

A PUBLICATION OF DAS

# FACETS

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Helping Dyslexic People Achieve

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# 1<sup>st</sup> Dyslexia Conference by the DAS

**In our various efforts to raise awareness on dyslexia and specific learning differences, having a Conference was one of the best platform to reach out extensively - locally and regionally.**

**O**ur very first Conference proved to be a success with a turnout of over 500 like-minded teachers, therapists and parents. Participants even flew from neighboring countries such as Brunei, Hong Kong, India, Indonesia, Malaysia, Philippines and Thailand, making this a truly Asia-wide event. Minister of Education, Dr Ng Eng Hen rendered his utmost support as the Guest of Honour.

Held at the SPRING Singapore Auditorium, renowned practitioners such as Dr Steve Chinn, Prof Angela Fawcett, Prof Bob Burden together with other invited overseas speakers shared valuable insights. Besides overseas speakers, invited representatives from the Ministry of Education, DAS psychologists, educational therapists and lecturers too presented research findings at the conference.



# DAS at Parkway Parade - Open House

The DAS organises open houses at our learning centres for parents and teachers to visit us and learn more about our services. An open house was organised on 25 Nov 2009 at our new learning centre at Parkway Parade.



A showcase of the DAS Resources and students' works was presented at the DAS Parkway Parade Learning Centre Open House. Visitors were treated to an array of booths displaying books, students' works, resources for Math, Literacy and Pre-school. In addition, there were also some literacy games lined up for the children to inject some fun elements as well as interaction for them.

An Awareness Talk on dyslexia and how parents can support their children at home was conducted in the afternoon.

Parents were also shown some of the kinaesthetic approaches students use in DAS classes to learn.

A computer screening test was made available for primary school students to be tested if they might have dyslexia.

There was a non-stop influx of people coming in for the Open House and for the computerised Screening tests.

## DYSLEXIA IN ARABIC?

**Dr. Gad Elbeheri, Executive Director of the Centre for Child Evaluation & Teaching (CCET) of Kuwait was in Singapore on invitation by the DAS. At a workshop held at the DAS Parkway Parade Learning Centre, he shares his research on the link between dyslexia and the Arabic language.**



Dyslexia in Arabic? Yes, dyslexia can impact any language. And to explain this, the DAS invited Dr Gad Elbehari, Executive Director of the Centre for Child Evaluation & Teaching (CCET) of Kuwait to conduct a talk for teachers from the Madrasahs in Singapore. This talk was held at the DAS Parkway Parade Learning Centre on 19 Nov 2009.

Dr. Elbeheri has researched for nine years on the link between dyslexia and the Arabic language.

“A child who is slow in reading the Al-Quran or not fluent on speaking the Arabic language may not necessarily have dyslexia.” said Dr Elbehari. He added that an assessment focusing on the Arabic language could help identify if the child has dyslexia.

Therefore, it is important to assess the child first.

“A dyslexic child will show unique difficulties while learning Arabic and English. Thus, it is important to have the child undergo a detailed assessment in Arabic to differentiate whether he or she really has dyslexia or just have difficulty in learning the Arabic language.” was Dr Elbehari's advise to the group that turned up for the workshop.

This talk surprisingly not only attracted teachers from the Madrasahs, but also some Malay officials and teachers from the Ministry of Education.

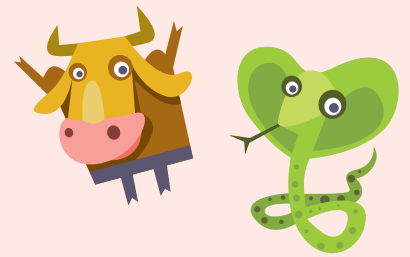
Dr. Elbeheri affirmed that parents should have realistic expectations on the child's capabilities to learn the Al Quran, should the child have dyslexia.

“For a dyslexic child, learning one or more languages can be an uphill task. For a Malay Singaporean family with English and Malay as the two main languages, learning a third language could be much harder than it seems.”

However, it's not impossible, said Dr. Elbeheri, who added that actor Tom Cruise, boxer Muhammad Ali and billionaire tycoon Sir Richard Branson as examples of successful people who have dyslexia.

“Teachers can help these students accordingly, if they know that their student has dyslexia and is not just weak in the subject,” advised Dr Elbehari.





# Family Day at the Zoo

As the closing event by the DAS Parent Support Group (DAS-PSG) for 2009, DAS students and their families had a day out at the Singapore Zoological Gardens.

It was a day DAS students knew the zoo better. Instead of just a sight-seeing excursion, the DAS-PSG made the day more interesting and fun by throwing in a quiz to challenge the students' knowledge on animals. In their own family teams, the participants went around looking for the answers devised by the DAS-PSG.

Together with their enthusiastic family members, the DAS students went around seeking answers from the clues around the zoo.

Challenge yourself with the following quiz.



CLUE	ANSWERS
<p>1. I'm named for a cat, but I live in the sea. I have flippers and whiskers.</p> <p>a) Who could I be?</p> <p>b) When does this animal hunt?</p> <p>c) What are their babies called?</p>	<p>a) _____</p> <p>b) _____</p> <p>c) _____</p>
<p>2. I am pink with very long legs. I sit on a mound to lay my eggs.</p> <p>a) Who am I?</p> <p>b) What colour is the milk produced by these animals?</p>	<p>a) _____</p> <p>b) _____</p>
<p>3. Some think I'm a monkey, but I have no tail. My arms are so long, I swing hand over hand. I stay in the trees and not on the land.</p> <p><b>Who am I?</b></p>	<p>a) _____</p>
<p>4. I live in the Arctic. I can swim and run. I have a den in the snow. I eat fish and seals. I am white.</p> <p><b>What am I?</b></p>	<p>a) _____</p>
<p>5. I have gray skin that is rough. I live in a hot place. I look slow, but I can run fast. I have a horn on my snout.</p> <p><b>What am I?</b></p>	<p>a) _____</p>
<p>6. I am the world's tallest baby. When I was born I was 1.8m tall, taller than your daddy!</p> <p><b>Who am I?</b></p>	<p>a) _____</p>
<p><b>Answers:</b>                      1. a) Sealion b) At Night c) Pups 2. a) Flamingo b) Pink 3. Orang Utan                      4. Polar Bear 5. Rhinoceros 6) Giraffe</p>	

# DAS PIZZA DAY



The first activity organised by the DAS Parent Support Group (DAS-PSG) for this year was the Pizza Day on 10 Apr. This was an opportunity for a parent and child to team up and learn to make a pizza together. This was made possible by Apple Treehaus who organise culinary workshops for children at Mont Calzone Kitchen.

A total of 10 teams of parent and child participated in this handy workshop. Chef Alvin Toh of Mont Calzone showed everyone the techniques of pizza making, going through every step from kneading the dough to spreading the toppings on the pizza.

Each parent-child team, enthusiastically followed Chef Toh's instructions to make the perfect pizza. While the children waited for the pizza to cook in the oven, members of Apple Treehaus occupied them with some craftwork using felt-like materials to create replicates of pizza.

The day ended with everyone enjoying the pizza they personally and carefully made. We could see the cheerful faces of the children which displayed a sense of achievement having made their first pizza. A surprise awaited the participants when Ms Felicia of the PSG organising committee announced a special prize for the Best Family Team. Mrs Loke Yew Fung and her son Yeo Tze How won the pair of tickets to the Wiggles Show.



Best Family Team,  
Mrs Loke Yew Fung  
and her son, Yeo Tze How

# You're Invited

To our Movie Night

Organised specially for DAS Students (age 12 and above) & their parents

**Movie: Front of the Class**  
**Date: 1 June 2010 (Tue)**  
**Time: 7.00 - 9.00pm**  
**Venue: Theatrette,**  
**Toa Payoh Central Community Club,**  
**93 Toa Payoh Central**

**Admission FREE**  
**Register at your Learning Centre**  
**(Closing Date: 31 May)**

For enquiries, pl call  
 Angie at 97722651 (Before 4pm)  
 Felicia at 96544675 (After 5pm)

*Organised by the DAS Parents Support Group*



**Movie Synopsis**

Based on the true story written by Brad Cohen who, after being challenged by Tourette's syndrome from a very young age, defies all odds to become a gifted teacher. Brad reminds us all that dreams can come true!

Supported by



**Win** 1 pair of tickets to the Edward Moss as Michael Jackson In Memory Show



## 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 /PWP /QTN /TPN /WDL

**We Thank You**





# Science Day with Hwa Chong Institute

**In a bid to help dyslexic students comprehend Science knowledge with greater ease, 44 student volunteers from Hwa Chong Institute raised the interest in science through creative and fun experiments for our students.**

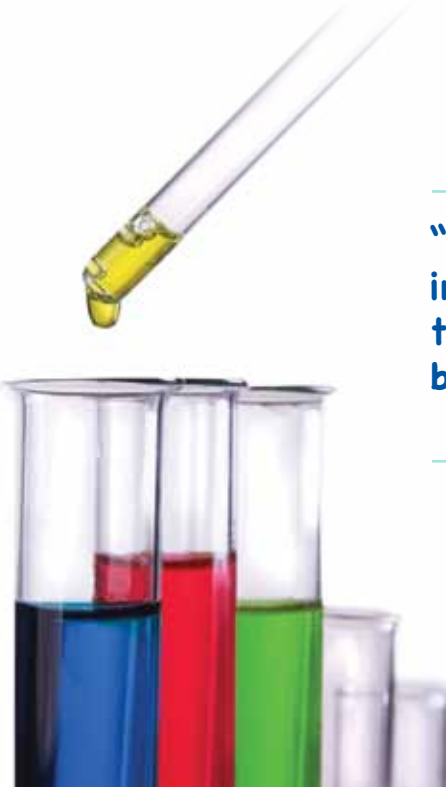
As part of a service learning project effort, the student volunteers of Hwa Chong Institute initiated an educational activity for the DAS students. While planning the project, they took the effort to understand the constraints of dyslexic students. Hence, the team ensured that easy and simple instructions were given to the students. Within a week or so, Science Day for DAS Students was developed.

Science Day focused mainly on the Science Experiment Programme - Xplore it! and a Science Centre Guided Trail.

The Science Experiment Programme was held at the Dyslexia Centre's Training Room where student volunteers showed DAS students various science experiments.

After which, the students were brought to the Singapore Science Centre for a Guided Trail where station masters provided verbal explanations of the exhibits to them. The exhibits that the students saw were closely related to the topics introduced in the Science Experiment Programme. These exhibits include Human Body, World of Energy and a "Sound" exhibit where they get to discover the uses of sounds.

DAS students also had the chance to win prizes through a Q&A session from the Guided Trail!



**"This event certainly provided my team and me an invaluable opportunity to understand better and try to cater for the needs of dyslexic students to the best of our abilities."**

**- Louisa Tan, team leader of Hwa Chong Institute Project Team.**

Educational Therapist, Ms Jeanne Tan of the DAS Holiday Programme team commented that the Science Day was very educational for our DAS students who were also able to bond well with the Hwa Chong students.

# DAS Army Daze

**The DAS believes strongly that staff cohesion fosters team building that nurtures our multi-disciplinary team of specialist services towards the cause of dyslexia.**

In a series of three staff team building events annually, the first team-building event kicked start with a BANG! "We are therapists, not terrorists," we heard!

The DAS Bowls in Boots! Not literally bowling in boots but to the theme of army daze, where staff of the DAS amongst their own teams dressed up according to the military theme at the Bukit Batok Civil Service Club on Tues, 16 Mar 2010. There were troopers marching, warriors charging in, ninjas creeping around and even, Darth Vader making a guest appearance. We all must agree that in the range of the rugged, the brave and the 'garang'\*, a meek team of medics stole the show with their head dress and a team song!

Amidst the food and laughter, teams competed in two rounds of bowling. As each bowling pin tumbled, cheers were heard through the lanes, The spirit of the DAS family was evident amongst all.



Best Team Look - Winner  
**MA MA MEDIC**



Best Team Look - 1st Runner Up  
**HIDDEN TIGERS**



Best Team look – 2nd Runner Up  
and Winner of Best Bowling Team  
**A Go Go Green Team**



Best Bowling Team - 1st Runner Up  
**THE BLACK NINJAS!**



Best Bowling Team  
2nd Runner Up  
**COMMANDO STRIKERS**



Best Female Bowler  
DAS Lecturer,  
**KAREN WONG**



Best Male Bowler,  
DAS Training Admin Executive,  
**MATTHEW WONG**



**ALI BABA & HIS COOKING MAMAS**



**ALPHA COMPANY**



**ARMY DAIZIES**



**CODE RED**



**COMBAT WARRIORS**



**F.L.A.G. (4 LADIES & A GENTLEMAN)**



**FIVESOME KILL PINS**



**G.I. ANGELS**



**IMMORTAL COMBAT**



**MAASK TROOPERS**



**RAPID SPECIAL NEEDS FORCE**



**S.W.A.T.**



**SHOCK TROOPERS**



**SHOOTING STARS**



**SPARE CANNONS**



**THE BIG KAHUNAS (HAWAIIAN WARRIORS)**



**THE DRAIN CLEANERS**



**THE ELITE FORCES**

# The Opportunity For Students to Venture

**Allied Educator, Jeyaram shows his support towards the cause of learning differences as he shares his journey with FACETS.**



It was 10 years ago with a student I had tutored, that my journey working with children with dyslexia began. I was approached by his parents who very badly wanted a tutor to coach their son in both English and Mathematics. He was very confused as there had been a continuous change of tutors. With lots of enthusiasm, I stepped into the life of this child, not knowing then that this experience would change mine for good.

The first few weeks were disastrous. Homework was not done, he was not attentive during lessons, made lots of mistakes in his work. The major problems were his inability to read basic words and being really weak in arithmetic. He exhibited problems that I never came across in other children that I had taught before. Even

close monitoring and guidance, came to no avail. When finally confronted, the parents revealed their deep secret: their seven-year-old boy was diagnosed with dyslexia. It took me days to digest the news - at that time I had no idea what dyslexia would imply, when it came to how I could help the child better.

After thinking over the matter for some days, I decided to take on the child's needs. I did so by reading a lot of books about dyslexia and teaching methodologies, which were useful in carrying out my lessons. It was this experience that motivated me to join the Ministry of Education as an Allied Educator, Learning & Behavioural Support (AED). I have always enjoyed helping others. Thus, working with children with special needs would give me access to interacting, coaching and guiding them continuously through their challenges.

The amount of knowledge that we AEDs have gained from the professional training conducted by Dyslexia Association of Singapore (DAS), has broadened our skills in working with students with dyslexia. Not only have the lecturers managed to "osmosize" their knowledge and essential skills to us, they have showed us their 'heartware' through motivating, inspiring and nurturing us to better understand and empathise with students with special needs.

*"Every student can learn,  
just not on the same day,  
or the same way"*

George Evans

Being an AED, working with students with mild learning disabilities in St Gabriel's Secondary School was a dream come true. To quote George Evans, "Every Student can learn, just not on the same day, or the same way." Every child is unique by himself/herself. And being an Allied Educator (LBS) just brings me closer to touch their lives through small acts.

Every precious moment spent with the students in the school has influenced me greatly and changed me positively. St Gabriel's Secondary was also the pioneer mainstream school to launch a Special Needs Webpage within its website to reach out globally. It is committed to share knowledge and experiences so that more people understand individual learning differences and how these people overcome challenges. Other groundbreaking pilot efforts include a Special Needs Leadership Camp conducted in St Gabriel's Secondary School, specially designed to meet the learning & social-emotional needs of Secondary One & Two students with special needs, together with selected Student Leaders. A variety of activities were carried out during the camp to equip our students with core life-skills such as leadership, good communication skills, decision-making and self-awareness and the management of one's special needs condition. A key focus of the camp was to help our student leaders discover their potential, strengthen their adversity quotient and learn to work with and support fellow students with special needs. St Gabriel's Secondary hopes through such efforts to encourage each student to strive and achieve success in their academic and non-academic areas.

I believe that as Allied Educators (LBS), we are not just teaching them to learn according to what is written in the lesson plans or the Individualized Education Plans. It's about giving them the opportunity to venture at their own pace, motivating them along, tapping on their talents and building their confidence, to believe in themselves in order to succeed in life - like any other child.



# DAS Achievers

DAS Educational  
Therapists commend  
their students who did  
well for their Final Year  
Examinations  
– Part 1



## Lee Jie Han Justin

One of the more diligent students, Justin studied hard day and night to attain a remarkable score of A1 for his Additional Math, Elementary Math and Chemistry for his GCE 'O' Level Examination. In addition, he scored an A2 for his Combined Humanities and Physics. His strong determination to succeed, coupled with his tremendous effort in his studies, makes Justin a shining example to our dyslexic students. Justin has been accepted into a course at the Singapore Polytechnic to pursue a Diploma in Aeronautical Engineering. Thumbs up, Justin! – **Ms Shenmee**

## Clement Neo Boon Wei

When Clement joined the DAS at the beginning of last year, his spoken English was not very fluent and he seemed to have limited vocabulary. However, as the year progressed, with lots of drill on syllabication practice, he openly discusses a wide genre of topics using high level vocabulary. He has indeed come a long way to becoming an eloquent orator. At his PSLE, he achieved a Grade 1 for his Foundation English – **Ms Albel**



## Tang Weng Leong

Weng Leong was very quiet and only spoke when he had to read passages or answer questions. However, today he is a confident teenager, smiling and conversing easily. He has developed good encoding and decoding skills which has enabled him to read and spell well. He is also able to use appropriate vocabulary to vividly depict situations. Weng Leong attained a Grade 1 for his PSLE Foundation English. Keep this up, Weng Leong – **Ms Albel**

## Annebelle De Costa

Annebelle is a quiet, soft-spoken and homely 12 year old girl who came into DAS Maths program in Term 1 2009. She had been scoring marks in the 20+ and 30+ range for Maths.

She displayed Maths anxiety when tackling problem sums which required multi-step operations. She was also not very sure of a number of Maths concepts. However, 12 months into the program, Annebelle conscientiously worked hand in hand with me and began to show improvement. At PSLE, she scored a Grade 2 in Foundation Maths. Annebelle had achieved what she never dreamt she could. – **Ms Albel**



## Catching Up with...

# Loo Kin Hong

**A former student of the DAS, Loo Kin Hong did not enjoy school when he was younger. With sheer determination and a positive personality, he progressed from Normal Tech to Normal Academic and eventually achieved 11 points for his GCE 'O' Levels. He shares with FACETS his road to success and his aspirations.**



### **At what age were you diagnosed to have dyslexia?**

I was identified to have dyslexia when I was Primary 3.

### **What type of difficulties did you encounter in school before you were identified to have dyslexia?**

Since I was young, I was very weak in my languages, areas like spelling, pronunciation of words and grammar, etc. I also had problems recalling words. I have managed to grasp the use of grammar but still make mistakes occasionally.

### **How did you feel in school/class usually? How did you feel about going to school all through the years before?**

I never liked going to school during Primary school days. I'd rather be somewhere else such as listening to a rocket science class.

But things changed in Secondary school; I began to enjoy going to school. It was partly because I was gradually able to understand what was taught in class, after having attended DAS classes. After knowing the beauty of the various subjects, I started to appreciate the lessons much more. Even though I did not do well in my English, my grades began to improve as I learnt how to apply what was taught. I still enjoy going to school, because it's always fun and nice to challenge myself to learn new things.

### **How long were you with DAS? How did DAS help you cope with school and your difficulties?**

I was with DAS for 6 years. My DAS teacher, Ms Lorene Nalpon helped me a lot to cope and manage my difficulties. She used many creative methods to teach me. For example, I would use my finger to write a word out on the table three times in order to remember how to spell it. After attending classes at the DAS, I can now pronounce and spell words easily by reading phonics. I believe I now have a more extensive vocabulary. We were taught many new words through games at DAS. I can understand comprehension passages without much difficulty. I am also able to manage things better and have a clearer focus.

### **How have your family, teachers and friends helped you manage your dyslexia?**

I think my family and my teachers have helped me a lot to manage my dyslexia. Ms Nalpon guided me, corrected and taught me grammar, made me spell words, write compositions and recite phonics in a creative, regular and lively manner, so that I would not be bored in class.

My school teacher also helped me by seeing me after school to teach me concepts that I did not understand when it was explained in class. My family and friends gave me lots of encouragement as well. In time, my results started to improve as I slowly understood things better in terms of interpretation, and was able to analyze problems.

### **You progressed from the Normal Tech Stream to Normal Academic, and subsequently attained 11 points for your "O" Levels. What would you say is the secret of your success?**

I am motivated by my own inspiration. I have always dreamt to accomplish something big, such as being a prime minister, being a famous orchestra conductor or starting my own business. So I was determined to work hard, to win prizes in school, work towards my goals and achieving them gradually.

Secondly, it's the hope that my teachers, family and friends had on me. Their trust, love, care & concern "woke" me up. With this encouragement, I pushed myself to be more self-disciplined in order to achieve my dreams and not to disappoint my teachers, family and friends. I read biographies of Reagan, Franklin and Karajan to find inspiration. I learnt that I could face life positively through their courage and wisdom.

### **Share with us some updates about yourself since leaving the DAS.**

After leaving DAS, things went smoothly. While I prepared for the 'O' Levels, I was anxious that I may fail the English paper. Thankfully, my DAS teacher, Ms Nalpon and my school teacher were willing to help me in my English. Thus my grade improved from D7 at the start of the year, to C5 in my GCE 'O' levels. I am now in Ngee Ann Polytechnic pursuing my diploma in Facilities Management. I chose it because it is a unique course which combines business and engineering subjects. And when I graduate, I think my job is going to be fun as I would be moving around and meeting people instead of sitting in an office and doing a monotonous office job.

### **You were recently appointed the Head of Service Learning Leaders at the polytechnic, what are your areas of responsibilities like?**

I am my division's Envoy President. In this role, I facilitate and manage my division's outreach/ in-house events planning. My responsibilities include planning for the event and liaison with some external vendors.

### **What are your future plans and ambitions?**

My plan for now is to become the gold medallist for my course and make it to a top university locally or overseas. I would like to work my way up to be a general director of an organisation or in public services. I might even become a minister one day, if possible.





# Up and Close with Professor Angela Fawcett

Professor Angela Fawcett shares her views on the importance of parental support, the stigma of dyslexia and how having a dyslexic child gave her a whole new meaning to the cause of dyslexia.



## **What is your advice to parents on how open they can be about their child being dyslexic?**

Parents should be open about their child's dyslexia and discuss the issues openly with them. There should be awareness and understanding of the fact that it is not about being stupid or being lazy. It is important for this to be shared and talked about so that the child does not feel inferior about it.

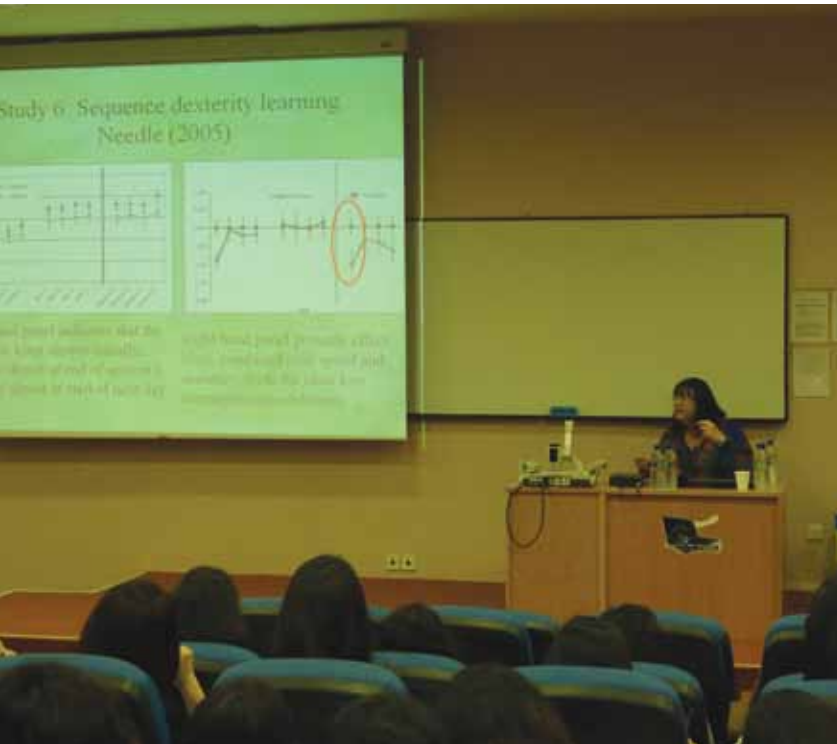
## **There is still a level of stigma tied to dyslexia here in Singapore. How should parents see dyslexia?**

They should not link dyslexia with stupidity. It is just a different way the brain is being organised. It is because of the specific learning difference, the brain processes differently. In my opinion, I feel dyslexics have a very interesting perspective of various situations.

Most dyslexics are intellectually gifted with creative talents. As such, they should be given the chance to pursue their interests and develop their strengths within them.

## **When did you start suspecting your son, Matthew may be dyslexic?**

Before Matthew was 5, he was a very outgoing, jovial and chatty young child. However, as he started junior classes and was more exposed to reading and writing, I noticed he started to struggle. He could not recognise words and was not even able to write his own name.



At this point in time, Matthew began to develop pain in his leg. After doing various tests, the pain in the leg was found to be due to the stress which was caused by the frustration and pressure of not being able to cope like his other peers. Matthew underwent a psychological test and was diagnosed with dyslexia. The stress eventually also caused him to stutter.

During his secondary school days, he was grouped into a special needs class. He continued to struggle with organising his homework and getting all confused with instructions. He frequently misplaced his homework and timetable agitating teachers, who misunderstood him to be irresponsible student.

Due to his forgetfulness, he once accidentally caused a fire at home. His teacher visited him and I explained how the incident happened. It was only after this that the teacher understood Matthew's behaviour in school.

Matthew is now 34 years old and has a degree in politics. With sheer determination and positivity, Matthew mastered the Spanish language and was the Peace Brigade of Guatemala as an International Observer emphasizing on mediating. He believes strongly in social causes and is currently freelancing in providing computer support for charitable organisations.

**What changes did you make to your personal life/career in order to support your son especially in the early days when he was diagnosed with dyslexia?**

Before Matthew was diagnosed with dyslexia, I was just an ordinary housewife. After he was diagnosed, I was searching for answers, and I wanted to help him. I was determined to be able to provide Matthew with all the support he needed. Thus, I researched extensively on dyslexia and pursued further with a PhD in Psychology.

*Matthew's dyslexia not only changed his life and made it so much more meaningful than an average individual; but it also changed Prof Angela Fawcett's life towards contributing more than just towards her son. She is today a leading international researcher into dyslexia and other developmental disabilities. She has published 8 normed tests, 3 edited books, over 100 refereed articles and book contributions, together with over 100 conference presentations. She is also the Vice-Chairman of the British Dyslexia Association, and conducts workshops and conferences with her insightful presentations towards the cause of dyslexia.*



A first step in helping children with learning differences is for parents to appreciate the nature of these problems. Parents should learn to accept their children for who they are and not what they hoped their child would be. Parents should also help their children understand their unique learning strengths and weaknesses.

- ✓ **Talk to Your Child About Dyslexia**  
Reassure your child that having dyslexia only means that his mind works on words and information a little differently.  
Be honest and optimistic with your child that there are no short cuts.
- ✓ **Acknowledge Your Child's Emotions**  
Speak to your child and listen to his feelings. They often face anxiety, anger or frustration in school.  
Encourage your child to talk to you so you understand what he's going through. Even if he appears confident, it may only be on the surface level. Talk to him about his anxieties and the difficulties he face.
- ✓ **Know Your Child's Strengths**  
Focus on your child's strengths as well as helping with the difficulties.  
Share with them success stories of dyslexics who have learned to overcome their barriers and accomplish their dreams.
- ✓ **Accept Your Child's Weaknesses**  
Adjust your expectations of academic performance based on his ability.  
Avoid comparison with other siblings or peers.
- ✓ **Other Helpful Things You Can Do**  
Most dyslexics tend to be forgetful. Get your child a little notebook and encourage him to jot down reminders for himself.

Go through the notebook with your child to ensure he jots down notes correctly and that no important reminders are missed.

Keep instructions simple. Check on instructions given at school to prevent confusion.

Routine provides security and order for a dyslexic child especially if he has a poor sense of time and organisation. Establish regular times for routine activities such as daily meals, school work, leisure and sleeping.

Distractions should be kept at a minimum. There should also be clearly designated areas for their particular use.

For those with continual left-right confusion, a distinguished mark is necessary. This could be a watch or band always worn on the same wrist or a button sewn into a pocket on the side of the preferred hand.

# Training Diary 2010

## MAY

May 8	Course	Certificate in Identification of Pre-School Child with Literacy Delay
May 15	Workshop (Parents)	Developing Self-Esteem in Your Child (Run 1)
May 31	Course	Foundation Course in Supporting Learners with Numeracy Difficulties (Run 1)

## JULY

Jul 17	Workshop (Parents)	Unlocking Power of Print
Jul 24	Workshop (Parents)	Understanding Phonics Instructions (Run 2)
Jul 31	Workshop (Parents)	Helping Upper Primary and Secondary Students Develop Effective Study Skills (Run 2)

## AUGUST

Aug 7	Course	Foundation Course in Dyslexia Studies (Run 2)
Aug 7	Workshop (Parents)	Developing Self-Esteem in Your Child (Run 2)
Aug 14	Workshop (Parents)	Supporting Struggling Learners with Mathematics (Run 2)
Aug 21	Workshop (Parents)	Coping with Grammar
Aug 28	Course	Foundation Course in Supporting Learners with Numeracy Difficulties (Run 2)

## SEPTEMBER

Sep 6 – 8	Course	Certificate in Supporting Learners with Numeracy Difficulties
Sep 18	Workshop (Parents)	Developing Your Child's Comprehension Skills (Run 2)
Sep 25	Workshop (Parents)	Coping with Spelling (Run 2)

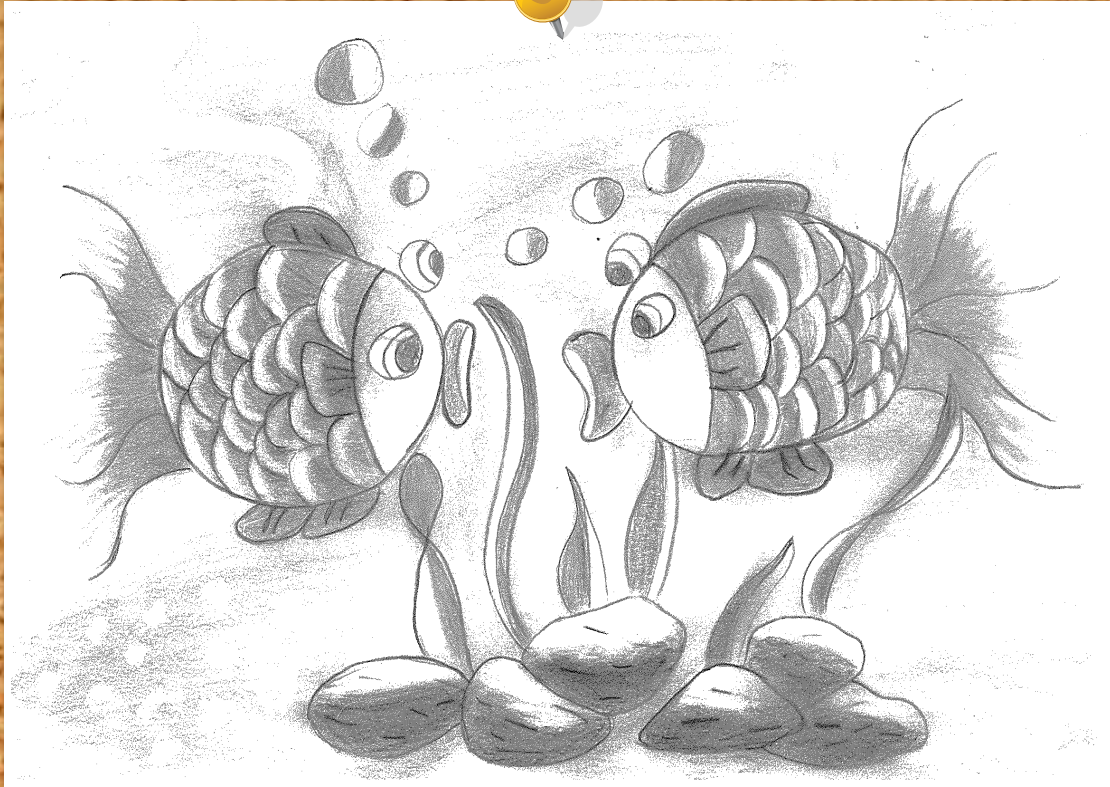
## OCTOBER

Oct 16	Workshop (Parents)	How Words Work: Morphological Strategies
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## NOVEMBER

Nov 15 – 20	Course	Essential Literacy Approach (Lecture 1)
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# Chinese New Year Wishes



Wong Yong Quan, P6, AMK

Name: Lim Cheng xiang      DAS CENTRE: pwp      Date: 18-02/2010

P2unity

**MY CHINESE NEW YEAR  
POEM**

I like to play with my cousins during  
Chinese new year. This is the only time I  
will get to meet them. Adults also  
give me longbans for me to save.  
happy Chinese new year to all my teachers and friends.

Gong Xi Fa Cai!

Lim cheng Xiang, P2, PWP

## CHINESE NEW YEAR

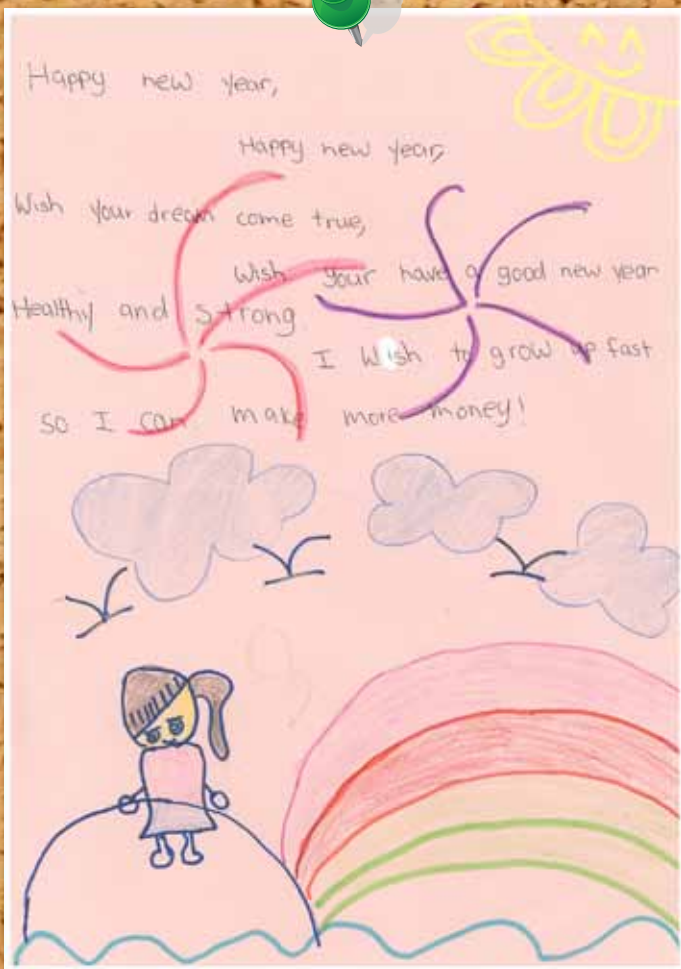
Chinese New Year is a celebration of chinese tradition. People play firecrackers and play cards, people also exchange red packets and oranges. We eat pineapple tarts, sweets and chocolate coins.

People play gongs and cymbals, people also have steam boat reunion dinner with families. People wear traditional costumes. Ladies wear a cheong-sums. Some people also play sparkles everywhere you go you can see red, orange and gold. People often wear red clothes. People and stall keepers decorate their homes and stalls. Some people also eat noodles and visit families during Chinese New Year.

People exchange oranges to show respect, people often wear red, orange and gold because they are lucky colours. I also hear chinese music. People also do acting and dramas. People also performed the lion dance. When they are performing the lion dance they play gongs and cymbals. My family and I feel very overjoyed every time Chinese New Year comes.

by: Aloysius Law.P5

Aloysius Law, P5, PWP



Cecilia Tan, P5, BDK

## HAPPY CHINESE NEW YEAR

**H**ave a good health and wealth  
**O**ranges to give away to people  
**N**ew Cloth and New Shirts  
**G**o and visit relatives and friends  
**B**e ready to get red packets, then  
**A**ll the way to the bank...  
**O**h! What an awesome way to celebrate!!!

Dallas, P3, BDK

# L.E.A.R.N DYSLEXIA EXPO

**Learn . Experience . Accept . Realize . Nurture**



Too many doubts about dyslexia? There is so much about dyslexia that is misunderstood. L.E.A.R.N more at our FIRST Dyslexia Expo !

**DATE:** Fri, 4 Jun 2010 **TIME:** 10am to 5pm

**VENUE:** Anderson Primary School

**REGISTER NOW** at: <http://learnexpo.eventbrite.com/>  
and get a **FREE Storybook** (1 per family)

## H I G H L I G H T S

### FREE AWARENESS TALK

Learn more about dyslexia, dispel the myths and stigma. Learn how to help your child at home and in school.

Sessions will be conducted  
at 10.30AM & 2PM

### DYSLEXIA DISCOVERY WALK

Trail through our poster showcase. Read and learn what dyslexia is all about. Find out how dyslexia has made some famous.

### FREE COMPUTERISED SCREENING TEST

Here's a chance to find out if your child may have dyslexia. It is **QUICK & FREE**

### IN THE SHOES OF A DYSLEXIC

Experience what it feels like to have dyslexia. Try out activities and understand the everyday problems dyslexics face.

**Have Fun  
& WIN Prizes!**

For queries, kindly contact Clarence at 6594 0313

Presented by



Dyslexia Association of Singapore  
[www.das.org.sg](http://www.das.org.sg)

# Dyslexia Raise Awareness Week

29 May – 5 June 2010



## What's Happening

When	What	Where/How
<b>29 May (Sat)</b>		
9am to 12pm	Seminar for Teachers: <b>Journey to Excellence</b> Admission: <b>FREE (On registration only)</b> Register online at <a href="http://educators.doattend.com">http://educators.doattend.com</a>	<b>Auditorium, Civil Service College</b> 31 North Buona Vista Road Singapore 275983
2pm to 5pm	Seminar for Parents: <b>Unlocking Your Child's Potential</b> Admission: <b>FREE (On registration only)</b> Register online at <a href="http://parentseminar.eventbrite.com">http://parentseminar.eventbrite.com</a>	(Same as Above)
<b>31 May (Mon)</b>		
7pm to 8pm	<b>FREE Webinar on 'Dyslexia - How It Affects Smart Children'</b> Register at <b>DAS website at <a href="http://www.das.org.sg">www.das.org.sg</a></b>	
<b>1 June (Tue)</b>		
7pm to 9pm	<b>MOVIE NIGHT</b> (Only for Students of DAS and their parents)	
<b>2 June (Wed)</b>		
10am - 4.30pm	<b>FREE Computerised Dyslexia Screening Test</b> Only on Appointment (Only limited slots available) To book an appointment, call Tel: 6444 5700	1) <b>DAS Parkway Parade Learning Centre</b> #22-01/02, Parkway Parade, 80 Marine Parade Road, 2) <b>DAS Jurong Point Learning Centre</b> #05-01, Jurong Point, 1 Jurong West Central 2
7pm to 9pm	<b>Workshop on 'Helping Your Child With Comprehension'</b> Admission: <b>FREE (On registration only)</b> Register online at <a href="http://das01.eventbee.com/events">http://das01.eventbee.com/events</a>	<b>Jurong West Public Library</b> 60 Jurong West Central 3, #01-03
<b>3 June (Thur)</b>		
10am - 4.30pm	<b>FREE Computerised Dyslexia Screening Test</b> Only on Appointment (Only limited slots available) To book an appointment, call Tel: 6444 5700	1) <b>DAS Woodlands Learning Centre</b> Blk 165, Woodlands St 13, #01-567 (next to Marsiling MRT station) 2) <b>DAS Bishan Learning Centre</b> #06-03, 9 Bishan Place (Bishan Junction 8)
7pm to 8pm	<b>Awareness Talk(in English) - 'When Smart Children Struggle to Read'</b> Admission: <b>FREE (On registration only)</b> Register online at <a href="http://smartread.eventbrite.com">http://smartread.eventbrite.com</a>  <b>Awareness Talk(in Mandarin) '聪明的孩子也可能有 读写的困难'</b> Admission: <b>FREE (On registration only)</b> Register online at <a href="http://mandarinread.eventbrite.com">http://mandarinread.eventbrite.com</a>	<b>National Volunteer Philanthropy Centre</b> #04-88, The Central 6 Eu Tong Sen Street  (Same as Above)
<b>4 June (Fri)</b>		
10am - 4.30pm	<b>FREE Computerised Dyslexia Screening Test</b> Only on Appointment (Only limited slots available) To book an appointment, call Tel: 6444 5700	1) <b>DAS Parkway Parade Learning Centre</b> #22-01/02, Parkway Parade, 80 Marine Parade Road. 2) <b>Anderson Primary School</b> 19 Ang Mo Kio Ave 9
10am - 4.30pm	<b>L.E.A.R.N Dyslexia Expo</b> Comprises of poster exhibitions, awareness talks and dyslexia Screening tests. Also games you can play and win prizes.	<b>Anderson Primary School</b> 19 Ang Mo Kio Ave 9
<b>Sat, 5 Jun</b>		
11am to 12.30pm	<b>DAS Student Graduation Ceremony</b> Admission: <b>By Invitation Only!</b>	<b>Auditorium, Woodlands Regional Library</b> 900 South Woodlands Drive, Woodlands Civic Centre, #01-03

Organised by

