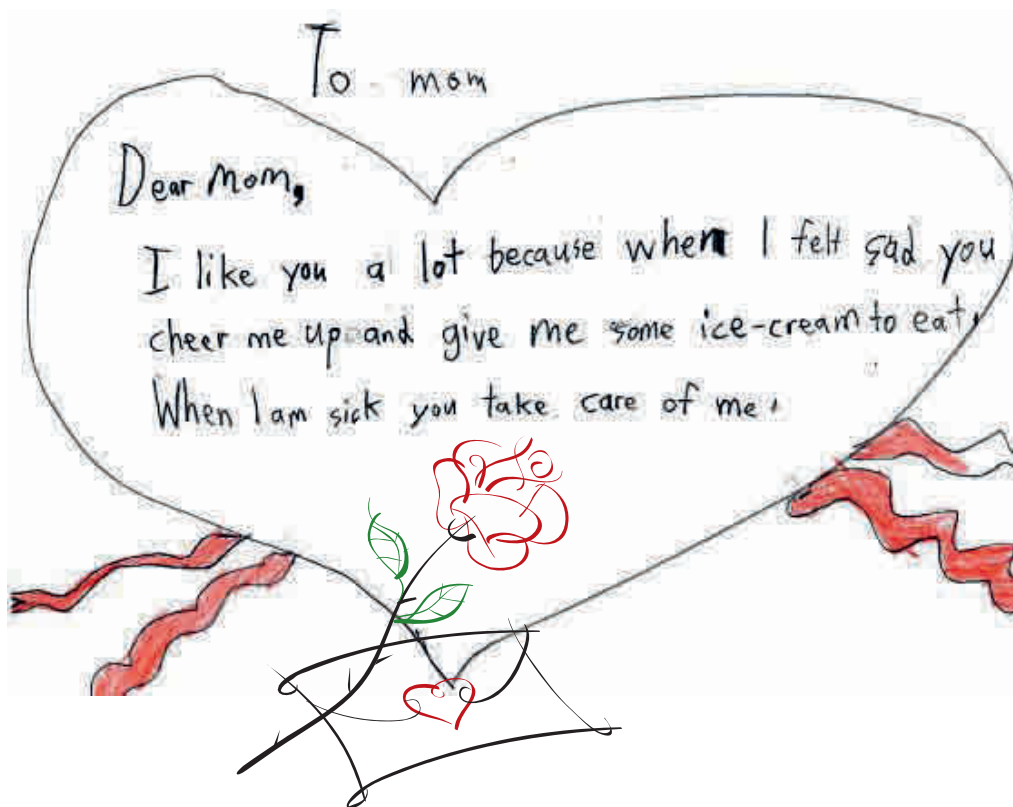
Mother you are the Best in the world
Other moms may be good but you are
The only one I love
Here on
Earth I love you for who you are
Running about on Earth you are the only one I
love.



Kassandra Teo



A Tribute to all Moms A Tribute to all Moms A Tribute to all Moms



Mother's Day Word Search

Find the words from the bottom in the Mother's Day word search grid. The Mother's Day words can be forwards or backwards, vertical, horizontal, or diagonal. Circle each letter separately, but keep in mind that letters may be used in more than one Mother's Day word. When the Mother's day puzzle is complete, read the remaining letters left to right, top to bottom, to learn an interesting Mother's Day fact.

M O T H E R D S S U N D A Y D
 A Y C E T L E R B R A T A I O
 N S B R E A K F A S T D G O E
 S B A C L K T O T C I H E S P
 R I N Y E G C C E L L E F B R
 A H A P P Y A T O I O N A Y S
 O M O T H E R H O O D F M E A
 N N D C O I N E N T A M I T G
 E R N E N E A C E C U A L A L
 R L O V E L T E D M G H Y R I
 D L C A R I I A H S H O N B O
 L R E Y M M O M N I T N G E R
 I H S E A T N O S R E W O L F
 H H E M O T S H E R R O F E T
 C H E G M O T H E R S O D C S

Breakfast

Flowers

Mothers

Card

Happy

Mummy

Carnations

Holiday

Second

Celebrate

Love

Sons

Children

May

Sunday

Daughters

Mommy

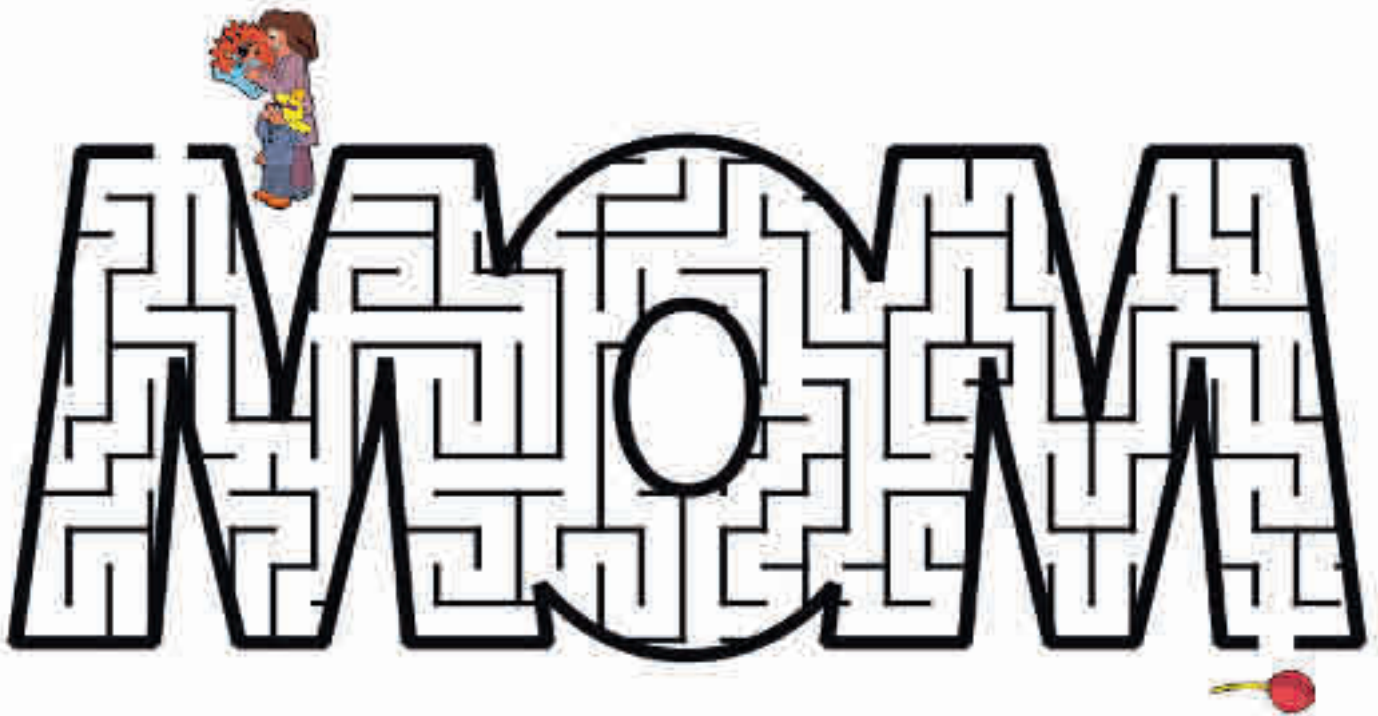
Telephone

Family

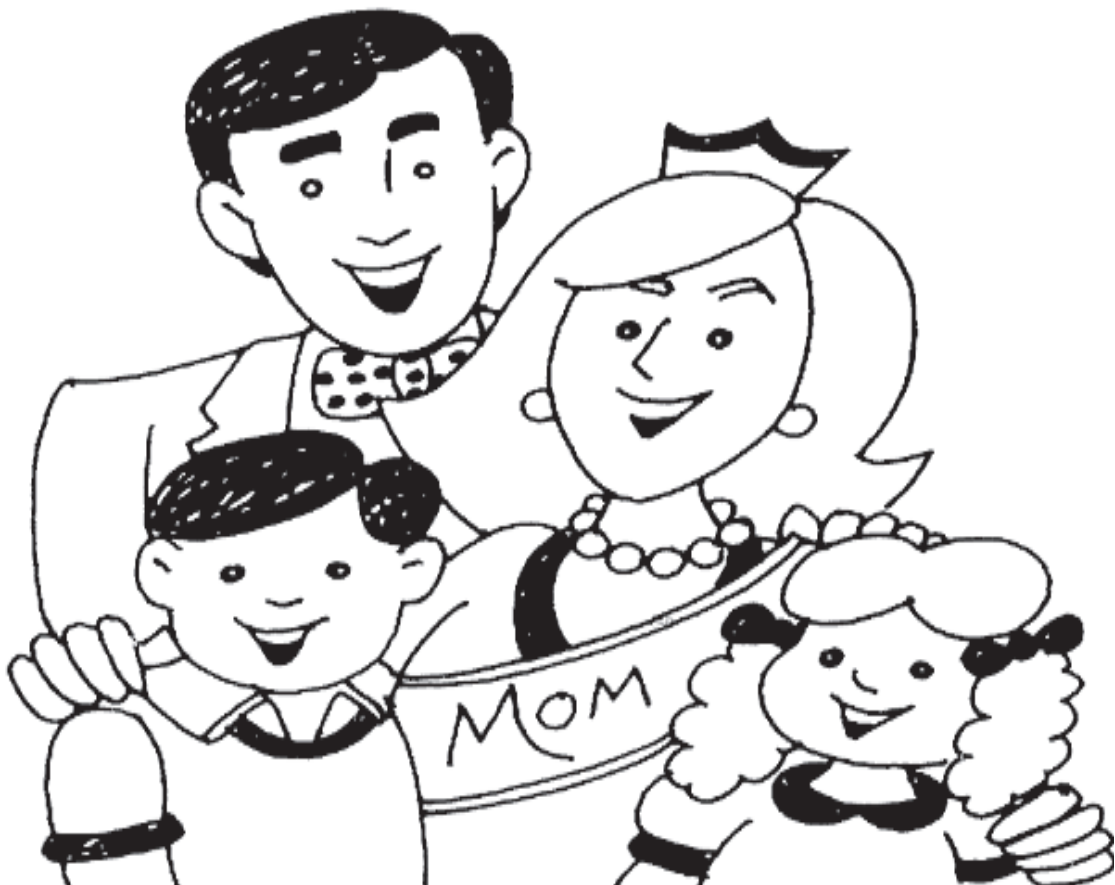
Motherhood

Mother's Day Maze

Help the mother and baby find their way through the MOM shaped maze to find the missing rattle.



Picture for Colouring



Personal Interactive Enrichment (PIE) Book Benefits the Dyslexic

The PIE Book is a digital content framework that empowers users to build, organise, read and annotate published e-textbooks and e-worksheets. The text to speech feature is especially useful to those who are dyslexic, allowing them to learn via the auditory mode at their own pace, making voice annotations along the way. The learning experience is also enhanced by the on-demand reference to dictionary search, bookmarking and highlighting tools.

Users can also easily personalise their PIE Books by migrating third party contents (in .doc, .pdf, .html, .ppt formats) or using the Creative Studio to compose e-contents. Developed by ST Electronics (Training & Simulation Systems), the Creative Studio unleashes the creativity in users by enabling them to transform abstract ideas into video, artwork, music and animation sequences.



About ST Electronics (Training & Simulation Systems)

ST Electronics (Training & Simulation Systems), a wholly-owned subsidiary of ST Electronics (part of the ST Engineering group), develops, manufactures and markets advanced computer graphic software and solutions for simulation, animation, games and edutainment applications. It applies leading edge technologies and design methodologies to meet the stringent requirements of customised electronics systems and solutions. For more information, visit www.stee.stengg.com.



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We have the solution

ConfidentReader lets you practice reading and spelling in the privacy of your home at your own time and at your own pace.

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Type-Hear-Check : Spelling can be a challenge! **ConfidentReader** can read text as you type, by word or by sentence. This feedback helps to improve word recognition. **ConfidentReader** has a built-in dictionary with over 200,000 words that enables spell check and word prediction



Track improvements : **ConfidentReader** has the capability to *record* as the user reads. This recording can be saved and reviewed over time to check the child's reading improvement progress.

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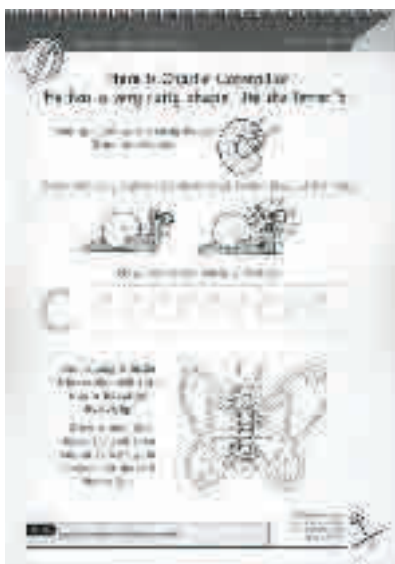
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Audio Recorder & Player

Left-hand Writing Skills series

- A review by Lee Albert

The Left hand Writing Skills series by Mark and Heather Stewart is a useful tool for parents and teachers who would like to improve the left-handed child's cursive penmanship. The left-handed child often encounters the problem of 'smudging' as the left hand drags over the work which has just been written.

The first book in this series is **Fabulous Fine Motor Practice**. It is an excellent introduction for a young child to practice handwriting and is also a good introduction to phonics. Every letter that is introduced comes with an associated activity.

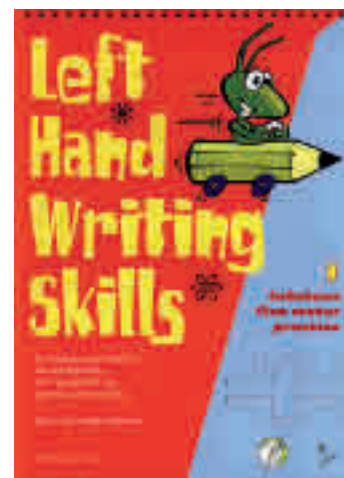


For example, Charlie Caterpillar is used to introduce letter 'c'. A dot is used to indicate the starting position for the writing stroke. The child needs to trace the letter and it is a great opportunity to have the child produce the letter sound simultaneously. Some basic patterns are also introduced for the child to 'warm up' to the requested letter stroke pattern. For instance,

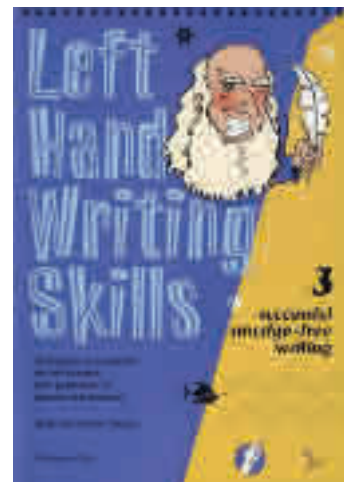
there is an activity for the child to practice tracing waves before they are required to write 'u' and 'y' - letters with wavy patterns. The worksheets from this first book were introduced to my lower primary students. Most of them enjoyed doing the worksheets together. I was surprised that some of my students whom I would have expected resistance to the worksheets found these worksheets useful in

improving their handwriting. I have my students read the short stories on the worksheets like 'Sam is climbing up the yellow tulips'. There were also many pictures of Sam Spider and his other friends to keep the students engaged.

The second book in the series is **Funky Formation and Flow**. The fonts are smaller and tracing practice lines are narrower for more accomplished writers. The students like the structured presentation of the worksheets. They trace the letters of a word to attain competence first, and copy them just below it after that. This allows them to learn the word simultaneously as a learnt word. There is also a high level of overlearning, for students to attain automaticity in the letter joints. Some tricky letter joints are also in the practice sheets to show occasions when the letters do not join. For example, letters 'j', 'y', 'g', 'q' and 'x' are not joined to any preceding letters. Capitalisation is taught at the end with one exercise activity on it.



The third book, titled **Successful Smudge-free Writing**, is for the most accomplished writers who have attained competency in the first two books. This book starts with refreshing the different types of letter joints learnt in Book 2. Every worksheet has a different theme, like the Mayan culture, to teach the learners about the historical contributions of different cultures to writings. The second part of the book contains worksheets that are activity-oriented, such as doing up a menu, writing a poem, preparing a letter and many more. Many of the activities are based in a different time period, like King Arthur's era, to create a fun element. Students also learnt about the conventions in writing a letter and commonly used phrases such as 'With best wishes'. This also helps them to indirectly practice writing for meaning.



The **Left Hand Writing Skills** series is very helpful in getting left-handed children to enjoy cursive writing as considerations have been taken to adapt to their unique needs. It also adds a sense of purpose to the students as they would now be interested to attain an attractive cursive penmanship. With partnership from the parents and teachers, left-handed students will see writing no longer as a chore but lots of fun!



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

We Thank You

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

DYSLEXIA – FRIENDLY TEACHING APPROACHES TO ACHIEVEMENT – 8 JUL to 10JUL

Back by popular demand! Neil MacKay returns to Singapore this time to conduct a **3-day seminar cum workshop** specially for mainstream school teachers to share strategies they can use in the classroom where there are non-dyslexic and dyslexic students.

Neil McKay is an excellent speaker who is reputable in the area of dyslexia friendly schools. We promise an interactive and highly informative three days.

FOUNDATION COURSE IN DYSLEXIA STUDIES – 18 JUL to 22 AUG

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 – 29 JUL to 26 AUG



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.

WORKSHOPS

SUPPORTING YOUR CHILD AT HOME – 11 JUL

Learn how to support your child at home by attending this special workshop conducted by international consultant, Mr. Neil Mackay. This workshop is specially designed for parents, with an emphasis on developing approaches to learning which work at home and also compliment activities in school.

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.

LEARNING MADE FUN FOR LEFT-HANDED CHILDREN – 1 AUG

Have you thought of the difficulties your left-handed child could be facing in a pre-dominantly right-handed world? Join this workshop to learn how you can help learning easier and more fun for your left-handed child. Find out about specially designed left-handed tools that are available for main tasks such as; writing and cutting.

DEVELOPING VERBAL 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
April	Workshop for Parents	Helping Upper Primary and Secondary Students Develop Effective Study Skills	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
July	Workshop for Parents	Coping With Mathematics for Lower Primary *ENHANCED*	4 Jul
	Course	Certificate in Identification of Pre-School Children with Literacy Delay	4 Jul – 15 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 *ENHANCED*	11 Jul
	Course	Foundation Course in Dyslexia Studies	18 Jul
	Workshop for Parents	Developing Self-Esteem in Your Child *NEW*	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 *NEW*	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	Comprehension Skills	15 Aug
	Workshop for Parents	Developing Verbal Language in Young Children *NEW*	15 Aug
	Workshop for Parents	Toe-By-Toe: Approach To Learning *NEW*	22 Aug
	Workshop for Parents	Coping With Grammar	29 Aug
September	Course	Foundation Course in Dyslexia Studies	5 Sep
	Workshop for Parents	Computer-Assisted Learning	5 Sep
	Workshop for Parents	Exploring Literacy Through Drama	7 Sep
	Course	Managing and Teaching a Pre-School Child with Learning Differences	7 Sep
	Course	Certificate Course in Dyslexia Studies	7 Sep
	Course	Creating An Inclusive Environment in the Classroom	7 Sep
	Workshop for Parents	Visual Strategies *NEW*	12 Sep
	Workshop for Parents	Coping with Spelling	26 Sep & 3 Oct
October	Workshop for Parents	Unlocking Power of Print *NEW*	3 Oct
	Workshop for Parents	How Words Work: Morphological Strategies *NEW*	24 Oct

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

MY DREAM

Everyone dreams...of the beautiful sunset, of a resort holiday... or what you want to be when you grow up? An artist? A doctor? Or the next Singapore Idol? YES! We all have dreams and aspire our ideals.

Share your dreams with us and win attractive prizes!!

Venue: Jurong Point 1, Level 1 Stage Area (outside Subway, #01-33)

Date / Time : Sunday, 31 May 2009, 9am—1pm

COMPETITION DETAILS

Group 1: Pri 1 — Pri 3

Group 2: Pri 4 — Pri 6

Group 3: Sec 1—Sec 5

Choose from the following categories to represent your dream creatively:

Category A — Draw-My-Dream (Limited to 7 participants for each age group)

Share your dream through paintings or drawings

Category B — Dress-My-Dream (Limited to 20 participants from Grp 1 & 2)

Is there a role model who you want to be when you grow up? Einstein? Whoopi Goldberg? Come dress up as the one you aspire to be and share with us your dream

Category C — Write-My-Dream (Limited to 25 participants from Grp 2 & Grp 3)

Flaunt your flair for poetry and showcase your dream through meaningful words



More details in the registration forms.

HURRY! Obtain them from the Centres now.

For any other enquiries, please call 65940 313 or email clarence@das.org.sg

Terms & Conditions Apply



It's **DRAW** time!

Dyslexia Raise Awareness Week

Learn more about why some smart children still struggle in school.



Mark your calendar today!

DRAW Programme (30 May - 06 June 2009)

30 MAY 09 (SAT)

10.30am – 1.00pm

Seminar for Teachers

**"Deciphering Your Students' Challenges
- Dyslexia and Specific Learning Differences"**

Venue: Woodlands Library Auditorium

Admission: FREE (Up to 250 pax only)

For more information and to register to attend, pl visit: www.das.org.sg

1.00pm – 4.30pm
11.30pm – 12.30pm

OPEN HOUSE at Woodlands Learning Centre

**Official Opening Ceremony by
Mr Hawazi Daipi, MP for Sembawang GRC**

Venue: DAS Learning Centre, Blk 165, Woodlands St 13, #01-567, S(730165)

Contact: 6269 0730

Admission: FREE (Walk-in)

2.00pm – 5.30pm

Seminar for Parents

**"Understanding Your Child's Struggles
- Dyslexia and Specific Learning Differences"**

Venue: Woodlands Library Auditorium

Admission: FREE (Up to 250 pax only)

For more information and to register to attend,
pl visit : <http://golibrary.nlb.gov.sg>



31 MAY 09 (SUN)

9.00am – 12.00noon

DAS Students Competition - "My Dream"

Comprising of art, craft and poetry competitions.

Venue: Jurong Point 1

Admission: FREE (Walk-in)

1.00pm - 2.00pm

Dyslexia Awareness Talk

Venue: Dyslexia Centre, #05-01, Jurong Point

Admission: FREE. Pre-registration required.

To register: Call 6444 5700 or Email: awareness@das.org.sg

02 JUN 09 (TUE)

1.00pm - 2.00pm

Dyslexia Awareness Talk

Venue: Dyslexia Centre, #05-01, Jurong Point

Admission: FREE. Pre-registration required.

To register: Call 6444 5700 or Email: awareness@das.org.sg

7.00pm - 8.00pm

Dyslexia Awareness Talk

Venue: Dyslexia Centre, #05-01, Jurong Point

Admission: FREE. Pre-registration required.

To register: Call 6444 5700 or Email: awareness@das.org.sg

3 JUN 09 (WED)

10.00am – 4.30pm

OPEN HOUSE at JURONG Learning Centre

Venue: #05-01, Jurong Point, 1 Jurong West Central 2, S(648889)

Contact: 6444 5700

Admission: FREE (Walk-in)

OPEN HOUSE at TAMPINES Learning Centre

Venue: DAS Learning Centre, Blk 424, Tampines St 41, #01-188, S(520424)

Contact: 6786 0838

Admission: FREE (Walk-in)

4 JUN 09 (THUR) *

10.00am – 4.30pm

OPEN HOUSE at BISHAN Learning Centre

Venue: #06-03, 9 Bishan Place, Bishan Junction 8, S(579837)

Contact: 6250 0526

Admission: FREE (Walk-in)

OPEN HOUSE at BEDOK Learning Centre

Venue: Fengshan Primary School, 307 Bedok North Road, S(469680)

Contact: 6444 6910

Admission: FREE (Walk-in)

5 JUN 09 (FRI) *

10.00am – 4.30pm

OPEN HOUSE at QUEENSTOWN Learning Centre

Venue: Queenstown Primary School, 310 Margaret Drive, S(149303)

Contact: 6475 9535

Admission: FREE (Walk-in)

OPEN HOUSE at ANG MO KIO Learning Centre

Venue: Anderson Primary School, 19 Ang Mo Kio Ave 9, S(569785)

Contact: 6451 5582

Admission: FREE (Walk-in)

6 JUN 09 (SAT) *

3.00pm – 4.30pm

DAS Student GRADUATION

Venue: Auditorium, SPRING Singapore, 2 Bukit Merah Central, S(159835)

Contact: Mr Clarence Chaw at 6444 5700

Admission: By invitation only

*** Sign up for our computerised screening test.**

Available at our centres in Jurong, Tampines and Woodlands on 4/5/6 June 09.
Call DAS at Tel: 6444 5700 to make an appointment.

Display of books on dyslexia can be found at:

National Library Branches . Borders Bookstores . Times the Bookstore



DYSLEXIA ASSOCIATION OF SINGAPORE

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