

# FACETS

Quarterly Newsletter  
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A publication of DAS



**The Beginnings of the DAS  
Computer Assisted Learning course  
1<sup>st</sup> Dyslexia Conference in Asia  
A parent talks**

**Helping Dyslexic People Achieve**



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**Editor's Note**

We are coming to the end of Year 2009. This issue is the last issue for this year. I hope you have found our FACETS a refreshing and interesting read every quarter as much as I have had putting it together for you. I wish to take this opportunity to thank each and everyone who has assisted in one way or another in making this publication possible.

For those who do not know the history of the formation of the DAS, we have included a story on its beginnings. We thank the Rotary Club for sharing the story with us for all to know. Once again, Sir Jackie Stewart met some of our DAS students to share some of his wonderful experience and words of motivation.

*With that I wish you all Happy Holidays!*

Sakuntala G K



Patron: Mrs Goh Chok Tong

Adviser: Dr Lee Wei Ling

## **2009/2010 Elected Executive Board of Directors**

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# My Journey in the DAS

Our Director of Training, Mr Kevin Smith speaks to us.

My DAS story in many ways began long before the DAS came into existence. It began and still is a combination of my personal and professional interest and development. As a person born with dyslexia and even in the midst of trying to draft this page, I struggle with the words to use and spell correctly. I see on a daily basis the same difficulties, triumphs and successes in a DAS class and hear experience of teachers who tell me the same issues they are facing with their own students.

My personal DAS journey suggests to me that this experience that people with dyslexia face is similar and subtly different at the same time. Meeting parents at both workshops I conduct and through my students, has made me believe, as was in the case in my own experience, that all children with dyslexia need a determined parent usually the mother, in their corner. The DAS I believe has recognised this fact through the creation of parents workshops which create a practical link that enables parents to understand the teaching approaches benefit learners with dyslexia, which has been support by the Government through the caregivers allowance.

The second factor identified in helping students with dyslexia succeed in tackling their learning difficulties has been having inspiring teachers. Once again I have had the opportunity in my life to have been taught by inspiring teachers and also to work with teachers whom inspire their students sometimes from the depths of despair. Teachers of dyslexic learners often tell me that they are also inspired by their students. The teachers' inspiration to teach comes from seeing their students' determination to overcome their learning difficulties and differences. Additionally, teachers I have worked with have through their own learning journey discovered more ways to teach than the student has in forgetting the information.

The DAS has grown dramatically since I joined it in 2003, with over 1,300 students studying in our centres now. New developments like early intervention and extension of our curriculum to include writing and oracy has been in response to our learners' needs and challenges they face at school. This year I am proud to be involved in two projects around assistive technology that hopefully will help us move our teaching to enable teenagers with dyslexia to become more independent learners, whilst at the other end enable the pre-school students with dyslexia to get effective reinforcement from home. The most important part of my DAS Story has been my involvement with the setting up of the Training division with extremely able colleagues both past and present whose work has been internationally recognised. The training of Allied Educators(LBS) for MOE, and recently the launching of the first Master degree in this region are achievements I feel reflect our basic commitment to dyslexic people. This is to inspire teachers to teach and to offer practical support at home to enable the students with dyslexia to cope with their curriculum demands.

By building bridges between the home and education for the younger dyslexic person, then directly between the study needs of the older dyslexic person and their learning needs and possible employment needs in future the DAS will contribute in helping Singapore to become the first dyslexic friendly nation in the world.





# An Evening with Margaret Snowling and Charles Hulme

DAS Psychologists and Educational Therapists had the rare opportunity of meeting and listening to two leading dyslexia experts, Prof Margaret Snowling and Prof Charles Hulme, both from the University of York, UK on the evening of 9th October. Prof Snowling spoke on the co-morbidities between dyslexia and ADHD, and also specific language impairment (SLI). She pointed to a growing recognition of dyslexia as a more dimensional continuum, instead of a distinct disorder. Prof Snowling recommended targeted intervention: children with poor phonological processing skills would require training in phoneme awareness, while children with wider, SLI-type difficulties would benefit from intervention that fosters reading comprehension.



Prof Hulme spoke on the interventions for reading and language impairments. He emphasised how learning to read builds upon oral language skills. While phonemic and phonological skills are essential for children to master the decoding aspect of reading, oral language skills are important for boosting the comprehension aspect of reading. Interventions that include both decoding and oracy strategies would benefit students, he said. This was a message that resonated well with DAS Educational Therapists, as they carry out both oral language and decoding instruction as part of the DAS curriculum.

## MOE recognises DAS Master of Arts in Specific Learning Differences (MA SpLD)

The DAS Master of Arts in Specific Learning Differences – MA (SpLD), validated by London Metropolitan University (UK) has now been registered with the Ministry of Education.

This course has been designed to meet increasing demands for higher and continuing education in the field of Specific Learning Differences. This MA (SpLD) programme offers teachers, educational professionals, parents and those seeking mid-career change a unique opportunity for continuing professional development and enhanced career development in line with current education policies and recent theories on the socio-cultural context of learning. For students currently working within the field of special needs education, this course will allow for development, analysis and reflection on their own professional practice.

### Computer-Assisted Learning Course (May to Aug 09)

Achieving good results in an examination is key to every student's success. Studies have shown that most students fail exams mainly due to a lack of application of effective examination strategies. It is found that the use of computer-assisted learning is able to enhance the study skills of students and equip them with the strategies to do better in exams.

The DAS has developed a course to help prepare dyslexic students in secondary schools to succeed in examinations. In collaboration with the Infocomm Accessibility(IA) Centre, the course explored the use of computer-assisted technology to help dyslexic students in their studies and aimed to prepare them for their upper secondary examinations. With their study skills harnessed, we have enabled these students to maximize to their fullest potential.

With a class size of 15 only, students were able to learn in an interactive and conducive learning environment. At the end of the course, the



students demonstrated their ability to integrate what they have learned into a presentation. Their parents were invited to attend the presentation held on 21<sup>st</sup> August 2009. Supported and heavily subsidized by the Infocomm Development Authority of Singapore (IDA), the course ran for 10 sessions between May to August 09.



### DAS 2009 ANNUAL GENERAL MEETING

The DAS held its Annual General Meeting for the current year on 26 September 2009 at its Bishan Learning Centre chaired by the President, Dr Jimmy Daruwalla. The Meeting focused on the development of the DAS School and plans for organizing awareness activities involving more support from parents.

The DAS looks forward to another successful year under the excellent guidance of Dr Daruwalla and the Office Bearers for 2009/2010, who were appointed during the Meeting with unanimous support from members.

### DAS Opens New Learning Centre at Parkway Parade

Come visit our 8<sup>th</sup> Learning Centre, just opened at the Parkway Parade Shopping Centre. The centre had a tremendous start on 14 September 2009 with 52 students. Situated on the 22<sup>nd</sup> floor at Parkway Parade, the centre provides a view to kill – which will surely get our students' creative juices flowing. We are proud to have yet another learning centre functioning in a very popular shopping mall.



# Golf with Sir Jackie Stewart

If you think sausages are what you have for breakfast in the morning, it certainly did not apply to the morning at the Royal Tanglin Golf Course where our students were given a very personal lesson on golf.

Relating to the proper grip of the golf stick with sausages, Golf Clinic Instructor, Rick Stewart shared the fundamentals of golf with 13 DAS Students in a Golf Clinic initiated by Sir Jackie Stewart from the Royal Bank of Scotland at the Royal Tanglin Golf Course on Thursday, 24 Sep 2009.

The half day event was an exclusive treat for golf enthusiasts in DAS. With thanks to the Royal Bank of Scotland and First Tee Singapore, DAS students tried out their golf skills on the golf range as soon as had they picked up the fundamentals and techniques. Sir Jackie Stewart generously shared golf tips and even gave some of the students personal coaching.



# Breakfast Talk with Adrian Tan

The DAS Parent Support Group was formed recently to provide support for parents of the students at DAS. It aims to organise inspirational sharing sessions by successful dyslexics, activities just for parents and also for the whole family.

Breakfast Talk with Adrian Tan on 10 Oct, marked the first activity the Parent Support Group organised with the hope of providing encouragement and motivation for the parents of DAS students. Adrian Tan, CEO of AdPlanet Group of advertising and design companies, is dyslexic himself. Adrian was invited to this inaugural session share words encouragement with all parents that their child too can be successful like him, despite having dyslexia. Adrian is renowned for turning his learning differences – dyslexia and ADHD into an asset.

Adrian shared with the parents how he coped with his learning difference in his course of work and family life. Parents were also deeply motivated with his words of encouragement which includes '**Dyslexia is a gift**', '**The present can change the past**', etc.



Please email [psg@das.org.sg](mailto:psg@das.org.sg) to find out more about the Parent Support Group (PSG).

## COMING UP . . .

# Changing Self-perceptions

— A Talk by Prof Bob Burden

*Brought to you by the DAS Parent Support Group*

Prof Bob Burden, one of our distinguished speakers at the 1<sup>st</sup> Dyslexia Conference in Asia has agreed to conduct a talk specially for the parents of students at DAS on 19 Nov 09 at 7pm. The talk will be conducted at Rm#09-05 at SPRING Singapore. Prof Burden will be talking on how parents can help to maintain their child's self-esteem and manage their self-perception as they move through the education system. Admission fees: \$5 per pax or \$8 per parent couple. Email Angie at [psg@das.org.sg](mailto:psg@das.org.sg) to sign up now!





# The Beginnings

## - Rotary Club Of Raffles City & The Dyslexia Movement In Singapore

By PP George Abraham, President of ROTARY CLUB OF RAFFLES CITY 1989 û 1990

- Adapted from story published in the Raffles City Rotary Club Annual book in Aug 2009

Life is full of unsung heroes and the dyslexia movement in Singapore has such a story. Erin, a bright little boy was a playmate of my older son Ajit. Erin went to a local primary school and after Primary 1 and 2 showed an intense dislike for school. It turned out that it was his difficulty in reading and the resultant inability to express himself in writing that caused him great distress. Erin's mother Elizabeth, who is from the U.K., eventually recognised that her son suffered from dyslexia and soon addressed his problems. Today, Erin having graduated from the University of New South Wales with a Bachelor's Degree in Science, he has moved to Ireland to work.

When I was installed as President of Rotary Club of Raffles City in 1989, I wanted to initiate a meaningful Club Project that would leave a permanent mark on Singapore society. I looked around and little Erin Khoo was the spark of inspiration. Speaking with Elizabeth Khoo helped me gain a better understanding of the problem of dyslexia, and I realised that a project to help dyslexic students in local schools would have far reaching results.

Apparently at that time, quite a number of the children in Singapore had problems related to dyslexia. However, the local education system then, was not able to address such problems. The first step was to get the support of Associate Professor Dr Jimmy Daruwalla as the Club's Community Services Director, and he swung into action with great enthusiasm and identified Dr. Lee Wei Ling, Consultant Paediatric Neurologist and Consultant in Charge, Learning Disorders Clinic, School Health Services, to assist us.

During the course of travel, I discovered that dyslexia was a universal problem that was tackled in different ways across the world. For instance, in Austria, they used music; in Denmark, they used art and colour; in other countries children were made to wear special spectacles. However, it was my good friend Dr. John Mathew, a former Singaporean and a medical practitioner in the U.K. who helped me to find a solution for Singapore. He introduced me to Marion Welchman and Jean Augur, the key players in the dyslexia movement in the U.K.

Marion Welchman was the co-founder of the British Dyslexia Association (BDA). Known as the matriarch of self-help organisations, she was awarded an MBE in 1992 in recognition of her tireless crusade for dyslexics. She was a splendid ambassador for the BDA, both at home and abroad, and steered the organisation admirably.

Jean Augur, the Education Director of the BDA, had three dyslexic sons that proved the inspiration for her eventual career in special education. In the mid-1950s, dyslexia was not an accepted disability and Jean worked indefatigably to ensure that the dyslexic children in her centres were recognised and

# Reflections

supported. She was always in demand, both in the U.K. and abroad and many dyslexic children have reason to be grateful for the impact she made on their teachers. Her lectures and courses in Europe and elsewhere directly contributed to the greater awareness of dyslexia that exists today.

Both readily agreed to support our Club's project and to come to Singapore in April 1990 to conduct a week-long program on understanding dyslexia. The Ministry of Education (MOE) arranged for over 300 teachers to attend the program. Then District Governor Lee Keng Bin was very supportive of this project as he saw the far-reaching consequences this initiative had for replication in other Rotary cities. As an indication of his support, he came to visit our club when the experts were here and we had a soft launch of our project.



*L- R George Abraham, Jean Augar, District-Governor Lee Keng Bin, Marion Welchman, and Community Services Director Dr Jimmy Daruwalla at the Rotary Year 1989-1990 Dyslexia Project.*

The club went systematically into the preparation for the project and started with Dr Lee Wei Ling addressing our Rotary Club of Raffles City members at a lunch meeting to familiarize them with the subject of dyslexia. The specialists from UK arrived on 21st April 1989 and prepared a detailed workshop plan for the primary school teachers selected by the Ministry of Education (MOE). The workshop started on 23rd April 1989 and carried through till 30th April 1989 with a public forum on the weekend in between.

The opening address for the workshop was given by Mrs. Kam Kum Wane, Director Research and Testing Division of MOE. The topics covered during the lectures included the following:

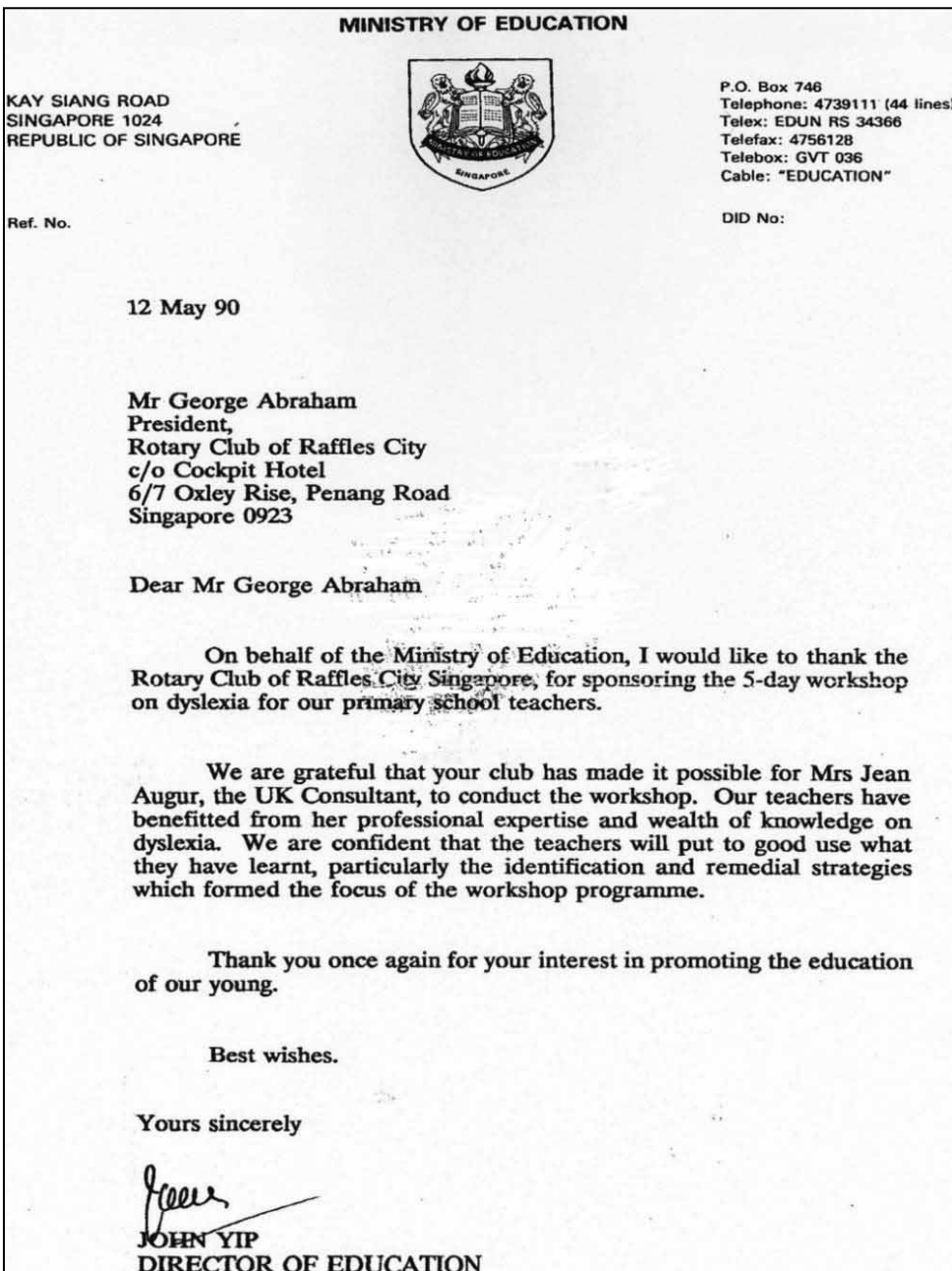
- 1) The Nature of Dyslexia and its Educational Implications
- 2) Assessment and Identification of Dyslexia Underachievers in the classroom
- 3) Principles of teaching the dyslexic and specific techniques and activities for group teaching in reading and grammar
- 4) The integration on teaching techniques and activities on Reading, Spelling and the Handwriting to dyslexic children

Practical workshops were also conducted on topics (3) and (4). Because of the large number of teachers involved, the experts conducted the lectures and workshops in 8 batches.

The feed back from the participating teachers was obviously very good as can be seen from the letter of thanks received from the Director of Education.

As a follow up, a public forum was held in RELC to inform the public about dyslexia and to gather feedback from parents with dyslexic children. Speakers at the forum included Marion Welchman,

Jean Augur and Dr Lee Wei Ling. I still remember how our fellow Rotarians involved in organizing that forum were anxious about the level of public support and participation. To our surprise, there was overwhelming response, over 125 parents attended, and there was only standing room. It was at this forum that anxious parents expressed that in Singapore then, many dyslexic children were suffering in painful silence. The idea of an association to tackle the problem was proposed. Subsequently, the Rotary Club of Raffles City members under the leadership of Dr Jimmy Daruwalla, took steps for the formation of a charitable organisation dedicated to helping dyslexics in Singapore. The rest, as they say, is history. The Dyslexia Association of Singapore (DAS) was formed the following year in 1991.



On reflection, I am pleased to note that the dyslexia project which has grown over the years, has been actively supported by the Club which has many PPs involved in the running of the DAS. Credit must be given to our club's PP Dr. Jimmy Daruwala, PP Vincent Chen, PP Kaka Singh, IPP M. Rajaram, Rtn. K Kesavapany and the Rotarians of Rotary Club of Raffles City for turning the vision of a national project into a mission for the Club. I hope that Rotary Club of Raffles City will continue to provide ongoing and annual support to the DAS.



# Support Your Child Through ♥Love♥ and Encouragement

Our journey started in 2003 when my daughter was 5 years old. As a parent I could sense that something was just not right with Hannah's development. Although she was a bright and creative child she found simple concepts like colours, numbers and alphabets difficult to master despite regular teaching. She would often speak in jumbled up sentences and mispronounce simple words. We noticed that she also had poor retention and couldn't remember things we had taught her only a day before. There were many more warning signs. Rather than see her struggle I decided to do something about it. I am a firm believer in early intervention and decided to get in touch with DAS to organise an assessment to put my mind at rest.



I am a firm believer in early intervention and decided to get in touch with DAS to organise an assessment to put my mind at rest.

My suspicions were confirmed by the DAS psychologist. Through the assessment we found that though Hannah had above average intelligence, she had difficulties related to her reading, writing and spelling. Although Hannah was still very young at the time the psychologist advised us to seek intervention through the DAS programme to help Hannah overcome her difficulties.

The initial years were tough. Hannah found the local education system overwhelming. As a parent I supported her education and development through love, encouragement and cultivating a passion for learning. I invested my time in reading books, attending courses on special needs as well as thinking of creative ways in which I could make her learning experience fun. I made sure that I made positive contact with all her teachers at every chance. During these opportunities I would always emphasise to her teachers my desire for Hannah to enjoy school and never allowed myself to be overly concerned with her below average marks. I was confident that she was a very capable child who just needed time and encouragement to blossom. My predictions were right. Hannah is now 11 years old. She loves drama and dance, she has improved dramatically in all curriculum areas and never ceases to amaze me with her determination and zest to learn and improve herself.

I attribute a large part of her success to the love and support she has received from all her teachers at DAS and school.

I attribute a large part of her success to the love and support she has received from all her teachers at DAS and school. After a wonderful 6 years at DAS Queenstown Learning Centre, Hannah graduated from the programme this year. The experience and nurturing environment that Hannah has grown to love from DAS will serve her very well in the future. I hope that by sharing Hannah's story you will feel hopeful and be encouraged. As parents, there is so much that we can do for our children and the best way is to seek help early and provide them with the patience, support and encouragement that they need to realise their full potential.

# Award – Winning Passion

*Xue Feng, Educational Therapist shares how her student Sarah Lai achieves through her passion – ART*

Sarah joined the DAS programme in Year 2008 when she was in Sec 1. But I only started teaching her in Term 2 in 2009. When I met Sarah for the first time, I found her to be a pleasant and cheerful student who always had a smile on her face. As I interacted more with her, I discovered she was not only intelligent but also creative and artistic.

Like many of our students in DAS, Sarah is passionate about art. She would bring her artworks and show them to me in class. Looking at her artworks, it was without a shadow of doubt that Sarah was good at what she loved. Sarah loves to sketch and does paintings by mixing colours using water colours.

Sarah aspires to step into the fashion industry in the future. And she's already doing her research and whatever needs to be done today to make her way to her dream career.



*Sarah seen here with some of her craft pieces*



*Sarah in 2<sup>nd</sup> place for National Comic Challenge 2009*

Sarah, a very humble student, has never bragged about her wonderful achievements in art. Through this story, I wish to take this opportunity to announce to the world some of the many awards she has won for her creativity:

- a) 1<sup>st</sup> place for the National Youth Olympic Day Run 'On the spot' Art Competition (14<sup>th</sup> August 2009)
- b) 2<sup>nd</sup> place (International level) for the National Comic Challenge
- c) 1<sup>st</sup> Prize - New Town Geography Challenge (Team)
- d) 1<sup>st</sup> Prize - NKF Art Competition (2007)
- e) Gold with Honours - Youth Festival (Team Leader)

It is wonderful that Sarah has got a chance to showcase her talent and gain recognition in Singapore. I believe that the rest of the DAS students would also be able to do the same!

# Colour your life - Expand your interests

*The below story was first published in The Straits Times June 16, 2007. Rini Tan has since graduated from DAS and is coping well in school. Rini, today is in Sec 4 and will be sitting for the GCE 'N' Levels next year.*

Reiterating the need for parental support is housewife Susan Tan, 50, whose daughter Rini Tan is also dyslexic. Now 14, the Secondary 2 student's grades have improved since she started lessons with the DAS last year. She hopes to study Biology and Chemistry next year. Rini, who excels in the performing arts, is a school representative for rhythmic gymnastics and Chinese dance, on top of being a ballerina at the Singapore Ballet Academy. Besides playing the piano, she also taught herself to play the Peruvian pan flute, after watching a busking group play in Orchard Road. Mrs Tan approached the group to get one for Rini and she picked up the instrument without help. However, her artistic pursuits have hampered her social life. Rini struggled to fit in with friends who listened to pop music, while she preferred music from artists like New Age singer Enya. They did not understand her love of ballet and was often excluded from group work. Rini's parents have supported her through the difficulties. "When I start a book, I won't be able to finish it. My mother will help me. My father is better at mathematics, so he will explain patiently," she said. Besides helping out in both Rini's primary and secondary schools' parent volunteer and support groups, Mrs Tan is also part of the DAS parent-teacher group. They organise events, outings, talks and sharing sessions for parents.



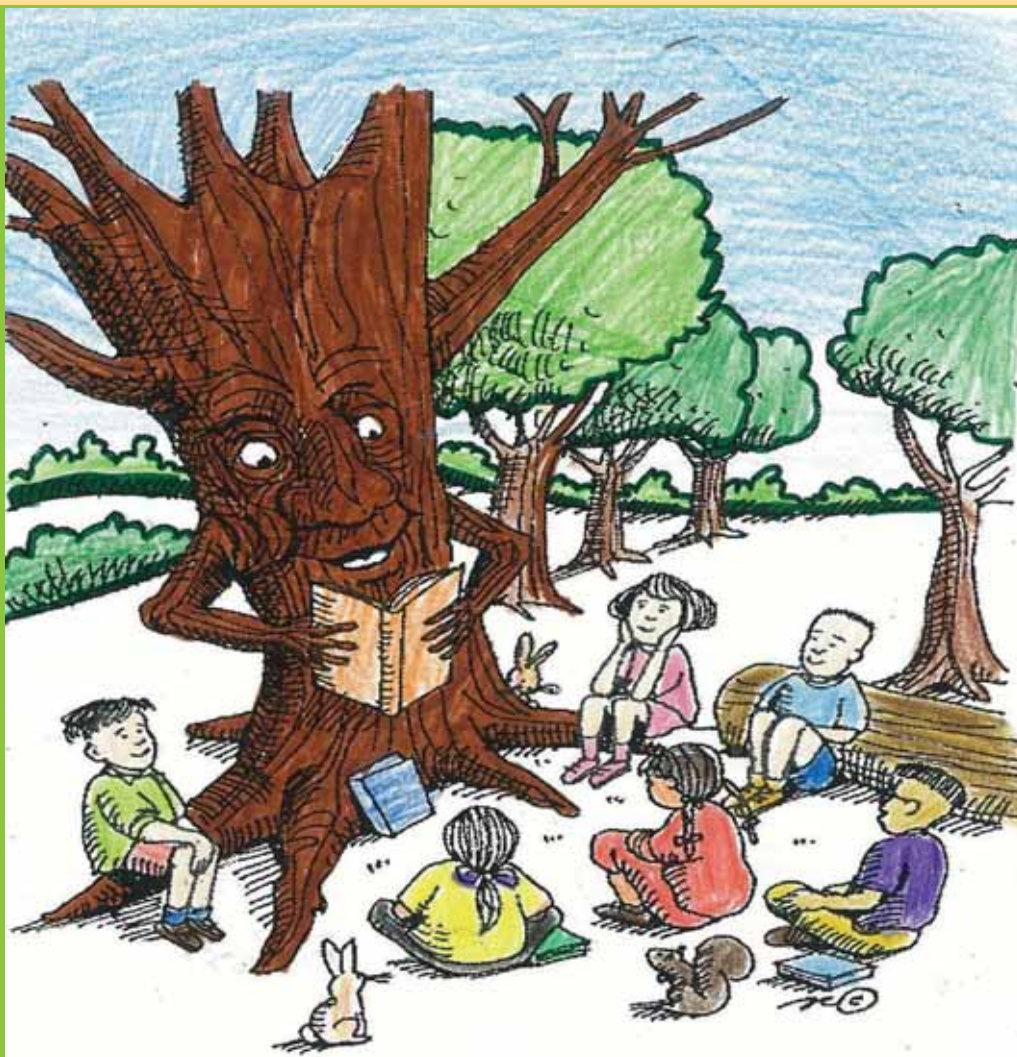
## An update on Rini – in 2009

Besides Rini's academic pursuance with her N Level this year, she is also taking Chinese dance and rhythmic gym as her CCA. She started skateboarding lessons early this year out of a keen interest in it and recently drumming. Since K2, Rini has been learning ballet and is now in the advance foundation stage with the Singapore Ballet Academy.





**READING** – what do some of our students think about it?



READING HELPS  
ME LEARN ENGLISH  
LIKE A BREEZE.  
NAME: LEE WENJIE

▶ Reading gives me ideas for my  
**COMPOSITION**.  
▶ I also can learn new  
**VOCABULARY** words.  
▶ And finally, reading helps me widen my  
**KNOWLEDGE**  
NAME: Ma Yuchi

Reading Help  
Children pass their  
exam.  
Darryl Ang

Reading is fun...  
You will be smart  
if you read  
a lot.  
by: Annebelle

Enrich Your Life  
BY  
Reading  
Darius Lim

## Our Student's Gallery

How Do you feel about coming to DAS

I find that the DAS Program are interesting as their teaching are different from School. The teachers teach different as the lessons are fun as we can play games and the teaches here understand how we feel with Dyslexic and the learning environment is not stressful.

I think that DAS helped me in my reading, spelling and writing. DAS is very different from school because the teachers in DAS does not scold us. In school my classmate read and write much better than me.

I felt very left out but I have improve in my writing. Coming to DAS I made alot of new friends and I have been very happy in DAS.

What have I learned in DAS

I learn how to use finger Spelling Visual drill  
blending of sounds, how to break up syllabication,  
write comprehension well, Spelling rules.



## MY PET DOG

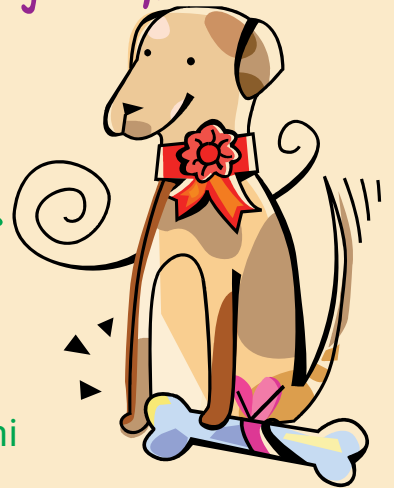


This is my pet dog. Her name is Shinna.  
Her breed is a Jack russell. She likes to  
eat sambar with rice. She is very greedy.  
I love my dog.

- Reshma

My name is Shivani. My dog's name is  
Johnny. Johnny likes to eat dog food.  
He likes me and I like him. I ♥ u Johnny

- Shivani



This is my pet dog.  
His name is Mickey.  
He likes to eat dog bones.

- Kris



## 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](mailto: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 /PWP /QTN /TPN

/WDL

**We Thank You**



## DAS HOLIDAY PROGRAMMES

### Yellow Elephants & Hanging Zebras

**Objective:**

To be familiarized with the two more common spelling rules in the English language.

**Synopsis:**

A comprehensive introduction to the Floss rule and the Soft 'C' and 'G' rule through an informal lesson setting. Peppered with multi-sensory and fun hands-on activities, this workshop brings the rules to life and will be a definite favourite with young children. Participants will get to bring home their completed art and craft pieces, including a painting and a mobile.

- **Date:** Monday, 30 November 2009
- **Time:** 9.30am – 12.30pm (3 hrs)
- **Venue:** DAS Parkway Parade (PWP) Multi-Purpose Room
- **Fee:** \$50 (inclusive of \$10 art material fee)

**Recommended for:**

Primary students 6 - 9 years old (P1-P3) with alphabet knowledge and newly inducted students.

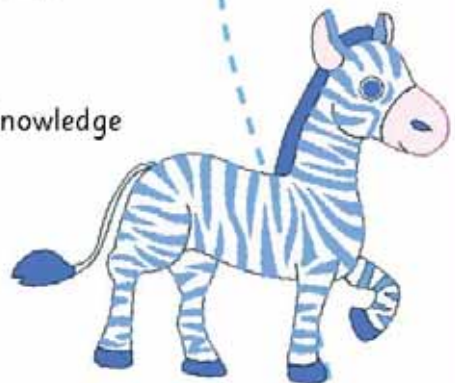
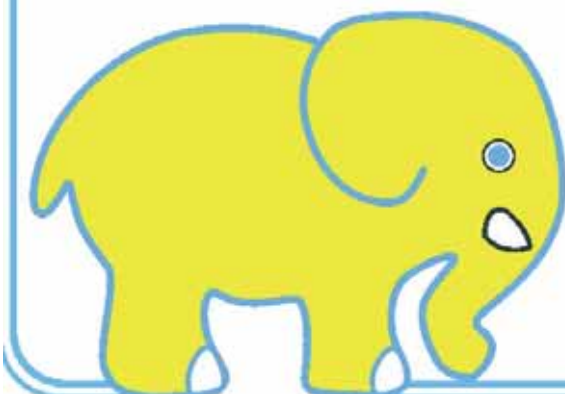
**Facilitators:** Ms Jeanne, Ms Nicole and Ms Arabelle

**Sign up Deadline:**

Interested students please sign up at your respective learning centres by 20 November.

**Enquiries:**

Please call Ms Jeanne or Ms Nicole at DAS AMK Learning Centre - 6451 5582.



# DAS HOLIDAY PROGRAMMES

## It's CLOVER Time!

### Objective:

To be familiarized with the six syllable types in the English language.

### Synopsis:

A basic Introduction to all the six syllable types in an informal classroom setting. This workshop starts off with a "CLOVER" introductory session followed by a treasure hunt. Participants will also get to bring home their self-created artistic CLOVER windmill at the end of the workshop.

- **Date:** Tuesday, 1 December 2009
- **Time:** 9.30am – 12.30pm (3 hrs)
- **Venue:** DAS Parkway Parade (PWP) Multi-Purpose Room
- **Fee:** \$50 (inclusive of \$10 art material fee)

### Recommended for:

Primary students 9 - 12 years old (P3-P6) with basic long and short vowel knowledge.

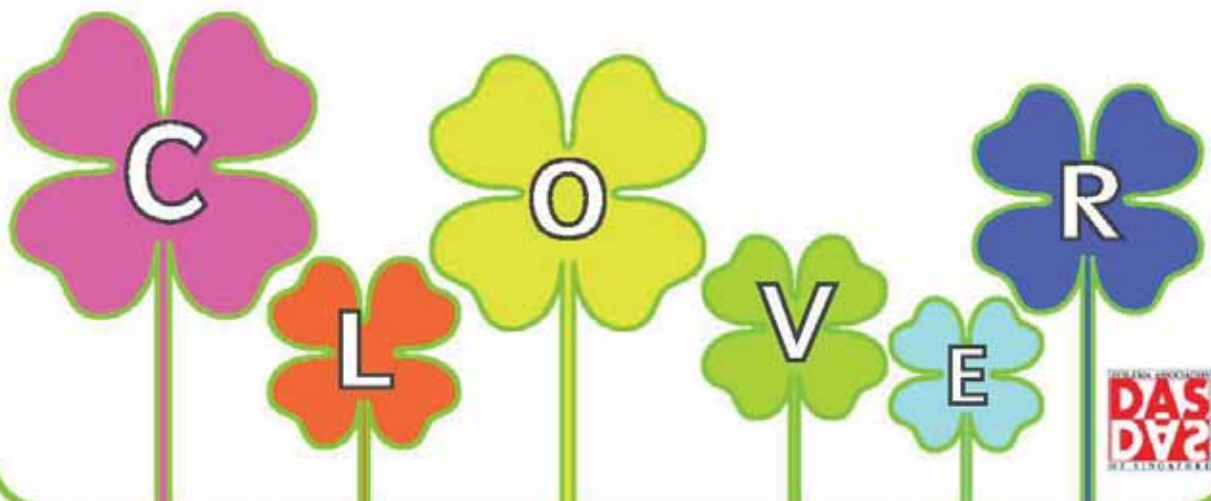
**Facilitators:** Ms Jeanne, Ms Nicole and Ms Arabelle

### Sign up Deadline:

Interested students please sign up at your respective learning centres by 20 November.

### Enquiries:

Please call Ms Jeanne or Ms Nicole at DAS AMK Learning Centre - 6451 5582.



## Masters of Arts in Specific Learning Differences

To meet increasing demands for continuing professional development in the field of Specific Learning Differences, the DAS is now offering a Masters of Arts in Specific Learning Differences.

### What is Specific Learning Differences (SpLD)?

Our definition of Learning Differences:

- ❖ A person who have the ability and potential to achieve both academically and professionally; with adequate vision and hearing,
- ❖ Without primary emotional disturbance who has failed or is at risk to fail when exposed to school experiences using conventional educational techniques;
- ❖ We believe all may be educated in mainstream.

Upon successful completion of the programme students are equipped with:

- ❖ A body of knowledge and theories on SpLD
- ❖ The ability to assess learners with SpLD
- ❖ Knowledge and ability to teach a SpLD child or adult literacy and study skills
- ❖ A specialised expertise to support a SpLD learner in either Mathematics or use of IT
- ❖ An opportunity to produce research to improve services to SpLD learners in Singapore where there is limited body of local knowledge

Modules	Awards				
	<i>PGCert SpLD</i>	<i>PGDip SpLD</i>	<i>MA SpLD</i>	<i>Credits</i>	<i>Pre-requisites</i>
SpLD Context & Educational Theory Module Code: SCET	Core	Core	Core	20	None
SpLD Screening Diagnostic Assessment Module Code: SDSA	Designate	Core	Core	20	SCET
SpLD A Literacy Approach Module Code: SLA	Designate	Core	Core	20	SCET SDSA
Supporting Adult Learners with SpLD Module Code: SALS	Designate	Designate	Designate	20	SCET
Supporting Learners with Maths Difficulties Module Code: SLMD	Designate	Designate	Designate	20	SCET
Information Technology to Facilitate Learning Module Code: ITFL	Designate	Designate	Designate	20	SCET
Research Methods in Education Module Code: RM	Designate	Designate	Core	20	SCET
The Dissertation	N.A.	N.A.	Core	60	RM

For more information or to sign up for these courses/workshops, please visit our website at [www.das.org.sg](http://www.das.org.sg)



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.

### COURSES

#### **CERTIFICATE IN HELPING LEARNERS WITH DIFFICULTIES IN MATHEMATICS**

**23 to 25 NOV**



Dr Steve Chinn  
Course Lecturer

Dr. Steve Chinn is back by popular demand to deliver his much anticipated course to aid teachers and parents help learners who have difficulties in Maths. Learn how Maths can be taught in a more suitable way for learners with a learning difficulty such as dyslexia and dyscalculia. Develop an understanding of the learner and become versed in screening tests for dyscalculia. Acquire skills and mathematical strategies to help these learners cope with the subject.

#### **SUPPORTING ADULT LEARNERS WITH SPECIFIC LEARNING DIFFERENCES**

**23 NOV to 4 DEC (MA SpLD Designate Module)**



Ms. Sandra Hargreaves  
Course Lecturer

This course covers the nature of specific learning differences; instruments used to screen and identify them; a range of strategies used in tutorial support; IT support and the provisions of reasonable adjustments in higher and further education.

The course aims to:

- ❖ Offer a core of specialist information on the main characteristics of adult learners with specific learning differences;
- ❖ Equip students with the tools to identify adult learners with specific learning differences through screening and critical examination of psychological assessment;
- ❖ Familiarise students with the basic framework of support offered to adults with specific learning differences including study aids and study skills assessment, one-to-one tutorial support, group support, and IT support;
- ❖ Equip students with a range of appropriate strategies suitable to help adult learners with specific learning differences overcome the barriers to their learning and achieve consequent academic success
- ❖ Offer students practical supervised experience to enable them to develop teaching strategies appropriate to the learning style of adults with specific learning differences
- ❖ Offer students the opportunity to observe trained tutors and their trainee-tutor peers conducting one-to-one tutorial sessions in order to gain practical understanding and critical assessment of tutorial practice
- ❖ Encourage the development of an enquiry-led support curriculum

**For more information or to sign up for these courses/workshops, please visit our website at [www.das.org.sg](http://www.das.org.sg)**

# 1<sup>ST</sup> DYSLEXIA CONFERENCE IN ASIA

21-22 November 2009

SPRING Singapore

2 Bukit Merah Central

The DAS is organising the 1<sup>st</sup> Dyslexia Conference in Asia from 21 – 22 Nov 2009. This Conference will bring together concerned teachers, professionals and parents of children with specific learning differences in Singapore and the Asia Pacific to share their experiences and discuss important issues. Attend the conference and be enlightened by our line-up of guest speakers who will be speaking on various topics related to dyslexia. Here's a brief write-up on each speaker. For registration and more details visit our website at [www.dasconference.com](http://www.dasconference.com)

**Speaker Name: Professor Angela Fawcett**

**Topic: A Summary of Research into Dyslexia and Specific Learning Differences**

A world reputed, expert researcher in the fields of preschool studies and dyslexia. A mother of a dyslexic child, Prof Fawcett is presently Director of the Centre for Child Research at Swansea University, UK. She is also the vice-president of the British Dyslexia Association and editor of the journal *Dyslexia*. She has made recommendations to the international dyslexia community on the screening of pre-school children "at risk" of dyslexia, and published 8 tests for dyslexia for ages 3-75.



**Speaker Name: Sandra Hargreaves**

**Topic: Best Practices When Working with Students with Dyslexia**

The Course Leader in Teaching Adult Dyslexic Learners in Higher and Further Education and in Assessment for SpLD (Dyslexia) at London Metropolitan University, and also a Teaching Fellow. Ms Hargreaves provides consultancy which includes diagnosing dyslexia and supporting dyslexic adults both in higher education and the workplace. She is author to some excellent publications including "Study Skills for Dyslexic Students".



**Speaker Name: Dr Steve Chinn**

**Topic: What Dyslexic Students need in terms of Remedial Support and in a School Environment**

The founder and Principal of Mark College, a specialist school for dyslexic learners, which is recognised as a Beacon school. Dr Chinn has served on the councils of BDA and the Dyslexia Institute and has more than 35 years of teaching experience. He is a reputed expert trainer and lecturer in the area of Dyslexia, Mathematics and Dyscalculia and is the author of several publications, including the highly acclaimed *The Trouble with Mathematics*. Dr Chinn has conducted two runs of the DAS Certificate Course in Helping Learners who have Difficulties in Maths in the last two years.



**Speaker Name: Professor Robert Burden**

**Topic: The Self Esteem Issue for Dyslexic Students**

Presently Emeritus Professor of Applied Educational Psychology at the University of Exeter, Prof Burden has followed a wide range of research interests within the general field of applied educational psychology. The underlying theme of his research has been the application of psychology to educational issues in real-life settings, specifically schools and families. Professor Burden is also a world renowned author with many articles published in academic, professional journals and chapters of edited books. His most recent book is "Dyslexia and Self Concept" (2005).



# DYSLEXIA

## AND SPECIFIC LEARNING DIFFERENCES



**Speaker Name: Professor John Everatt**

**Topic: Multilingualism and Learning Differences**

Presently a Senior Lecturer at the University of Canterbury, Prof Everatt focuses on literacy acquisition and developmental learning difficulties, such as dyslexia. His current research investigates the relationship between literacy and language, both in terms of the development of different aspects of language processing and in terms of characteristics of different languages and scripts. Being an author of several books, Professor Everatt has also been involved in the presentation of a large number of research papers at conferences worldwide.



**Topic: Applying the Response to Intervention (RtI) Approach in Early Literacy Intervention and Dyslexia Identification in Singapore**

**Speakers Names: Dr Mariam Aljunied & Mdm Thoo Mei Lan**

Dr Mariam Aljunied a Chartered Educational Psychologist, is currently a Lead Specialist with the Ministry of Education (MOE). She has made significant contribution to raising the quality of education for children with special needs in Singapore. With over 15 years of experience as an educational psychologist working with mainstream schools in Singapore, she has a wide experience providing diagnosis and advice for pupils with disabilities, and implementing professional development for professionals and teachers in the area of special needs. Dr Mariam has contributed to several local and internal publications on the subject of learning disabilities and autism.

Mdm Thoo Mei Lan, a Reading Specialist, is currently Senior Specialist with the Ministry of Education (MOE). . An experienced practitioner with 25 years in the Education Service, Mdm Thoo has made significant contributions to national literacy intervention. She led a 2-year research study that piloted an enhanced Learning Support Programme for pupils 'at-risk' of literacy difficulties, which is implemented in all primary schools in Singapore. As Senior Specialist in MOE, Mdm Thoo plays a leading role in steering and implementing the professional development of reading specialist in MOE, as well as literacy support teachers in schools.



## And speakers from DAS ...



Mr Kevin Smith



Ms Dawn Young



Ms Yau Shu Hui



Ms Maheswari  
Shankar Balan



Ms Anaberta  
Oehlers Jaen



Mr Lee Albert



Ms Chen  
Wei Teng



Ms Ng  
Siew Kueen

**Visit our website at [www.dasconference.com](http://www.dasconference.com)**



# 1<sup>ST</sup> DYSLEXIA CONFERENCE IN ASIA

21 - 22 November 2009 | SPRING Singapore | 2 Bukit Merah Central

## DYSLEXIA AND SPECIFIC LEARNING DIFFERENCES

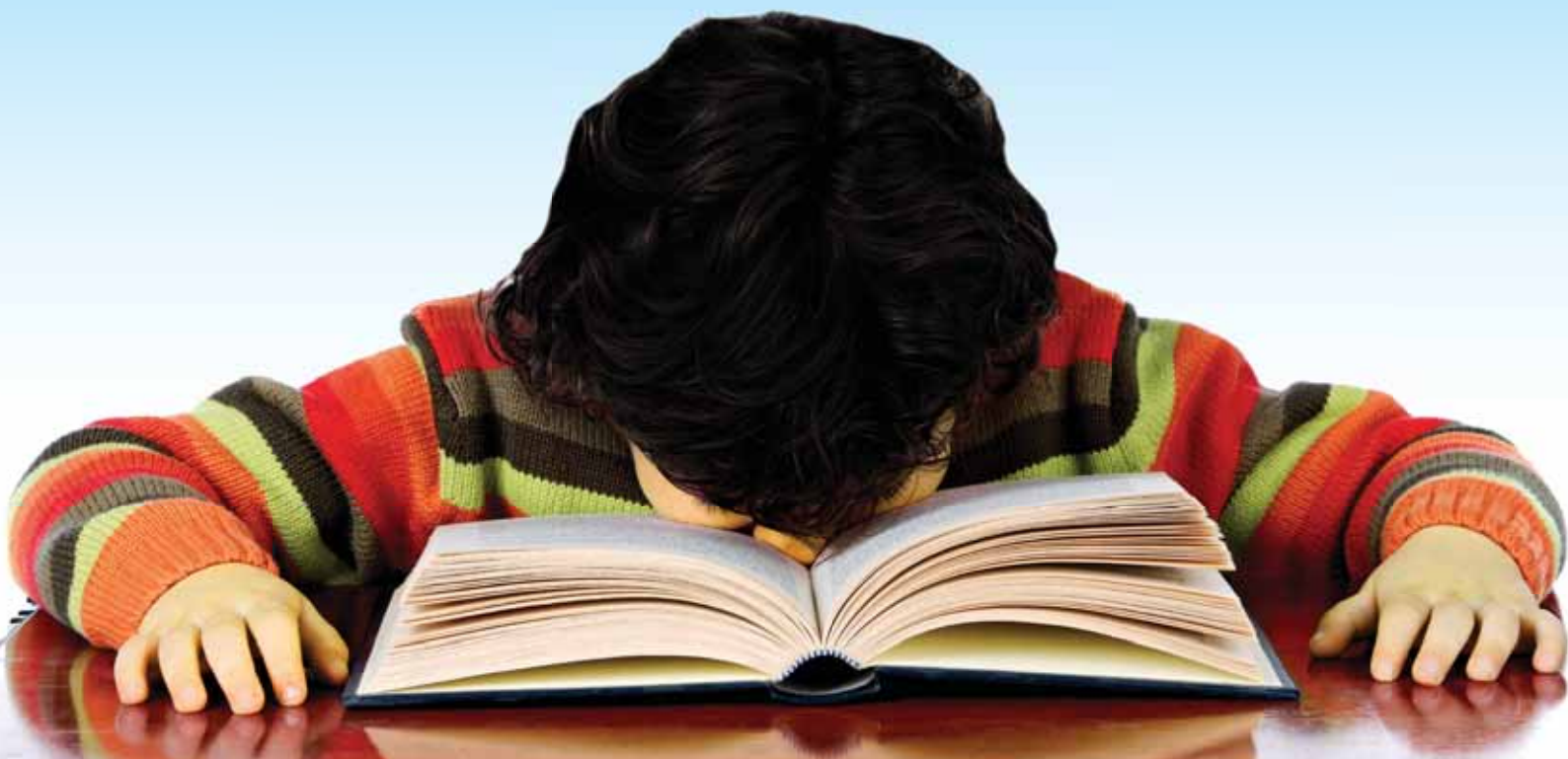
Guest-of-Honour

**Dr Ng Eng Hen**

Minister for Education

Republic of Singapore

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