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DAS Seminar Week
22 – 26 Nov 2010



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Dyslexia Raise Awareness Week 2010

For the 2nd year running, DRAW 2010 continues its aim to raise awareness amongst the public with a series of activities from 29 May to 5 Jun 2010.

DRAW 2010

Learning Seminar for Educators and Parents

Sat, 29
May 2010



The first event that kicked off DRAW 2010, was the Seminar on Specific Learning Differences which was attended by more than 250 educators and parents at the Civil Service College.

DAS Principal Psychologist, Ms Gaynor Brookes enlightened the audience with a clear and brief introduction to various Specific Learning Differences. Our Educational Therapists, Ms Sherry Soon, Ms Nur Alia and Ms Helen Chng shared examples of how we teach students to overcome their literacy difficulties. Mr Jeyaram Kadivan, the Allied Educator(AED) from St Gabriel's Secondary presented on how the school takes a holistic approach where teachers and the AED together help dyslexic students. It was an interesting mix of theory, real life sharing and success stories from a parent and DAS graduates - Mr Brendan Lee and Mr Calvin Yio. They shared how they managed their struggles and achieved success today.

*More on Brendan on Page 12



Movie Appreciation – Front of the Class

Organised by the DAS Parent Support Group, 63 participants which includes DAS students and their family were shown Front of the Class, a movie based on the true story of Brad Cohen who, after being challenged by Tourette Syndrome from a very young age, defies all odds to become a gifted teacher. This was truly a movie of inspiration.

Tues, 1
Jun 2010



What our viewers said:

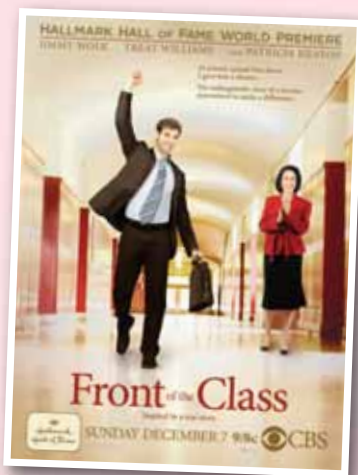
Brad Cohen was constantly rejected by various schools because of his disability and was on the verge of giving up. After a talk with both his mother and stepmother, he realised that he should not just give up because of a few set backs."

– Chia Wei Xiang, Sec 4, Bedok Learning Centre

"One of the most memorable scenes for me had to be Brad Cohen's understanding principal inviting him up on stage and asking Brad what his school mates could do to help him. Brad answered that he would like to be accepted for being himself. One student stood up and clapped for him while the rest followed suit.

In my opinion, that is what every child needs – being made know that people out there care for him."

– Teo Heng Soon, Sec 1, Queenstown Learning Centre



Many thanks to Toa Payoh Central Community Club
for providing their comfortable theatre for our viewing pleasure.

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 low income 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



Spell by associating alphabets with pictures



Spell by fishing for alphabets in a sea of swimming words



The magic of the silent 'e' in some words

L.E.A.R.N Dyslexia Expo

Learn . Experience . Accept . Realize . Nurture.

These were the main aims we hoped to achieve with the Dyslexia Expo - a road show which included awareness talks, fun and games, a poster exhibition and free computerised dyslexia screening, all in one place.

Held at Anderson Primary School, our host school for the DAS Learning Centre at Ang Mo Kio, the eventful L.E.A.R.N Dyslexia Expo drew a crowd of almost 100 people. We would like to thank the principal of Anderson Primary School, Mr Martin Tan and Vice Principal, Ms Elsie Tan in facilitating the organising of this event.

Besides having awareness talks and poster exhibitions, the highlight of the Expo were the games that allowed participants to learn and experience what a dyslexic goes through. Parents and children tried out all the activities and had a lot of fun. More importantly, many felt they started to understand the struggles children with dyslexia experience.

Fri, 4
Jun 2010

8th Annual DAS Student Graduation and Special Achievement Award Ceremony

Sat 5
Jun 2010

Every year, the DAS 'graduates', students who have made good progress and displayed that they are ready to cope on their own in school and at home. This annual ceremony has reached its 8th year and still counting.



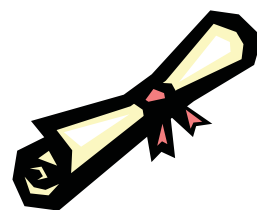
DRAW 2010 ended with the 8th Annual DAS Student Graduation and Special Achievement Award Ceremony held at the Woodlands Regional Library Auditorium. Ms Ho Peng, Director-General for Education, Ministry of Education, graced the ceremony as our Guest of Honour.

Close to 200 guests, including our student graduates' parents, teachers and invited guests from the Ministry of Education attended this most significant event for our students.

Other highlights at the event were a solo magic show by Jeffri Esoof Piperdy, a student from the DAS Bedok Learning Centre as well as a song and dance by students from the DAS Queenstown Learning Centre. These students namely Lau Yong Hui, Zubir Aissa Azreguerras and Louis Lim have been attending singing and song-writing lessons conducted by enthusiastic student volunteers from Hwa Chong Institute since June 2009. The student volunteers from Hwa Chong Institute embarked on a fund-raising project titled Project Shine, for the DAS. The efforts of Lim Dejun, Nick Lee and Derbone Lie culminated in a music CD, of which seven songs were penned by DAS students. Proceeds of the sale of this CD will go to the DAS.



Hall of Fame - DAS Graduates of 2010



Ethan Wong Kaixu



Thandayutha S/O Neelagiri



Agilan Jeyabal



Akabir Singh S/O Sarjit Singh



Chan Zhi Wen, Luke



Cheng Shi, Ervin



Chew Jun Cheng, Ryan



Chia Cai En, Brina



Chiang Teng Shuen, Darren



Chow Hsu Kiat, Kenneth



Chua Si Xuan



Chua Yi Jin, Colin



Constance Neo



Dheepan S/O Manoharan



Foo Yong An, Eugene



Foong I Min, Clara



Goh Heng qing



Heng Jing Xiang, Bryan



Keong Pei Shi, Lorraine



Khoo Jun Yang, Xavier



Koh Jun Wei, Caleb



Koh Wen Shuo, Darius



Kway Yuan Ter, Kenneth



Lau Zipeng, Darne



Lee Zhen Yang, Ethan Marcus



Liang Zan Yu, Ben



Lim Hao Chong, Joel



Lim Min, Lauren



Lim Tze Qian, Ashley



Lim Zhi Hao, Darius



Loo Zhe Quan, Davis



Nathan Pillay Ke Xiao



Ng Hong Kai, Lyon



Ng Ping Jie



Ng Rui Chang, Gabriel



Ng Wen Xuan, Shaun



Nigel Ian Rankine



Poh Yi Hao



Ryan Koh



Sagar Parsat



Seng Li Min, Desiree



Siow Wei Ren, Caleb



Sng Xu Jie



Stuart-Andre Kristian Ahchak



Tan Jian Jie



Tan Joo Hart



Tan Jun Da



Tan Junn May



Tang Weng Leong



Tang Yin Tong



Wong Chong Xan, Alexandra



Wong Tian En, Mel Dominic



Yang Lin



Yap See Yong



Yong Qing Hao

DAS at the Libraries



This year, in an effort to educate heartlanders on dyslexia, the DAS conducted several awareness talks in English, Malay, Tamil and Mandarin at various public libraries.



This awareness campaign which stretches over four months from May – Aug 2010 was a collaboration between the DAS and NLB Public Libraries. Together with the awareness talks in various languages, a poster exhibition on dyslexia was put up at selected public libraries located at Jurong, Toa Payoh, Woodlands, Ang Mo Kio and Tampines.

Besides the awareness talks, DAS also conducted workshops for the public on helping a child with reading, spelling, and comprehension at the public libraries.

We thank our venue sponsor NLB Public Libraries for joining us in our efforts.

Feedback received from the public who attended our activities at the libraries:

"It built my confidence to use the right method to guide my son"

Ms Phelycia Nge, attended Helping Your Child Learn to Spell,
Sat, 26 Jun at Jurong Regional Library

"I learned a lot about dyslexia and the comprehension strategies were useful. I can practice those for my kid"

Mr Abirami, attended Helping my Child with Comprehension,
Wed, 2 Jun at Jurong West Public Library



DAS Website: Our New Look Revealed!

We have recently revamped our website with better visuals and more substantial content. This would enable a more extensive spread of information ranging from our efforts towards the cause of dyslexia and the resources available to help dyslexics.



Visit us at www.das.org.sg

We Hope You Like Our New Look



Our Previous Website



Our New Website

MOE School-Based Remediation Programme

The School-based Remediation Programme is a pilot project initiated by the Ministry of Education. The school selects Primary 3 pupils for this programme who continue to face difficulties attaining basic literacy skills despite having been on the Learning Support Programme in school for 2 years.

The pilot project has been started at 3 schools - Ahmad Ibrahim Primary School, Gan Eng Seng Primary School and Zheng Hua Primary School. These schools function as the host schools for a total of 13 schools located in the vicinity. MOE selected DAS to provide professional intervention for these students. Five DAS Educational Therapists are deployed to these schools to conduct classes.

Our first classes started in January 2010. Pupils from these various schools come to the host schools for remediation either before or after school. They are grouped in classes of 4-6 pupils and are taught basic literacy skills in reading and spelling by DAS Educational Therapists.

The programme started off with 98 students. We are very encouraged to see improvement in many of these pupil's reading ability since the start of the programme.

At a meeting in MOE on Tues, 29 Jun 2010, the Principal of Ahmad Ibrahim Primary School, Mdm Sim Siew Tin shared with DAS CEO, Mr Robin Moseley, how delighted she was the Principal of Ahmad Ibrahim School shared how delighted she was with the progress of her students since they started receiving support from the DAS Educational Therapists.

MCYS/Singapore Boys' Home Project

Based on a sample of 159 Youths from the Singapore Boys' Home, the Psychological Services Unit (PSU) from the Ministry of Community, Youth and Sports (MCYS) conducted an informal study which revealed that 62% of the youths from the Singapore Boys' Home may have some form of learning difficulty. thus, MCYS initiated a pilot project with the DAS to provide intervention for select students at the Boys' Home.

The first stage of this project involved selected youths attending DAS Education Therapy conducted by DAS Educational Therapist, Sujatha Nair. The four students responded to her teaching very well and one has even requested to continue into Term III. MCYS has identified another eight boys for the project in Terms III and IV. DAS Senior Associate Psychologist, Ms Choo Ling Fong and DAS Associate Psychologist, Ms Liu Yimeiz have also begun conducting psychological assessments at the Boys' Home.



PSG Mother's Day Gathering



The DAS Parent Support Group (PSG) celebrated Mother's Day with fellow mothers at the Olio Dome Café over coffee and muffins on Sat, 8 May 2010.



After a series of events and workshops by the DAS Parent Support Group, they decided it was time to organise a more relaxed activity. No more running around in the Zoo or messing around with flour in the pizza kitchen.

In the laid back environment of the Olio Dome Café located at the Singapore Art Museum, DAS mothers were invited to an informal breakfast session to meet and get to know each other.



In appreciation of their strength and perseverance towards the support of their dyslexic child, every mother who attended received a goodie bag of roses, vouchers for beauty and wellness. Many thanks to Flowers of Love for the roses, Mary Chia, Facial Attraction and Ladyfinger for sponsoring vouchers so our DAS mothers could pamper themselves.

Understanding Dyspraxia and Sensory Integration

The DAS Parent Support Group (PSG) organised a talk by Occupational Therapist Mr Alvin Chan so that parents can gain some understanding of dyspraxia. We thank Mr Alvin Chan, director of KIDZ-Pediatric Occupational Therapy Consultants Pte Ltd for speaking to our parents.



Held on Sat, 10 July, Mr Alvin Chan explained the many ways dyspraxia or coordination problems can affect a child. He advised parents on the symptoms to look out for and when they should get help for their children. He also spoke about resources that are available that could help dyspraxics such as crayon rocks, therapy scissors, tangle toy and etc.

Feedback received from DAS parents who attended the workshop:

"I am able to understand my son's behaviour better from the tips that Alvin shared." - Korayati Haron

"It was an eye opener to occupational therapy." - Loh See Ping

LIFE SKILLS DAY CAMP with DUNMAN HIGH STUDENT VOLUNTEERS

Student volunteers of Dunman High have been conducting day camps for our students at the Bedok Learning Centre for 2 years now. This year's camp included DAS students from the Bedok, Parkway and Tampines Learning Centres. The day camp was more than just fun and games as our students were taught valuable life skills.



The rainy morning on Friday, June 25 during the June holidays did not dampen the spirits of the 25 Dunman High School student volunteers and 28 DAS primary school students. They were all game to have fun and acquire basic life skills at the Life Skills Day Camp facilitated by Dunman High School students in collaboration with DAS Bedok Learning Centre's Educational therapists.

Activities planned for the Day Camp included :

- Icebreaking Games at the Fengshan Primary school hall

The children got to know each other better and warmed up for subsequent activities. These games also taught the children socialisation skills.

- Learning good personal hygiene habits

Students were taught proper hand-washing techniques and good personal hygiene habits through an educational video. An interactive hand-washing song was taught to enhance their experience. A colourful 'Learning Mat', was specially created by the organisers, where the children had to move around and cross the mat by only stepping on boxes depicting the correct hygiene habits.

- Learning the good habit of saving up

'Build your own coin bank' was another activity created to extend the children's creativity and to emphasize the importance of saving money. One of our students took his creativity to greater heights by making a rocket out of the coin bank made from recycled plastic bottles. He was happily 'flying' it around after that!

Karen Wong, Centre Manager for DAS Bedok Learning Centre felt the Day Camp was indeed a meaningful project for both the student volunteers of Dunman High School and DAS. More importantly, she could tell the children had fun. Karen Wong speaks to Joanne Wee Jia Hui, one of the student volunteers who also represent class 6C42 and Dunman High Sailing Club about their experience.

What motivated you to conduct this Day Camp with DAS Bedok Learning Centre for your service project?

This programme allows us to participate actively in service learning providing us with a holistic and well-rounded education. We wanted to do what we could within our abilities to help others, and this led to the idea of a day camp for dyslexic students of Dyslexic Association of Singapore (DAS). We have organised two day camps since, one in 2009 and another in 2010 at the DAS Bedok Learning Centre. The first day camp, Starlight Day Camp, involved activities that encouraged students to express themselves better and build their self-confidence. Difficulties in reading or spelling may have affected the self-confidence of the students and we hoped that through interesting activities, students will gain some confidence which will lead to better expression of one's thoughts and opinions.

Why 'life skills' as a topic to conduct for DAS students?

Life-skills Day Camp was organised in 2010, with the objective of teaching the students life-skills such as maintaining personal hygiene and learning how to save up. 'Life-skills' was chosen as we found that these habits should be inculcated in children from young so that they will apply them in their daily lives as they grow up.

What do you enjoy working with dyslexic students?

Working with dyslexic students at these 2 day camps has been a memorable experience for us. We found the students to be highly creative and intelligent, but some had difficulty expressing themselves through writing and when reading. This may have affected their confidence in performing these tasks. However, with patience and over time, they will learn and try their best to read or write. We felt immense gratification when they gained confidence in executing these tasks. We were glad to offer guidance in teaching them valuable skills that can be applied to their daily lives during the life-skills day camp.

Any further thoughts to share with us?

From planning to the implementation of the day camps, we have gained valuable insights and new skills. Though there were obstacles during the service learning journey, we were able to solve our differences and display strong teamwork to make these service learning projects successful.

As the saying goes, "Education is learning what you didn't even know you didn't know." Although we are the ones teaching the students, I believe we have learnt a lot from them too.

Learning good personal hygiene habits



Feedback from our Happy Campers

"I liked the food, the games and making of the piggy bank. I learnt how to make more friends."

Georgina,
DAS Tampines Learning Centre

"I learnt how to be more hygienic. After you use the toilet, you must wash your hands. I liked the games and the chicken rice we were served."

Bryant,
DAS Tampines Learning Centre

"I liked the activity of making of my 'dog' bank best."

Sihan,
DAS Bedok Learning Centre

DAS Achievers Part 2

Leong Shi Si Charlotte Marie



**Student of DAS
Bedok Learning
Centre**

Charlotte strongly reminds us that being a dyslexic need not be a barrier to success.

We are extremely proud that Charlotte scored an A2 for her English and Biology in her 'O' level exam last year. Her outstanding result is indeed a testimony to her great perseverance in trying to overcome her learning difficulties. Three Cheers for Charlotte!

*Charlotte has been accepted into the Diploma in Early Childhood studies course at Temasek Polytechnic – **Ms Shenmee Seetoh**

Nathan Pillay Ke Xiao



**Graduating student
of DAS Bedok
Learning Centre**

Nathan has been a conscientious student at DAS since Primary 2. His attendance

is regular and he puts in effort in everything that he does. He also has a good learning attitude towards his studies and is a role model to his classmates in DAS. For his N'level examination, Nathan passed all his subjects and even scored 2 distinctions for Computer Applications and Elements of Business Skills. His CCA grade is A2. His success story would be a source of inspiration for all of us.

– **Ms Nur Alia and
Ms Serena Abdullah**

Keshvinn Naidu



**Student of DAS
Bedok Learning
Centre**

Keshvinn is one determined young man. He rises to the occasion in the face of adversity,

despite his dyslexia. He barely made it for English and Maths in Primary 5 and 6, scoring mostly 'D's in his exams. However, in the recent PSLE in 2009, he achieved a 'B' for English and a 'C' for both Maths and Science. Keshvinn was elated with his results as his efforts had finally paid off. He is now happily settled at Pingyi Secondary School – the school of his choice. He attributes his PSLE success to his long hours of hard work and a positive learning attitude. Keshvinn, way to go!

– **Ms Karen Wong**

Thank You DAS!

Our valedictorians of the 8th Annual Student Graduation and Special Achievement Award Ceremony 2010, Tan Junn May and Yong Jing Hao, share their experience at the DAS with us.

Tan Junn May

Graduate from DAS Ang Mo Kio Learning Centre



Lessons at DAS classes were never boring.

The Educational Therapists were always very encouraging, and spontaneous in coming up with great and exciting teaching ideas. I like learning spelling by listening to the sounds of the phonograms that we have learnt. It makes learning more fun.

The Educational Therapists at DAS made us feel safe and comfortable when learning with them. I like breaking up words into syllables. It makes reading words a lot easier. They also encouraged us to speak up in class, share our views and thoughts during lessons.

We now know we can certainly perform just as good when given the help and support that we need.

Thanks to the help I received from attending the DAS classes, it has certainly boosted my self-esteem. I am now able to read many more words and also passed my English exam in school. I have also picked up interest in reading. I have never realised how much knowledge one can gain from reading.

My mum and dad too have always been there for me. My years in primary school had been difficult for me. But my parents helped me a lot with my school work. Many times when I felt like giving up, they would always smile and give me my confidence once again.

I would like to say my thanks to DAS, especially to all the Educational Therapists, for their dedication and strong support for dyslexic students like us.

Yong Jing Hao

Graduate from DAS Queenstown Learning Centre



I have learnt a lot from the Educational Therapists at DAS.

I did not just learn to improve my literacy skills, but also on develop my social and life-skills.

I enjoy interacting with the Educational Therapists. They somehow understand the difficulties we often face in our learning. I like the materials used which provides lots of hands-on. I feel good whenever I am given the opportunity to understand and learn from my mistakes, and not being scolded or made fun of, even though I may require a little more time.

The phonic card drill which we had in almost every DAS lesson certainly helped us improve in our reading and spelling.

I would like to say my many thanks to both my mum and dad. They have been supporting me all this while. All these years when I was on the DAS programme, my parents always encouraged me to continue to do my best, and most importantly, believe in myself.

Even though I am leaving the DAS programme, the road that lies ahead is still a long one, with many challenges and obstacles that I need to overcome. But I am sure, I will continue to work hard and persevere in spite of the difficulties that I face from time to time.

Dyslexia, My Gift to Success

by Brendan Lee

He emerged as Singapore's top Normal Technical Stream 'N' Level student receiving two Lee Kuan Yew Awards for All-Round Excellence and Outstanding Normal Course. He has graduated from the Temasek Polytechnic with an impressive 21 distinctions, 7 A's and a Cumulative Grade Point Average of 3.98. For his outstanding performance throughout his attachment at the Lufthansa Technical Training Centre, he also received the Award of Excellence for the training course and the LTT Scholarship Award. To top it all he achieved the Tay Eng Soon Gold Medal Award which recognises outstanding graduates from polytechnics who graduated from the Institute of Technical Education.



When I was in Primary One, I had problems communicating with others as I could not pronounce certain words correctly. I was very demoralised but thankfully, I had Mrs Sng – my Primary One teacher. She noticed my problems and had a talk with me. Never did I expect that conversation to change my life! She analysed my articulation and suspected that I may be suffering from dyslexia. She took immediate action by informing the Dyslexia Association of Singapore.

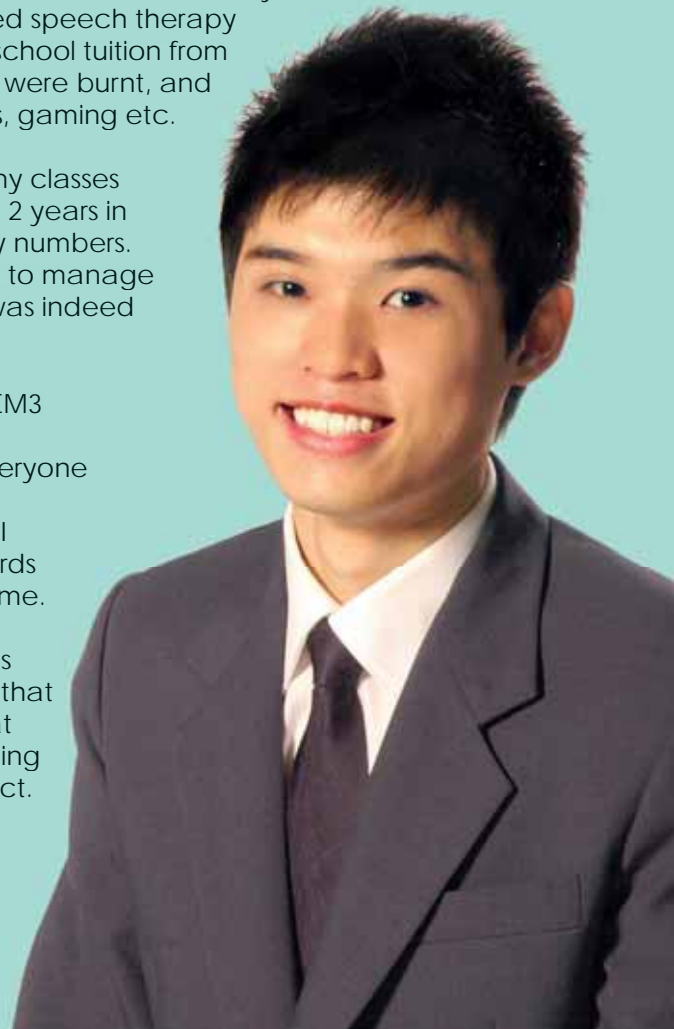
Diagnosed with dyslexia in Primary One, I did not enjoy my childhood like other children. I was ferried to and fro between

the Dyslexia Association of Singapore where I was taught to read, write and identify numbers, and the Singapore General Hospital where I attended speech therapy sessions. Besides, I attended intensive home tuition, as well as school tuition from primary 1 to 4 due to my poor results. Hence, many weekends were burnt, and many personal sacrifices were made such as giving up movies, gaming etc.

It was at this point in my life that my parents decided to stop my classes at DAS. Firstly they found I had made a speedy progress within 2 years in DAS - from a non-reader to a reader, and I was able to identify numbers. Thanks to DAS as they have taught me the correct techniques to manage my dyslexia effectively. Secondly, they felt that my schedule was indeed too hectic for a young boy at a tender age.

However, it was never easy. In Primary Four, I was put into the EM3 stream when I failed my streaming examinations. This was the toughest period of my life as I was ostracised by my friends. Everyone in school were commenting how stupid I was. That was not all! My neighbours too gossiped about me. The amount of agony I experienced at that stage of my life is unexplainable using words alone. I am glad my family was always by my side to support me.

The turning point in my life was when I was in Primary Five. I was fortunate to have an understanding Form Teacher. He sensed that I had some hidden potential in me - like a rough diamond that needs to be polished. Hence, he told my mum that he was going to appoint me as the class monitor, as well as the School Prefect.



“Look at the child’s hidden potential”



With this, he hoped that I would gain confidence in myself. Yes, he was right. When I was a Prefect, I told myself that I must do well in school. Why? It was because it would be very embarrassing for a Prefect to fail his exams. Due to the

pride that I wanted to uphold within myself, I worked hard and passed with good grades.

I would like to take this opportunity to reach out to all teachers in primary and secondary schools, ITE or polytechnic. As long as you are a teaching staff, I hope that you will not judge a student by his or her results. Look at the child’s hidden potential and give them a chance by building their confidence or creating opportunities. It could be just a class secretary, but you never know that by entrusting them responsibilities it could change a person’s life forever, like mine.

After my PSLE, I was placed in the Normal Technical stream at Xinmin Secondary School. I performed so well in my ‘N’ level exams that I emerged top Normal Technical stream N-level student in the Singapore in 2005. For this, I received two Lee Kuan Yew Awards for All-Round Excellence and Outstanding Normal Course student. In 2006, while addressing 7,000 teachers at a Teachers’ Day Rally, PM Lee Hsien Loong highlighted my achievements saying “the young man had encouraged me greatly”.

After reading so much about me, you must be thinking that I have overcome dyslexia altogether. But it’s not true! At this point, dyslexia is something that I still need to overcome. For example, when attempting one of the ‘N’ Level maths question, I saw a question on ‘cubes’. I had never come across a question on cubes while attempting at least 1000 past year questions. Hence, I closed my eyes for 5 seconds and opened my eyes again. The ‘CUBE’ amazingly transformed into a square. Hence, DAS has definitely helped me to minimise the effects of dyslexia.

Upon completing my ‘N’ levels, I entered ITE and graduated with a Business National ITE Certificate (NITEC) in Office Automation, emerging top

student once again. However, I realised that I preferred numbers to words and decided to make the switch from Business to Engineering. Hence, I wrote an appeal letter to Temasek Polytechnic as my qualifications did not meet the minimum academic entry requirements.

The Polytechnic granted my appeal and I had to sit for the entrance examinations in ‘O’ level Physics and Mathematics. This was the toughest exam of my life! Why? I have no ‘O’ level background at all and I was only given a week to study. Hence, I borrowed notes from my JC friends and studied without much sleep for the week. My sheer determination got me a place in the course. Despite not having done O-level Maths and Physics, I worked hard, approached my lecturers every day for help and I refused to give up!

With hard work, I graduated with 21 distinctions, 7 A’s and a Cumulative Grade Point Average of 3.98. For this, I was awarded the Tay Eng Soon Gold Medal, awarded to the top graduate from each polytechnic.

“Work hard and play hard”, is what I believe in. Despite of my learning disability and intensive therapy at a tender age, I never allowed anything to stand in the way of my goal.

I am forever indebted to my parents for always being there for me, believing in me and never giving up hope. I have now set my sights on getting a degree in Aerospace Engineering at NTU and fulfilling my ultimate dream – to become a pilot.

Lastly, to me, dyslexia is a Gift, which is barely ever mentioned. The ability to think or see things in a multi-dimensional perspective is a Gift which creates solutions. Most dyslexics see the end before the means are even considered. Hence, dyslexia is not a disability, it’s a GIFT!



It's More Than 'Just' Movement Difficulties



Professor Amanda Kirby, Professor of Developmental Disorders in Education and Medical Director of the The Dyscovery Centre based at the University of Wales, Newport, shares more on Developmental Coordination Disorder (DCD) also known as Dyspraxia.

Jo is 10 years old. He was a bit late in walking. His writing is difficult for others to read and he avoids playing football in the playground as the others don't want him to join in because they say he can't kick the ball very well. He is a bit slow changing for PE and his laces are never done up. His mother is always buying new kit for school because he loses everything. His mother calls him a fidget, as he can never sit still for long.

Jo has DCD.

Developmental Coordination Disorder (DCD) also known as Dyspraxia is a motor difficulty, which affects learning and planning of movements. Around 6% of the population have these difficulties.

The primary school age child with DCD may find it hard to play team games; may struggle to write as quickly or as neatly as his/her classmates; and may not learn to ride a bike. Self care tasks such as using cutlery and dressing may be harder for some children. In secondary school the child may continue to have such difficulties but may also struggle to organise himself/herself and may not develop effective study skills.

Until recently, it was thought that children with Dyspraxia would 'grow out' of their difficulties. However, recent research has shown that over 50% of children with DCD may have continuing difficulties of one form or another into adult life. Adults with DCD may have difficulties that impact on daily life such as when learning to drive, organising themselves or finding their way around a new place. What's more, adults may not have received a diagnosis during childhood and difficulties may only be apparent once they have left the supportive environment of their school, college or family home.

Research has also shown that in addition to motor and organisation difficulties, children and adults with DCD may have difficulties in other areas. Approximately 50% of children with DCD may have attention and concentration difficulties (attention deficit hyperactivity disorder, ADHD), around 22% will also have reading and spelling difficulties (Dyslexia) and about 30-40% will have some difficulty communicating and mixing confidently with others (autism spectrum disorder).

For this reason, supporting the 'whole' individual who has a range of functional difficulties poses a challenge for parents, teachers, employers and professionals working with the individual. Parents and adults are often anxious to seek out a label for their difficulties and may go through a long process of information seeking. As children grow into adulthood with DCD they may encounter barriers, which may affect their self-esteem and confidence. This may lead to future mental health difficulties. Hence there is a clear need to provide the individual and their family with practical strategies that can be easily implemented throughout school and adult life. The support of multiple health and education professionals working together as a team is also essential in order to assist with areas of difficulty and empower parents to continue support in the home environment.

There is also a need to promote an individual's strengths. Recent research from The Dyscovery Centre, University of Wales, Newport has shown that among a sample of fifty 18-25 year old students with DCD, 48% identified social skills as a personal strength and 22% stated that their strength was their determination to succeed. Promoting such strengths and supporting areas of difficulty with practical strategies means that the child with DCD can become a successful and confident adult.

The professionals at The Dyscovery Centre, in Newport, Wales in the UK have produced a range of freely accessible supportive websites set up to support all those working with children and adults with DCD and related difficulties. These are:

www.boxofideas.org- 1000s of useful and practical ideas and ways to help.

www.spldtransitions.co.uk- helping individuals through all the transition stages.

www.move627.org- helping children through games and activities through the stages from primary to secondary school.

Professor Kirby will be in Singapore presenting more on strategies to help children with DCD/dyspraxia in a workshop for parents on Mon, 6 Sep 2010 and for educators on Tues, 7 Sep 2010. To register for this workshop, refer to details on the following pages 15 and 16.



Workshop For Parents

Dyslexia Association of Singapore

Understanding Dyspraxia A Developmental Co-ordination Disorder



Does your child have difficulties buttoning his/her shirt?

Unable to remember and/or follow instructions?

Poorly organised?

Find out more from Professor Amanda Kirby, world's leading expert on dyspraxia also known as developmental co-ordination disorder.

Learn how you can help your child effectively.

Dyspraxia, also known as Developmental Co-ordination Disorder (DCD) is a difficulty with co-ordination affecting children and adults in motor tasks in school, home and the workplace such as dressing, ball skills, handwriting. Most individuals have difficulties with their planning and organisation.

Topics Covered:-

- ⇒ Overview of Dyspraxia; Developmental Co-ordination Disorder
- ⇒ Practical strategies that can be applied at home and in school including managing transition.

Recommended for

Parents of children between 5 and 25 years old and educators.

How to Apply

- A) Parents applying for Caregivers Training Grant for workshop, please complete registration form Annex A,
- B) Parents not applying for Caregivers Training Grant and educators, please complete registration form Annex B, and send to the DAS.

About the Trainer

Professor Amanda Kirby MBBS MRCP PhD

Professor of Developmental Disorders in Education and Medical Director of The Discovery Centre based at the University of Wales, Newport.

She has written a number of best-selling books in the field of DCD and Dyspraxia. As a parent of a child with DCD, she has first-hand experience of the difficulties facing adolescents as they journey to adulthood.



Date:

6th September 2010
Monday

Time:

6:00 PM - 9:00 PM

Duration:

3 hours

Venue:

National Volunteer and Philanthropy Centre
6 Eu Tong Seng Street
#04-88 The Central
Singapore 059817

Fee :

\$85.60

Funding Available:

Caregivers Training Grant
pending approval.

Phone: 6444 5700

Fax: 6444 7900

E-mail: register@das.org.sg

Website: www.das.org.sg



Exclusive Session

Dyslexia Association of Singapore

Dyspraxia

A Developmental Co-ordination Disorder



Find out more from Professor Amanda Kirby, world's leading expert on dyspraxia also known as developmental co-ordination disorder.

Date:
7th September 2010
Tuesday

Time:
9:30 PM - 4:30 PM

Duration:
6 hours

Venue:
National Volunteer and
Philanthropy Centre
6 Eu Tong Seng Street
#04-88 The Central
Singapore 059817

Fee :
\$192.60 (incl. 7% GST)

Phone: 6444 5700

Fax: 6444 7900

E-mail: register@das.org.sg

Website: www.das.org.sg

Topics Covered:-

- ⇒ Overview of Dyspraxia DCD
- ⇒ Putting Dyspraxia DCD in context with other conditions of Motor Impairment e.g Cerebral Palsy, Muscular Dystrophy etc
- ⇒ Up to date theories
- ⇒ Common patterns of presentation
- ⇒ Associated difficulties and overlap with Dyslexia/Asperger/ADHD
- ⇒ Assessment
- ⇒ Intervention, including recommendations for psychologists to make to parents

Recommended for

Educators, Educational Psychologists, Occupational Therapists and professionals in the field of learning disorders.

How to Apply

Please complete registration form Annex B, and send to the DAS Training Division.

About the Trainer

Professor Amanda Kirby MBBS MRCP PhD

Professor of Developmental Disorders in Education and Medical Director of The Discovery Centre based at the University of Wales, Newport.

She has written a number of best-selling books in the field of DCD and Dyspraxia. As a parent of a child with DCD, she has first-hand experience of the difficulties facing adolescents as they journey to adulthood.



2nd National Conference – Dyscalculia and Maths Learning Difficulties, London

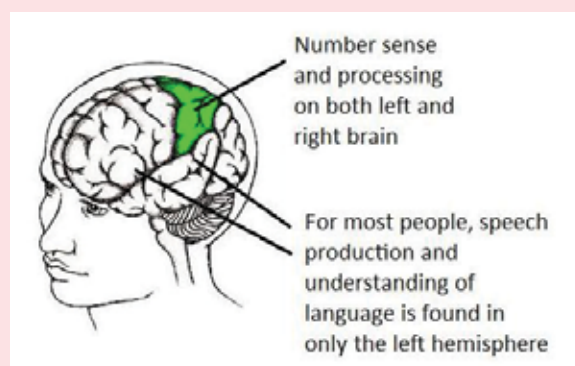
DAS Educational Therapist from Queenstown Learning Centre, Ms Khoo Huilin attended the 2nd National Conference on Dyscalculia and Maths Learning Difficulties held in London. This one day Conference gathered 7 experts in dyscalculia and math learning difficulties who provided a broad overview of the current state of knowledge of theory and practice in this vital but under-researched field.

I was glad to know that there were many educators who were passionate to learn more about current developments in theory and effective practice of teaching mathematics.

Throughout the one day conference, there were several points of interest that were shared. I wish to take this opportunity to share some of these with you.

1. Neurological origin of number sense

Number sense is localised in the parietal cortex. This part of the brain is hard wired for numbers. The brain's innate ability to process numbers is evident in infants and monkeys. The discovery that number sense and the ability to acquire arithmetic skills can be mapped on the brain, implies that there is a neurological origin to mathematical processes and more importantly, that numerical cognition is dissociable from other cognitive domains. Hence, it is possible to have an impaired sense of numbers but excel in non-mathematical areas. Also, it is possible that students who might be labelled 'lazy' and 'slow' may actually have an impaired number sense due to reduced brain activation, which requires intervention where mathematics is taught according to their needs.



2. Motivation and anxiety

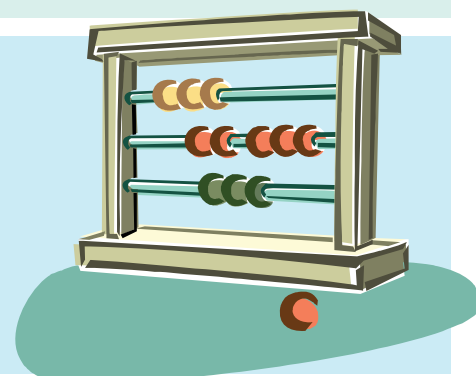
Students may have a fear for mathematics because they have had bad past experiences. Parents or teachers who work with students need to reduce maths anxiety highlight strengths in other areas of mathematics and provide assurance that mistakes are opportunities to learn.

To increase motivation, promote an internal locus of control in which the student associates success with his/her own behaviour and action. We should make the student aware of the strategies he/she used to successfully solve the problem. Teachers could prompt by asking "how did you do that?" to encourage students to verbalise and reflect on their thinking. This allows students to appreciate their achievement and by having to explain their ideas, the strategy used is reinforced in their memory.

3. Making mathematics meaningful

Mathematics can be made meaningful through the use of real-life tasks and examples like shopping, and the use of concrete manipulatives before making the link to more abstract concepts.

We should look past the notion of a child with maths learning difficulties and challenge ourselves to find meaningful ways to teach a child with maths learning differences.



Notes

The Training Diary 2010

August

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

September

Sep 6	Workshop (Parents)	Understanding Dyspraxia
Sep 7	Course	Dyspraxia: A Developmental Co-ordination Disorder
Sep 18	Workshop (Parents)	Developing Your Child's Comprehension Skills
Sep 25	Workshop (Parents)	Coping with Spelling

October

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

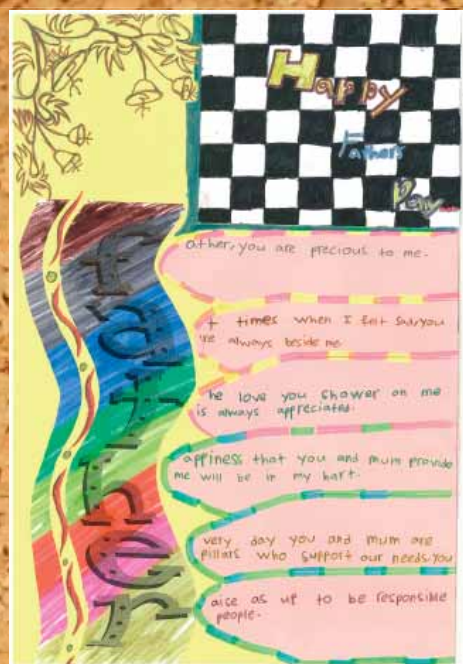
Nov 15	Course	Essential Literacy Approach
Nov 22	Workshop (Parents)	Supporting Your Child at Home
Nov 23	Workshop (Parents)	If You Don't Finish Dinner, You Don't Get Dessert; Management of Children who Appear Demanding, Difficult, Defiant and Different
Nov 24	Workshop (Parents)	Supporting Your Child with Autism Spectrum Condition at Home
Nov 25	Workshop (Parents)	Parenting Dyslexic and Dyspraxic Children

For further details on these courses & workshops, please visit our website at www.das.org.sg

Why I Love My Dad



Cecilia Tan, P5, BDK



Raden Afiq, P6, BDK

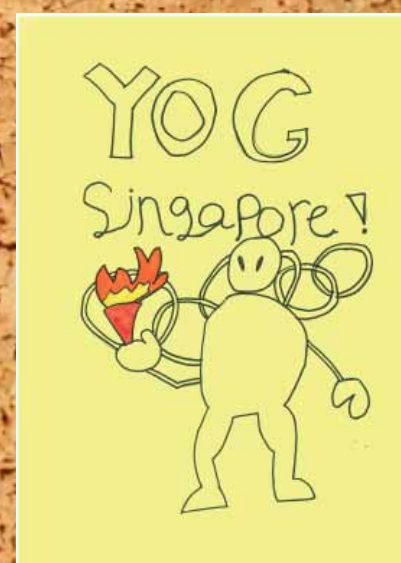
Youth Olympic Games



Cecilia Tan, P5, BDK



Yang Zhao Yi, Sec 3, BDK



Esther Lee Pei Shan, Sec 3, BDK



Dyslexia Association of Singapore
presents

The DAS Seminar Week

22 – 26 November 2010,



Dr. Gavin Reid

Dr Gavin Reid is an international award winning author, educational psychologist and international seminar presenter. He has had ten years experience as a classroom teacher and was formerly senior lecturer in Educational Studies at the University of Edinburgh in the UK. He is also the parent of a youngster with special needs. Dr Reid is based in Vancouver, Canada and he also conducts full psychological assessments in Kuwait, Geneva, Scotland, Jeddah, Abu Dhabi and Cairo. He runs seminars worldwide. His web site is www.drgavinreid.com

Topics Dr Gavin Reid will be presenting

22 Nov - Dyspraxia in the Classroom: What is it and how can we help

25/26 Nov - Dyspraxia and Dyslexia - meeting the needs of all

25 Nov (Part I), 26 Nov (Part II) - Living with Dyspraxia: the Social and Emotional consequences of learning difficulties

25 Nov - Special Parents Workshop

Parenting Dyspraxic and Dyslexic children



Dr Steve Chinn

Dr Steve Chinn was founder and Principal of Mark College, a specialist school for dyslexic learners, which was recognised as a Beacon school. Dr Chinn has served on the councils of British Dyslexia Association(BDA) and Dyslexia Action and has forty years of teaching experience. He is an internationally regarded expert trainer and lecturer in the area of Dyslexia and Mathematics and Dyscalculia. Dr Chinn set up the first UK Post Graduate course for maths and dyslexia which was accredited by the British Dyslexia Association (BDA) for the Associate Membership (Numeracy) status. Dr Chinn is most familiar with Singapore having conducted two runs of the DAS Certificate Course in *Helping Learners who have Difficulties in Maths*. His website is www.stevechinn.co.uk

Topics Dr Steve Chinn will be presenting

Tues, 23 Nov - Difficulties in Learning Maths

25/26 Nov - 31 signs of dyscalculia

25 Nov (Part I), 26 Nov (Part II) - Addressing the Unproductive Classroom Behaviours of Students with Special Needs



Mr Fintan J O'Regan

Mr Fintan O'Regan is one of the leading behaviour and learning specialists in the UK. He was the Headmaster of the Centre Academy School, regarded as the first specialist school within the UK for children with ADHD/ODD from 1996 -2002. Mr O'Regan is currently a behaviour and learning consultant for a number of public and commercial organisations both in the UK and internationally. He is also an Associate Lecturer for Leicester and Brunel Universities, the National Association of Special Needs and the Institute of Education. His website is www.fintanoregan.com

Topics Mr Fintan O'Regan will be presenting

22 Nov - Supporting Children with ADHD

25/26 Nov - ADHD, Executive Function and Clapham Junction

25 Nov (Part I), 26 No (Part II) - 'No 2 children the same': A proactive approach

23 Nov - Special Parents Workshop

"If you don't finish Dinner you don't get Dessert" Management of children who appear demanding, difficult, defiant and different

In Perspective: Specific Learning Differences

S u n t e c C o n v e n t i o n C e n t r e



Mr Neil MacKay

Mr Neil MacKay one of the world's foremost thinkers on dyslexia and also the creator of Britain's Dyslexia Friendly Schools concept. Mr MacKay is an experienced teacher with 26 years in mainstream schools. He advises on practical, realistic and simple ways to implement. International consultant Mr MacKay is a teaching fellow at Trinity College Carmarthen (University of Wales), and runs interactive workshops on dyslexia, Masters level courses for teachers at several higher education centres, and courses on revision and study techniques for students. He has also been an HM schools inspector and consults to Education Authorities and Departments in the UK and Hong Kong. His website is www.actiondyslexia.com.uk

Topics Mr Neil MacKay will be presenting

23 Nov - Notice & Adjust – Simple changes bring Better results to Classroom

25/26 Nov - Dyslexia: Phonics versus comprehension – complementary or incompatible?

25 Nov (Part I), 26 Nov (Part II) - Removing Dyslexia as a Barrier in Asia

22 Nov - Special Parents Workshop

Supporting Your Child at Home



Prof Rita R. Jordan

Prof Rita Jordan is Emeritus Professor and Researcher in the Autism Centre for Education & Research within the School of Education (University of Birmingham), UK. She developed and run programmes of study (campus-based and by distance) for professionals and parents working with individuals with autistic spectrum disorders (including a web-based programme for carers and practitioners and a module for educational psychologists) and supervised research. Prof Jordan is a psychologist, teacher, researcher and academic who has written about and researched many aspects of autism, in particular the range of interventions for

autism and the education of children with autism in schools. She spent nine years as Deputy Principal for a school for children within the autism spectrum and has taught in a range of special and mainstream schools. She has also been involved in training events, consultations and conferences all over the world. She has served on national and international task forces and working parties set up by governments or professional bodies to review evidence and offer advice in relation to ASDs. In 2007, for her services to special needs education, Rita received an OBE (Order of the British Empire), an honour bestowed by the Queen for exceptional services to the State.

Topics Prof Rita Jordan will be presenting

23 Nov - Supporting Children with Asperger Syndrome/ High Functioning Autism

25/26 Nov - Specific Learning Difficulties(SpLD) in the Context of Autism

25 Nov (Part I), 26 Nov (Part II) - Understanding, Avoiding & Managing Challenging Behaviour in Children & Young people on the Autism Spectrum

24 Nov - Special Parents Workshop

Supporting your child with an autism spectrum condition at home



Dyslexia Association of Singapore
presents

The DAS Seminar Week

In Perspective: Specific Learning Differences



Neil MacKay



Gavin Reid



Rita Jordan



Steve Chinn



Fintan O'Regan

Dyslexia

Dyspraxia

Aspergers

ADHD

Dyscalculia

*Early Bird Price till 22 Sep!
Group discounts also available*

Date: 22 – 26 November 2010

Venue: Suntec City Convention Centre

**For details and to register, please visit
www.das.org.sg/seminar-week**

*For enquiries,
please call Tel: 6594 0310/3*