

FACETS

A Publication of the Dyslexia Association of Singapore — April to June 2012

Deliciously
Dyslexic
Dr Jiajia



Meet our
YouTube Star

Issue 2, 2012 MICA (P) 190/02/2012



21 years of helping you achieve

FACETS

Dyslexia Association of Singapore

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21 Years
of Success

DAS Learning Centres

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FACETS

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EVENTS CALENDAR

JUNE

- 2 June DAS Student Graduation
- 15 to 17 June Mendaki—Learning Festival @ Singapore Expo – Hall 5
- 18 June Homework Strategies Workshop
- 21 and 22 June Dyslexia 101 – Course
- 23 June Master of Arts in Specific Learning Differences PREVIEW @ Rex House—DAS Academy
- 30 June DAS Art Competition Closes

JULY

- 7 July Raising Digital Kids: Best Literacy Support Apps
- 14 July Preparing your child for English Paper 2
- 21 July Supporting Struggling Learners with Maths
- 28 July Helping Upper Primary and Secondary School Students Develop Effective Study Skills

AUGUST

- 4 and 11 August Developing Self-Esteem in your Child
- 18 August Coping with Grammar
- 25 August How Words Work: Morphological Strategies

SEPTEMBER

- 1 September Reading Day Fundraising Event
- 8 September Celebrating 21 Years—Gala Dinner
- 3, 4 & 5 September Essential Literacy Approach Preschool

Editor's Letter

This issue of FACETS is one of the largest issues to date and it is a testimony to the diverse and interesting events that we provide to our students and the DAS community. What stands out in this issue in particular is the dedication of DAS members of staff and their passion for helping children with dyslexia and other learning differences.

The cover story, **Deliciously Dyslexic** featuring **Dr Jiajia**, is a joy to read and if you get a chance you should also watch his videos on YouTube. We are using his video in our awareness campaigns and we thank Dr Jiajia's family for allowing us to share his story.

We have articles on the importance of early intervention in learning differences and a new section called **"Education Exchange"**. In this section, our aim is to keep you informed about current views in the education field as well as what is happening in the DAS Education Programme.

The talents of our students are a source of pride to us so we have added a new section to the Student Gallery – **"DAS Writers Corner"**. This section will exhibit the writing of our students and in this issue we have two creative stories for you to enjoy.

I hope you enjoy this issue of FACETS. As a mother of three children with learning differences and a dyslexic myself I am proud to be able to share such valuable information from the DAS.

I also hope you can find the time to attend our events and activities over the next few months.

Best wishes

Deborah Hewes





Celebrating 21 Years

Gala Dinner

8 September 2012

Guest of Honour

DPM Tharman Shanmugaratnam

The Dyslexia Association of Singapore (DAS) celebrates 21 years of helping individuals with learning differences succeed in life. The DAS has a vibrant, committed and dedicated multidisciplinary team who are passionate about helping children with learning differences.

The DAS has grown from a small non-profit organisation in 1991 with only 12 students to the one-stop centre it is today supporting over 2000 pre-school, primary and secondary students with learning differences.

The DAS also celebrates the recent development of the DAS Academy which delivers educational programmes to educators, professionals and parents who work, interact and support individuals with learning differences.

More recently, DAS International was launched as a wholly owned and separate subsidiary company of the DAS which provides specialist psychological and tuition services to the wider community of Singapore and to the Southeast Asian region.

Celebrate the success of the DAS and join us at the Celebration Gala Dinner on Saturday, 8 September.

For more information please refer to our website:
www.das.org.sg/21





Dyslexia Association of Singapore Celebrating 21 Years

The Dyslexia Association of Singapore (DAS) provides hundreds of thousands of dollars in financial assistance each year for dyslexic Singaporean students from low income families to ensure that they can access the professional intervention that the DAS provides.

There is increasing demand for this type of support and the DAS relies on public donations to fund its operations and to help individuals like James* to escape the poverty trap that dyslexia and learning differences place on affected Singaporean families.

**Names have been altered to protect the identity of our beneficiaries*

Mr Lim is a single parent who recently discovered he has dyslexia, which he now realises was the main obstacle during his schooling days and now presently hinders his job prospects and advancement. His son, James*, was a Primary School student when he was first diagnosed with dyslexia and enrolled with the DAS after receiving a DAS bursary. Today, James is confidently studying at a renowned university.*

Sponsorship and Payment Information

Please consider joining us at the Celebration dinner on Saturday, 8 September.

Tickets and/or Tables can be purchased as indicated in the Sponsorship table.

For further enquiries, please contact:

Phone: 6594 0314
Email: events@das.org.sg
Website: www.das.org.sg/21

Payment by Bank Draft/Cheque:

Payable to: Dyslexia Association of Singapore
Mail to: 1 Jurong West Central 2, #05-01,
Jurong Point, Singapore 648886

Closing Date: Sunday, 12 August 2012.

Sponsorship Levels – Tables of 10

Gold Sponsor @ S\$10,000 nett (\$1,000 per ticket)

Silver Sponsor @ S\$5,000 nett (\$500 per ticket)

Bronze Sponsor @ S\$3,000 nett (\$300 per ticket)

I am unable to attend the dinner, however please accept a donation towards the DAS

Payment by Internet Banking/Telegraphic Transfer:

Account Name: Dyslexia Association of Singapore
Account No. 854418001
SWIFT code: OCBGSGSG
Bank: Oversea-Chinese Banking Corporation. Ltd
Bank Code: 7339
Branch Code: 501

Please email events@das.org.sg to confirm your donation by T/T.

Fees received must be nett of all bank charges.

Thank you for your donation, it will help children with dyslexia succeed



PATHWAYS FOUNDATION VISITS DAS



Pathways Foundation is a non-profit, registered charity providing services for Hong Kong children with specific learning disabilities (SpLD) and Attention Deficit Hyperactivity Disorder (ADHD) in order to help them achieve their full potential in school and daily life.

A large contingent of staff from Pathways visited the DAS in February for an information sharing exercise over a period of three days. While in Singapore, they took the opportunity to find out how the DAS supports its students with learning differences.

DAS shared with Pathways all aspects of how it supports students with learning differences as well as other programmes such as workshops and courses that the DAS Academy conducts to support parents, teachers and professionals who live, work and interact with children with learning differences.

Pathways had the chance to visit our learning centres and had a first-hand opportunity to witness the DAS Educational teachers at work

and observe classes. They were also fortunate to be able to visit Pathlight school for their open house day and connect with their teaching staff there.

We were very interested to discover how Pathways support their students in Hong Kong and realised that some of their initiatives would be a positive addition to the programmes we have here in Singapore.



CEO of DAS, Robin Moseley accepting a token gift from Pathways Executive Director, Daisy Lam Cheung

Tampines Learning Centre Official Opening



The Dyslexia Association of Singapore marked another milestone on the 14 April 2012 with the official opening of its newly relocated Tampines Learning Centre at Block 162 & 163, Tampines Street 12. The new learning centre is a mere 5 to 10 minute walk from both the Tampines MRT station and bus interchange and will be able to accommodate our increasing student enrolment with its additional space.

DAS's Guest of Honour

The event was proudly officiated by Mr Masagos Zulkifli Bin Masagos Mohamad, Minister of State, Ministry of Home Affairs & Ministry of Foreign Affairs and MP for Tampines GRC.

Special Thanks

Our appreciation goes out to our volunteers and corporate sponsors: IBM and StanCel Construction Pte Ltd, parent volunteer photographer, Evon Ong Yoke Lian, and last but not least, the Tampines community for making the event a huge success! DAS would like to take this opportunity to thank everyone for supporting our opening ceremony.

Tampines Showcases

Visitors to the new Tampines Learning Centre were greeted with displays of the different education programmes offered by DAS such as the Essential Literacy Approach and Pre-School Programmes. Our Essential Literacy Approach (ELA) booth introduced to visitors the core component of our education therapy services at

DAS. A video which showed a typical lesson was played throughout to let the public have an idea of what we do in class. Some of the resources that are used for lessons and samples of students' work were proudly displayed. This definitely helped the members of the public appreciate how our lessons are tailored to suit the students attending our DAS lessons.

Multisensory Lessons

We are proud to say that our lessons are designed in a multisensory and prescriptive way that meets our students' needs. We were visited by teachers from mainstream schools who were interested to learn more about our education programme as well as residents from the area who simply wanted to know more about the newest addition to their neighbourhood.

For our young visitors, we set out a selection of learning manipulatives, ones that are usually used in our classes, to give them an opportunity to try them out for themselves. They enjoyed the Finger Fast Spell, the Monster Cards and Ghost Talk and they learned while having fun!

Preschool Fun!

Our pre-school booth was a great hit with our little friends as they lingered around to try their hands at the sand tray and test their skills fishing for sight words. Some, however, preferred dipping their hands into the Feely Box for a surprising find: Cute purple elephants, fancy kites and yoyos with long strings, cock-a-doodle rooster and the all time favourite blue whale. To see them squealing with delight was an affirmation that play is indeed a powerful learning tool to engage young minds. It was an enjoyable and informative Saturday for all!

By Tampines Educational Therapists:
Julia Ong, Nuraini Osman & Shifa Bte Shekh Nahji



GIFTED WITH A 'D'

DAS Alumni Students Share Their Learning Journey
by Rini Tan, Teo Heng Hao & Cheah Xian Pin



Rini, Heng Hao and Xian Pin (L to R) at the Tampines Learning Centre official opening with Mr Masagos Zulkifli Bin Masagos Mohamad, Minister of State, Ministry of Home Affairs & Ministry of Foreign Affairs

As ex-students of DAS, we strongly feel the need to reach out to future generations of students with dyslexia and therefore are pleased to be the pioneers of the DAS Student Alumni. We are Teo Heng Hao, Cheah Xian Pin and Rini Tan aged 22, 21 and 19 respectively. Each of us has been successful in our studies after leaving DAS and we hope to share our experiences with students and parents of the DAS.

The aim of the Student Alumni is to reach out to students at DAS on a personal level where we can share with them our journey through both successes and obstacles which have made us who we are today.

We would also like to empathise with the challenging circumstances in their learning by sharing with them how we coped and succeeded in school. We feel it is crucial for DAS students to receive all the encouragement they can receive throughout their learning journey and we hope to be able to provide them with that. We feel strongly that it is important for us not to lose touch with DAS and the experience and knowledge it provides.

By establishing the DAS Student Alumni group, we aim to develop a platform to network and interact with other graduates from DAS. We also believe that by sharing genuine and sincere life stories this will truly inspire current DAS students and their families to continue to achieve.

One of our stories is from Xian Pin who joined DAS when he was in Primary 1. He was blessed with an observant Primary School teacher who knew about dyslexia and alerted his parents. Growing up with much support from both his parents, school and DAS, Xian Pin did well in his Secondary School and was accepted into the rigorous International Baccalaureate Diploma programme at ACS Independent.

"Even with all that I have achieved, I still face personal challenges like difficulties in spelling, poor sense of direction and taking a longer time to cope with school work," Xian Pin shares.

Despite these challenges, he is currently pursuing Accountancy in NTU. The DAS Student Alumni forum allows us to share more of our achievements as well as challenges so that we can all learn from each other's coping methods.

The DAS Student Alumni would like to extend an invitation to all past DAS students to join us as we will provide a platform for you to network and connect through the activities we will be organising.



Please "Like us on Facebook"

[Facebook.com/DASStudentAlumni](https://www.facebook.com/DASStudentAlumni)

For more information, email to
pushpaa@das.org.sg or fanny@das.org.sg.



Humble Hands Skate Clinic

Eight of our DAS students from Secondary 1 to 3 attended a team building activity organised by Singapore Management University students on 10 March 2012. This workshop emphasised perseverance and resilience through the concept of inline skating, leadership games and activities as part of their SMU Community Service Project.

After months of preparations, Jannah, Lenard Lee, Carter Ho, Jaslin Toh, Zhao Tian, Keng Theng and Kenneth Kuek, together with Teaching Assistant Nicholas Tan, put together a comprehensive program that catered to the interests of our teenagers.

SMU students enlisted the help of the Skate Assist Volunteers (SAV), a non-profit arm of Skateline, to teach the boys basic skating techniques such as skating stances, getting up, safety rules, heel stop and stride.

Safety aspects were very well explained, even for those who had only basic skating knowledge.

Finding the right fit and knowing how to wear the skates correctly, how to fall, stop, get up from sitting were demonstrated and practiced before our students proceeded to the concrete area for practice. All the skates and safety gear were provided by SAV.

During the 2 hours of outdoor games, our students managed to make lasting friendships among themselves and also with the facilitators. The activities taught them that with perseverance and resilience, they are able to achieve anything that they put their hands to.



Amirul Amri Bin Azman, a Secondary 2 student who participated in this event commented, "Skating is not new to me. I went for Skateline classes when I was in Primary 3, but I still learned a lot today, like the Swizzle, A frame and One Balance."

Another student, Mudh Izzul, chirped in, "This is my first skating lesson and my legs and toes hurt! It is much more difficult than skateboarding. For skateboarding, you can just jump off the board, but for skating, I fell down quite a few times!"

By Fanny Foo



Raising Awareness at Bukit Panjang Primary School

By Sean Lau – Senior Fundraising & Events Officer &
Sarizan Ahmad – Fundraising & Events Officer



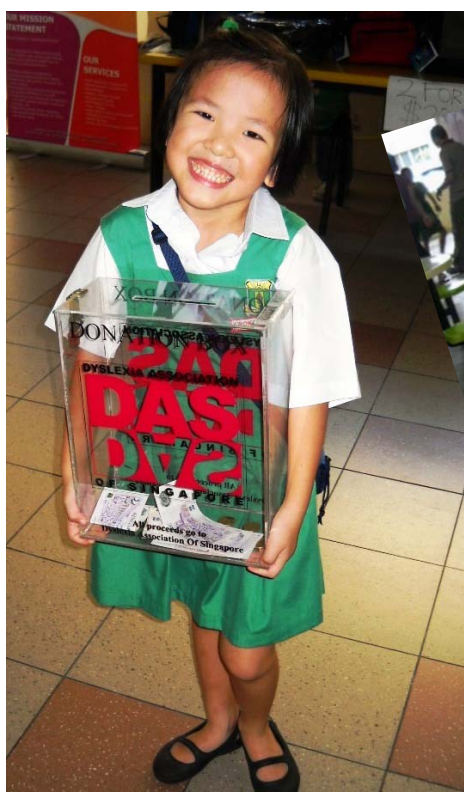
On Saturday, 10 March 2012, staff from DAS mingled with parents and teachers at Bukit Panjang Primary School to raise awareness about learning differences and the services that DAS provides.

It was a fruitful session as parents and teachers eagerly asked questions to find out more about assessments and also financial support. They also spent time at our booth and took home copies of the FACETS and brochures on the DAS group.

We believe that at the end of the day, parents and teachers were given a clearer picture of learning differences, as well as the services that DAS offers to help their children.

Our heartfelt thanks to Bukit Panjang Primary School and their Parents' Support Group for their support towards the DAS.

If you would like the DAS to support your school please contact us at info@das.org.sg.



We are grateful to have had the Kwok siblings, Jing Kai and his sister Jing Xuan – who both study in Bukit Panjang School – they enthusiastically collected donations for the DAS. Their tireless appeals raised more than \$360 for the DAS. Thank you!!



Walk for Success on Singapore River

These are the brave participants who turned up despite a thunderstorm early on Saturday morning to attend our walk for success. Unfortunately due to the awful weather and local lightning, the walk was postponed to another time.



Many thanks to RBS volunteers who were there to support our event by agreeing to be marshals on the day.



We were also very grateful to Rod Monteiro and the 91.3FM morning crew who also turned up to support us! We all had our photo taken and then went home to reassemble at another time. Watch our website for rescheduling of this event.

www.das.org.sg/walk





Learning Journey to the Jacob Ballas Children's Garden

On the 17th of March 2012, sixteen DAS students embarked on a Learning Journey at the Jacob Ballas Children's Garden (JBCG), Asia's first children's garden designed to provide a unique learning experience. The excursion was jointly organized by two community service projects, Project PS (projectps.net) and Build Back Better (BBB, buildbackbetter-asia.org).

It was a sunny Saturday morning and energy levels were high for both participants and volunteers as everyone gathered at the Botanic Gardens MRT before making the trek to JBCG. Each child was paired up with a volunteer during an introduction session to warm the kids up to their partners before Idayu of BBB engaged the kids with a short educational tutorial on the environment.

After that, it was off to explore nature! The kids were excited to make use of the magnifying glasses and pieces of drawing paper provided to study and draw interesting sights. They wasted no time in exploring the various plants and organisms in the garden, spending a good hour at the various attractions including the maze, waterfall, suspension bridge, sensory garden and many more.



Upon satisfying their thirst for knowledge, the group reconvened at the Party Place for a little art competition; the task - to draw their dream homes incorporating nature as they viewed it. Three lucky participants were awarded prizes for outstandingly translating their creative ideas onto paper. Congratulations to all!

The event concluded at noon, with wide smiles visibly plastered on everyone's faces. It was a very successful learning journey and the DAS would like to personally thank Gladys and all her Project PS mates for organising this wonderful trip.

By Sean Lau – Senior Fundraising and Events Officer

The KIDZ Academy @ Suntec City



Albel (above), Deborah Tan (top left), Priscillia & Dinesh (left), Tim & Anaberta (below), and Maan & Cherry (bottom left) at the KIDZ Academy raising awareness about learning differences!

Staff from the DAS spent three days at Suntec City at the KIDZ Academy raising awareness about learning differences and the services provided by the DAS Group.



By Deborah Hewes

Reading Out Loud

By Salbiah Bahri

Head, DAS Preschool and Educational Therapist



My presentation at the Kidz Academy was based on the topic of **"Reading Out Loud"**. I took this opportunity to share these points with parents:

1. Reading Out Loud

Studies have shown when parents read out loud to their children help them prepare for academic success and it is one of the most important activities a parent can do for their children.

Early experiences are essential for children's development of important literacy skills, such as concepts of print and phonological awareness (IRA & NAEYC 1998; Green, Peterson, & Lewis 2007).

Furthermore, reading aloud is considered an effective tool in building relationships and communications between parents and children.

2. Benefit of Reading Out Loud

Some of the benefits of reading out loud to our children includes:

- heightened child exposure to new concepts in a fun and age appropriate manner,
- aids with the development of children's imagination and creativity,
- provides opportunities for children to develop individual interests in topics and,
- helps children develop a positive attitude about themselves and towards others.

3. Instructional Strategies to facilitate Reading with Meaning

At the KIDZ academy parents were introduced to a variety of techniques which are crucial to enhancing the joys of reading. This includes modelling appropriate reading behaviours through rhythm and intonation. In addition, they were presented with strategies to set the purpose/goals for each read-aloud session so as to encourage deeper thinking skills and improved discussion abilities in their children.

I felt that the Kidz Academy event was a wonderful opportunity which allowed the sharing of some key strategies practised in the DAS Preschool Program which are critical to enhancing children's literacy development.





Speech and Language through Drama

Pushpaa Arumugam



Pushpaa was formerly a Theatre Educator who has conducted enrichment courses and Drama workshops for Kindergarten, Primary, Secondary, Junior College and Tertiary students. She has also carried out theatre workshops for adults organized by private organizations.

She obtained her Bachelor of Performing Arts majoring in Drama & Theatre Studies at Monash University, Australia in 2004. She was a National Arts Council Theatre Grant Award Recipient for the years 2001 – 2003. Pushpaa is not only involved in the theatre field but has also learned Bharatanatyam, the Indian classical dance at Singapore Indian Fine Arts Society.

Pushpaa made her stage debut in 1996. Since then, she has acted in several productions both in Singapore and Australia. From acting, she explored other areas and soon found her niche in backstage work. She is a much sought after Stage Manager who has done stage management for over 25 productions in both Singapore and Melbourne. In August 2007, as an individual artist, she staged the play, 'MISS?ed?' written and directed by herself at the Arts House.

She has also worked with several theatre companies such as Magdalena Singapore, for The Substation Sept Fest 2005 and Miror Theatre.

She worked for Avant Theatre and Language, an Australia-based theatre company in 2002 and 2003 for the Melbourne Fringe Festival. During her undergraduate days in Australia, she had the opportunity to perform and stage-manage productions by Monash University.

Furthermore, she has written and directed plays, trained students for inter-school drama competitions and won top prizes. At the same time, she has been invited to judge many inter-school drama competitions. Besides her involvement in theatre, she's also acted in dramas for Mediacorp TV, Vasantham.

Here at DAS, we recognise drama-acting as an effective means of developing our students' talents, and self-confidence, which in turn can lead to a more positive self-concept for a student. Research has shown that positive self-concept is linked to the student's good self-esteem and his ultimate level of achievement. As the manager-in-charge of our Drama Workshop Project, Pushpaa's goal is to provide an outlet specifically for our dyslexic students to express themselves, their inner feelings and emotions and to demonstrate their talents in a fun and artistic way. It also provides them an opportunity to do all this in an environment where they can feel safe and confident.

Through her vast experience and passion in guiding students in her charge, Pushpaa will certainly develop her students' self-esteem through drama.

DAS Holiday Enrichment Programme Speech and Language through DRAMA!!

Monday 18 June to Friday 22 June 2012

Enrol your child in our holiday programme so they can develop
a passion for the English Language through Dramatic play.

The drama workshops are designed to help your child to:

Enhance their communication and presentation skills

Discover their inner strengths and hidden talents

Encourage teamwork and cooperativeness

Stimulate creativity and imagination

Build self-esteem and confidence

And above all have FUN!

ENROL NOW!

Certificate of completion will
be awarded at the end
of the workshop

To register please contact:
dhinesh@das.org.sg

Contact numbers:
6269 0730
and
6881 2072

Registration
closes
31 May 2012



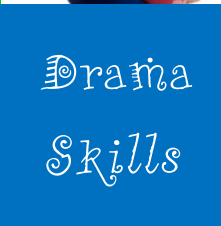
**Dramatic
Play**



Improvisation



**Role
Play**



*Drama
Skills*



**Confidence
Building**



**Language
Skills**



**Social
Skills**



Poetry



Imagination



Patron: Mrs Goh Chok Tong

Dyslexia Association of
Singapore

18 June to 22 June 2012

10:00am to 1:00pm

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- Dysgraphia
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- Autism Spectrum Disorders
- Non-verbal Difficulties
- Auditory and Sensory Issues
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- Stammering
- Social Communication Difficulties



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Empowering Successful Learning

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✓ **Psychological Assessments**

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✓ **Speech and Language Therapy**

Our Speech & Language Therapists provide speech assessment and therapy to help children develop their communication skills. Assessments can be completed on children from 2 ½ to 18 years.

✓ **Specialist Tuition Services**

Specialist tutoring is offered on a one-to-one basis tailored on the individual profile of the child. Our tuition takes a problem solving approach that targets individual needs. Your child need not have learning differences to enjoy the benefit of our tuition services.

Empowering Successful Learning

Off to Bali

DAS International completes
Assessments at the
Australian International School
By Dr Louise McCauley



I recently flew to Bali in order to conduct four psychological assessments at The Australian International School. I think that before I left my idea of what Bali would look like; tropical paradise, blue water, palm trees.... was similar to everyone else in my team. I was a little taken aback when I landed in Bali amongst chaos, more motorcycles on the road that I have ever seen, little winding dusty roads, which are completely impossible to cross if you value your life!

I made my way to the school in order to begin a week of assessments, observations and consultations with school staff and parents. Bali is hot and humid like Singapore and I understood after about 10 minutes why the 'dress code' is casual. By day two I had dressed down somewhat and felt a bit more comfortable standing in a hot playground and observing the children than I had the day before!

Whilst at the school I also gave a short presentation on Specific Learning Differences to the school staff. This presentation also included information about what we do at DAS International and how we can continue to work together in the future. As with many of the schools and clients that we work with, the school staff were a bit surprised that we do so much more than just assess for Dyslexia. I am hoping that they will refer more children to us in the future now that they realise that we can assess and help them to support children with a range of learning differences.

Within Bali there is a lack of professional services, this includes Psychologists, Speech and Language Therapists and Occupational Therapists. I also met with a teacher who has recently set up a small tutoring company in order to support children who experience learning

differences through tuition on an individual basis as well as in small groups.

She and her colleague currently support approximately 30 children; however they have a waitlist of 90 children. They are the first teaching support service in the Kuta area of Bali and currently support children from at least 4 different schools. The frustration that teachers felt about the lack of support services in Bali was clear and many of the teachers that I spoke to throughout the week were so relieved to be able to talk to a Psychologist who could support them with Individual Educational Programme (IEP) planning as well as give them some reassurance about the way that they supported the children in their classes who were not typical learners.

Although support services are lacking, the Australian International School proved to be a school which includes children no matter what their learning difference. I spoke to children with Autism, Asperger's Syndrome, Down Syndrome and Dyslexia, as well as a number of children who have English as an additional language who are still in the early stages of second language acquisition and require more support to take part in lessons. No child is excluded and the teachers and their Principal display a passion for teaching and learning that should be celebrated.

I am hoping that the school's relationship with DAS International will continue to grow and that in the future we can also support teachers and parents from other schools within the area through comprehensive psychological assessment of individual children and consultation with the people in their lives who wish to see them reach their full potential.

Voice of our Occupational Therapist—Titus Lim



Titus Lim is an Occupational Therapist at the Dyslexia Association of Singapore (DAS) and DAS International Services Ltd. He has years of experience working with pre-schoolers, school-aged children and adults. Titus shares with us his experiences of being an Occupational Therapist

How I started as an Occupational Therapist

Initially, I had wanted to pursue an Educational degree at the NTU-NIE after graduating from Junior College. However, when I stumbled upon the Occupational Therapy programme offered at Nanyang Polytechnic, I knew instinctively that this is where I wanted to be and I have never regretted my decision to become an Occupational Therapist.

Being observant is part of my job

Most of the clients I work with are children and often my job requires me to conduct home visits. This helps to develop a closer relationship and build trust with my clients in an environment they feel comfortable with. At the same time, home visits allow me to better understand the physical living conditions of my clients. This also provides me with an opportunity to observe the interactions between my client, their caregivers or family members in a natural setting. One of

the most common things that I have observed is how some parents or grandparents can be overprotective of their children without realising that their over-protectiveness serves as a hindrance towards their children achieving independence. This could result in children being over-reliant on their caregivers.

Why some children rely heavily on their caregivers?

It is surprising to know how many caregivers actually do everything for their children, not giving them a chance to learn to be self-reliant. One of the reasons given by caregivers' with regards to their over-protectiveness is that they do not trust their children to perform their daily tasks up to expectations. When this occurs, I would usually encourage my clients (youths and young children) to complete their daily tasks themselves. While some parents understand that it is essential for children to be self-reliant and heed my advice, others do not. Despite that, I pride myself in being able to educate caregivers and parents as to what is the most appropriate level of care needed by my clients and still be able to avoid forcefully imposing my professional values on both clients and their caregivers.

"Some parents or caregivers fail to understand that their over-protectiveness could serve as a hindrance towards their children achieving independency."

Intervention is necessary

My most memorable experience as an OT has to be working with a child at an early intervention centre for children. This child had been diagnosed with Autism Spectrum Disorder (ASD) and he was very much a pampered child. His caregivers (parents, grandparents, and domestic helper) would always give in to him whenever he had a meltdown. He had the freedom to use the iPad as and when he wanted. As an Occupational Therapist, it was my responsibility to intervene and highlight the dysfunctional behavioural management styles of caregivers and to impart proper behavioural management strategies. I saw a huge change in the child's behaviours a few months later. His behaviour had improved dramatically in adapting to changes in routines with no more meltdowns.

"As an Occupational Therapist, it was my responsibility to intervene and highlight the dysfunctional behavioural management styles and to impart proper behavioural management strategies."

Making a difference

My greatest job satisfaction is when I see improvements in my clients when it comes to performing their daily tasks such as feeding, dressing, toileting, coping with classroom activities, and when parents or caregivers are adequately equipped with skills to manage difficult behaviours of children at home.

As the saying goes: "All work and no play makes Jack a dull boy." Hence during my free time, I enjoy running for about 10 – 15 minutes and then a half-hour swim at a non-competitive pace to keep myself healthy and energised.

As I embrace the definition of the word 'health' by the World Health Organisation, which is a state of complete physical, mental, and social-well being and not merely an absence of disease or infirmity (WHO, 1948), I feel that it is important to keep myself in the pink of health before I can help others to improve and optimise their health.



DAS International
Empowering Successful Learning

We have a total solution for your
child's educational needs

Occupational Therapy

Our Occupational Therapist will assess children who have motor coordination, balance, posture and sensory processing difficulties, and can focus especially on handwriting concerns at all stages of development. Direct therapy as well as advice about programmes of activities for parents and teachers can be provided.

www.dasint.org.sg

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www.facebook.com/dasinternational

Psychologists at DAS

Deborah Tan and Hina Dadabhoy,
DAS psychologists, share with Facets
what they enjoy most about
working at DAS



I enjoy working at DAS because....

Deborah: It allows me to develop my expertise in assessing bilingual children, which is especially important in today's highly globalised society. I also see the DAS vision of helping dyslexic people achieve, being in line with my personal goal of helping others.

Hina: I am able to work within a specialised and knowledgeable multidisciplinary team. The opportunity to work alongside speech and language therapists, occupational therapists, as well as consulting educational psychologists is an incredible learning opportunity. Further, being part of such a diverse team enables me to draw on their expert knowledge for consultation on relevant cases, as and when needed.



I specialise in the psycho-educational assessment of children because....

Deborah: I see education as being a major aspect of a child's life that greatly impacts their future. If we are able to identify their difficulties and support them early, it will stand them in good stead later in life.

Hina: It allows a direct opportunity to make a difference in a child's life. Learning difficulties

can make accessing education a challenge, and being able to help identify difficulties, as well as, offer support to parents and their children is greatly rewarding.

A typical day for you starts ...

Deborah and Hina: Our day starts at 8:30am at our respective assessment centres. If we have an assessment, we prepare ourselves by thoroughly re-reading the case history, and preparing some further background questions. We usually have 2 cases a week, so that we are able to spend a good amount of time on each case. For a full assessment, we work with the child for about three to four hours in a morning session. A few days later, we usually meet with the parents again to discuss the results, as well as possible diagnoses and appropriate recommendations. When we are not assessing children, we spend most of our time working on reports, as well as professional development and research.

I have come across all types of cases...

Hina: And every child I have assessed is different. This diversity is what makes my job so interesting, and always keeps me on my toes!

Deborah: And sometimes there is just no simple answer to everything. Some children present with difficulties in multiple areas that it is difficult to clearly identify the actual cause of their problems. Whilst this can be quite frustrating for parents and professionals alike, it is always useful to view a diagnosis not as a label for the child but as a signpost to getting the right help.

I love children who are...

Deborah: Eager to learn and are never

defeated by their failures. It is heartening to see them try their best and sometimes you may be surprised by what they can achieve with just simple encouragement.

Hina: Inquisitive. Working with children who are very engaged, makes the assessment a more enjoyable experience.

Things that put a smile on my face...

Hina: When parents sincerely thank you for helping them and their child. There is no feeling as rewarding as knowing that you have made a positive difference to a family.

Deborah: Hearing about a child's progress and improvement after receiving intervention, from grateful and hopeful parents, months after assessing the child. Knowing that what you do is meaningful and makes an impact on someone else's life keeps me going in my job.

It breaks my heart when...

Hina: Parents are in denial. In some cases, parents may, quite naturally, struggle to come to terms with their child's diagnosis, and this in turn leads them to delay accessing support or intervention. We try to deliver diagnoses in the most empathetic way whilst emphasising the need for support, in order to try and work towards a goal that is in the child's best interests.

Deborah: Children who are most in need of help are deprived of it due to financial or family issues. This is where I see the DAS playing an important role in offering less privileged children a fighting chance to excel in their academics, through our financial assistance schemes.

Our advice for parents...

Deborah and Hina: To seek intervention as early as possible. Research indicates that the earlier a child receives intervention, the greater progress they are likely to make. Not only is early intervention important, but to come for an assessment early on. If there are any concerns regarding the child's cognitive, emotional, or social development, it is very important that parents err on the side of caution and go for assessments.

Assessment



How an Assessment can help?

An assessment gathers useful information about your child's cognitive ability, memory and literacy skills. It provides greater insight into the nature and the extent of the difficulties that your child may have.

When you know more about your child's difficulties, this enables you to seek help that suits his or her needs. Moreover, identifying and understanding your child's profile of strengths allows you to help him or her make use of these strengths in the context of learning. Understanding your child's learning needs can help you identify ways to motivate and increase his or her self-esteem.

All our psychologists are professionally trained to conduct cognitive and literacy assessments. We have accumulated years of experience and expertise that we are happy to share with you.



Dyslexia Association
of Singapore
www.das.org.sg

One size doesn't fit all

Amanda Kirby
Presents

By Siti Aishah
Bishan Educational Therapist

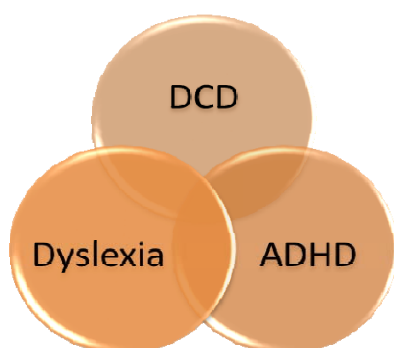


DAS was privileged once again to have Professor Amanda Kirby sharing comprehensive information and tips on supporting children with Developmental Co-ordination Disorder (DCD) and Attention Deficit Hyperactivity Disorder (ADHD) in small group teaching sessions with our DAS Educational Therapists. Professor Kirby is an expert in DCD also known as Dyspraxia and related specific learning difficulties. Certainly, her insights are invaluable for educators as well as parents.

Overlapping of Learning Difficulties

As our students come in different sizes and personalities so do their learning difficulties: It is in our realm as educational therapists to manage other symptoms other than dyslexia for the learning process to be effective. We were reminded that even symptoms that are not diagnosed are still symptoms that are portrayed within the classrooms, and because of that, it is important to address the issues rather than to evade them.

Presently, all over the world, dyslexia has the tendency to be the learning difficulty that is magnified by parents and educators mainly because it impacts upon academic work, although at times, it may not be the primary difficulty a child is experiencing.



For instance, when it comes to reading and writing notes, there are many skills that are needed before one can perform the above tasks.

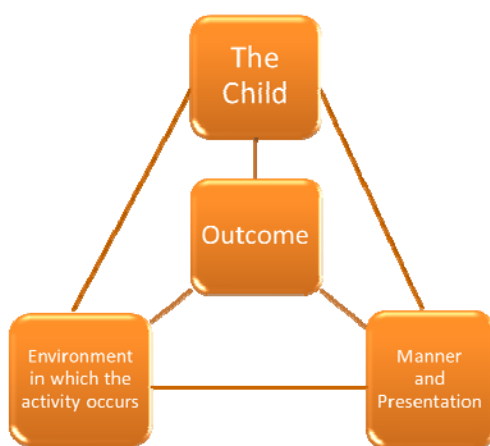
Some of the skills that are required are:

- ◆ postural control
- ◆ decoding
- ◆ letter formation
- ◆ summarizing
- ◆ background knowledge of the material to make meta-cognitive links
- ◆ visual/motor
- ◆ executive functioning to sequence and prioritize
- ◆ good working memory
- ◆ attention
- ◆ automacy of fine/gross motor
- ◆ interest
- ◆ motivation and self-regulation

The ability to read and write encompasses skills that are not only dyslexia related, but also entails other areas where the child may have difficulties in. Children may come to the DAS for dyslexia (reading/spelling) but they may have other multiple diagnoses that defines their learning difference. In fact, overlapping of learning difficulties is not a new problem, DCD, ADHD and Dyslexia often overlap and educators should not be surprised by this. Educators are expected to use and develop strategies that address these issues within their teaching practices.

Learning in a Dynamic System

Thus, it is crucial to distinguish how learning occurs. Professor Kirby shared with us that learning occurs in a dynamic system. Learning is as much about the educator and the teaching methods they employ as it is about the child. The chief factors which can affect outcomes are the



environment in which activity occurs as well as the manner and presentation of the teaching. Therefore, each of these factors can be manipulated to achieve the optimum outcomes. The importance of this system is that educators need to be alert to the difficulties that a child may have and then alter the specific environment or manner of presentation to help the child with the connection to their learning.

For example, common motor associated issues faced by students with co-ordination difficulties are that they need stability to write and they are more prone to tiredness and fatigue. Often, educators tend to underestimate these problems. Environmental aspects like the design of furniture for posture in the classrooms may easily affect them.

Additionally, children normally do not have enough time to improve fine motor skills (handwriting) within a busy classroom schedule; therefore, the manner in which support can be provided needs to be actually embedded in their everyday life/school instead. Even a five-minute per day activity can make a difference to these children. Parents can also weave in motor skills activities within the daily chores like hanging clothes out to dry with cloth pegs or transferring rice into a storage using a container to improve their fine motor skills.

Children with **ADHD** can be assisted by using tools like a time keeper or clock in the classroom to help them with time management. In writing, they will need lots of scaffolding and framework to drop in the information they know. Their sitting arrangement in class or study area can be adjusted in such a way that they are facing a wall within their own space so as to reduce the distractions. In some class settings, they may



even be given a set of headphones with soothing music to reduce the background noise that they may be very sensitive to while doing work or studying.

The M.A.T.C.H! Approach

Professor Kirby introduced **M. A. T. C. H** to recognise the importance of the dynamic learning system for educators as well as parents.

- M**odify the task
- A**lter your expectations
- T**each strategies
- C**hange the environment
- H**elp by understanding

To understand the child better, we need to examine the child's needs and motivation. Deconstruct why the child has difficulties and ask the child what they would most like to improve as well as how do they feel about the different tasks they need to do in school and why. A child needs to have meaning in order for them to feel motivated. Hence, when we explore the child's goal, we also need to look at the other things that surround the literacy so that children will be able to absorb the strategies that we are teaching them more effectively.

Lastly, we need to always remind ourselves that these children are children in the first place, and their learning difficulties come second. As Stacia Tauscher beautifully once said.

"We worry about what a child will become tomorrow, yet we forget that he is someone today."



Dimensions of ADHD & DCD (Dyspraxia)

Professor Amanda Kirby MBBS MRCGP PhD

Professor Amanda Kirby delivered two presentations at the DBS Auditorium during her visit to Singapore. Her first presentation on ADHD and DCD (Dyspraxia) covered implications for school and home and she provided advice to parents, teachers and professionals on how to work effectively around the clock to maximize the child's skills.

Professor Kirby's second presentation was focused on professionals working together in the identification of learning differences. She shared with us what executive functioning was and what this meant for children with learning differences. She provided practical intervention approaches that were evidence based to help us better understand children with ADHD and DCD.

Some of the participants who attended the Amanda Kirby talk at DBS auditorium had this to say :

Amanda Kirby's talk was succinct and insightful. She was able to present her case clearly without the psychobabble. It was also beneficial for both parents and professionals.

Kong Eng

I just wanted to let you know how much I enjoyed the talk by Professor Kirby. She really struck a chord when she related how she had to repeat her "story" every time she met a therapist/ professional to help her son.

She gave very practical advice and was generous in sharing her list of useful websites. And most pertinently for me, she highlighted how our children will face new difficulties at different stages of their life, even as adults. This had not occurred to me and while daunting, I feel I can now be better prepared. Please bring her back for more lectures.

Thanks again,

J.Goh

Professor Amanda Kirby is an expert in Developmental Co-ordination Disorder (DCD) also known as Dyspraxia and the overlap with other specific learning difficulties.

Amanda founded The Discovery Centre in Cardiff in 1997. Since that time The Centre has become internationally recognised for its work in (DCD) and related specific learning difficulties. In 2006, the Discovery Centre became part of the School of Education at the University of Wales, Newport. In April 2007 Amanda gained a Chair in Developmental Disorders in Education at the University.

Amanda previously worked as a General Practitioner and has worked in Community Paediatrics and Psychiatry. She has many books published in the field of specific learning difficulties, and has published Mapping SEN - a CD-based programme for schools - and "100 Ideas for Supporting Pupils with Dyspraxia and DCD" as well as academic texts. She has recently launched the 'Goal Maker', a goal setting kit with her colleague Lynne Peters.

Amanda has both a professional and personal interest in DCD (Dyspraxia) and related specific learning difficulties as her middle child, her 26-year old son, has co-ordination and some attentional difficulties, and trying to address his difficulties and finding answers to problems first sparked her interest in the area. Her research interests include the effects of nutrition on learning and behaviour, outcomes for students in further and higher education with Dyspraxia and DCD, and executive functioning in school and college students. Recent work has continued to look at the effect of specific learning difficulties in gaining employment. More information about Amanda can be found at this weblink:

www.msdevelopmentaldisorders.org/wp-content/uploads/Amanda-Kirby-CV.pdf

The Register of Educational Therapist (Asia) – RETA

By Michelle-Lyn Yap
Lecturer—DAS Academy



The special education field in Singapore is growing swiftly and steadily, due to reasons that stem from more awareness of learning differences, acknowledgement that students with learning differences need intervention beyond traditional classroom practice, and the desire of practitioners to become more qualified in order to meet those specific intervention needs.

Recognition for Educational Therapists

The Register of Educational Therapist (Asia) was conceived in order to be a central and vital hub where these qualified practitioners could become members and be recognized for their expertise in the field of Specific Learning Differences (SpLDs). Guided by a steering committee comprising of representatives from the DAS Academy, the Ministry of Education, Voluntary Welfare Organizations, private education professionals, and other educational bodies, the Register is also advised by an eminent board of international experts, which includes Professor Robert L. Burden and Professor Angela Fawcett.

RETA documents your professional standing

RETA functions similarly to bodies like the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) in the USA, as well as the Professional Association of Teachers of Students with Specific Learning Differences (PATOSS) in the UK, offering its members the opportunity to have their professional training and competence documented and displayed on a public platform.

The Register aims to:

- ◆ Establish and maintain a directory of Educational Therapists that is publicly available
- ◆ Develop a code of standards and ethics for professional practice

- ◆ Provide professional guidelines to interested parties who seek the specialised services of educational therapists in Singapore
- ◆ Fuel intellectual discussion and create opportunities for the professional exchange of knowledge, research and experience
- ◆ Encourage and support Continuing Professional Development (CPD) within the field of Specific Learning Differences (SpLDs)

Commitment and Professionalism to Learning

As a member of RETA, individuals will be able to demonstrate their commitment to helping those who learn differently by making information on their professionalism known to the public, in order for interested parties to engage their services or seek consultation. Additional benefits include receiving member discounts for workshops and purchasing of resources, access to the DAS Academy Library and a members-only online forum, and a subscription to the RETA Chronicles, an exclusive bi-annual newsletter that features useful readings and articles by industry authorities and DAS staff.

RETA Requirements


To become part of the Register, individuals are encouraged to sign up for the Essential Literacy Approach (ELA) Course which is having its third run for 2012 in November. Undertaking the ELA course will equip individuals with both the theoretical knowledge and practical skills required to support a learner with SpLD, as well as recognize those who have successfully completed the course as therapists who have received specialist training and qualify as Registered Members of RETA.

For more information on joining RETA please contact DAS Academy:

info@dasacademy.edu.sg or 6336 2555

Meet Daphne Chang, one of our students attending classes at our Jurong Point premises who has a knack for the arts. Daphne discovered her talent at the very early age of four, translating her visual memories of animals she saw at the zoo into drawings. Her talents were also evident in the drawings on her travel journals when overseas.

For more information, log on to
www.das.org.sg/art



Keefe Tan, 16
DAS Bedok Learning Centre

His great determination to succeed coupled with strong home support saw Keefe being promoted to Express Stream at the end of Secondary Two.

Today, we are indeed proud that Keefe scored a B3 for his English and other subjects and an A2 for Science in his 'O' level exam. Like the Wright brothers, Keefe flew right through the smoke of impossibility and emerged a champion.

Keefe has been accepted into the Diploma in Aeronautical Engineering course at Temasek Polytechnic – the course of his choice!

By Ms Shenmee Lau
Senior Educational Therapist

Smile

Applause!!

Christa Tan, 16
Bedok Learning Centre

Remember Christa Tan, the torchbearer for the Youth Olympic Games in 2010, who was featured in FACETS (September December 2010 issue)? Well, she has done us proud once again!

Christa scored an amazing Grade 1 in English, a Grade 2 in subjects (including Literature) and a Grade 4 in Mathematics in her N(A) level exam.

"Yesterday, I dared to struggle. Today, I dare to win."


Christa, an avid sailor, has evidently shown us what Bernadette Devin meant in her quote. Moreover, she has honoured her commitment to achieve a Grade 1 in English.

By Ms Shenmee Lau
Senior Educational Therapist



Smile

Congratulations!!



Jasper Yeo, 16
Bedok Learning Centre

"Knowledge exists potentially in the human soul like the seed in the soil; by learning, the potential becomes actual." – Imam Al-Ghazali

The above quote aptly describes Jasper's condition. Despite his high intellect, Jasper experienced some difficulty with essay writing and understanding comprehension passages. But his eagerness to learn overcame all these obstacles. We are extremely elated that Jasper scored an A2 in English and Mathematics, a B3 for other subjects and a C5 for Design and Technology in his 'O' level exam. Jasper has been accepted into the Diploma in Chemical Engineering course at Singapore Polytechnic – the course of his choice!

By Ms Shenmee Lau
Senior Educational Therapist

Smile

Deliciously Dyslexic



Dr Jiajia and BigBro

Dr Jia Jia as he is fondly known, together with his brother, have become stars on YouTube for their series of Singlish videos. Each episode features a Singlish “Word of the Day”, and “Kee Chiew” (to raise your hand in Hokkien) has become a trademark phrase of Dr Jiajia.

Each of the Singlish videos that were scripted, directed and edited by their father touches on current topics such as MRT breakdowns, Ministerial salaries and even Dyslexia.



Dr Jiajia has been attending classes at DAS since pre-school. In his video “Deliciously Dyslexic” he explains in a succinct and humorous way the difficulties a child with dyslexia faces and it has brought about many smiles and fans locally and overseas.

DAS is using this video as part of our awareness resources and we hope that more children will identify and be helped through the message in the video.

The poignant message at the end of the video where Dr Jiajia asks his teachers to “Pang Chance”, which means give him a chance by making it easier for him to learn in class, this is also a message that the DAS endorses and hopes that all educators would give our students with learning differences a chance to learn in their mainstream classes.

YouTube Fame

Dr Jiajia’s father, Mr Chua, explains about their YouTube success....

The project started out as a video competition BigBro (Chua Jin Chou, Dr Jiajia's elder brother) participated in when he was in Primary 4 (2009). Dr Jiajia (Chua Jin Sen) was only 3 years old then and we decided to include him in the filming because of his good sense of humour. He was cast as an expert in Singlish, named "Dr Jiajia". Somehow the name stuck with him and for all the future Singlish videos, he is known as **Dr. Jiajia**.

Unfortunately the video was never submitted for the competition because BigBro missed the submission date. A few months later, we decided to upload the video into YouTube (March 2010). The video received quite a lot of interest (245,000 views to date) with many positive comments on Dr Jiajia's performance. We later also learned from friends that the video was introduced in a few schools by principals and teachers to discourage students from using Singlish. Ironically, all the videos after the first Singlish video are about Singlish humour.

Nine months later, in December 2010, we decided to do another video about Singlish, mainly to have fun and to entertain ourselves. The second video too caught quite a bit of interest on YouTube. We became more serious about producing the Singlish videos at the end of 2011 and within 8 months we have released 21 Singlish videos on YouTube.



At home, Dr Jiajia mainly speaks Mandarin. Since we neither speak Singlish nor dialects, most Singlish words sounded quite strange to Dr Jiajia. In fact, Dr Jiajia learned Singlish only while acting in the videos.

Most of the scripts were written by me (Dr Jiajia's father) with the help of his big brother. As Dr Jiajia is not a great reader, because of his dyslexia, the scripts were basically read to him, sentence by sentence, during the filming. Dr Jiajia was able to repeat the sentences well except for the Singlish words which he had problems pronouncing at times.

Nonetheless, Jiajia was determined to get them right and he did not give in easily. He would repeat some phrases a few times if he had to, until he perfected them.

Dr Jiajia is slightly hyper-active too. It is not easy for him to concentrate for long and he will easily drift into his own world, giggling and laughing like there is no tomorrow. He also has the tendency to add in his own words and funny expressions during the filming.



Whenever Dr Jiajia took up too much time giggling, BigBro would step in and give Dr Jiajia a piece of his mind, reminding him to stay focused and follow the scripts. However, Dr Jiajia's laughter can be quite contagious and at times BigBro will lose control and laugh along.



Goh Yun Yi and Chua Jin Sen attended the Tampines Learning Centre Opening and was privileged to present the Guest of Honour, Mr Masagos Zulkifli Bin Masagos Mohamad, Minister of State, Ministry of Home Affairs & Ministry of Foreign Affairs a token of appreciation from DAS.

The video that caught the initial public attention was “Singlish 4 – Study Like Xiao” – and the video has received more than 272,000 views. Shortly after that, Dr Jiajia and BigBro were interviewed by Wan Bao. They also appeared in 8 Days and 优1周 magazines.

The bludders (brothers) became more popular after “Singlish 20 – Singlish Minister” – in which the video received more than 520,000 views to date. They attracted even more attention from the media this time round: WanBao, ZaoBao, The Strait Times, The New Paper, 93.3FM, OMY.sg, Razor.TV, Stomp, etc.

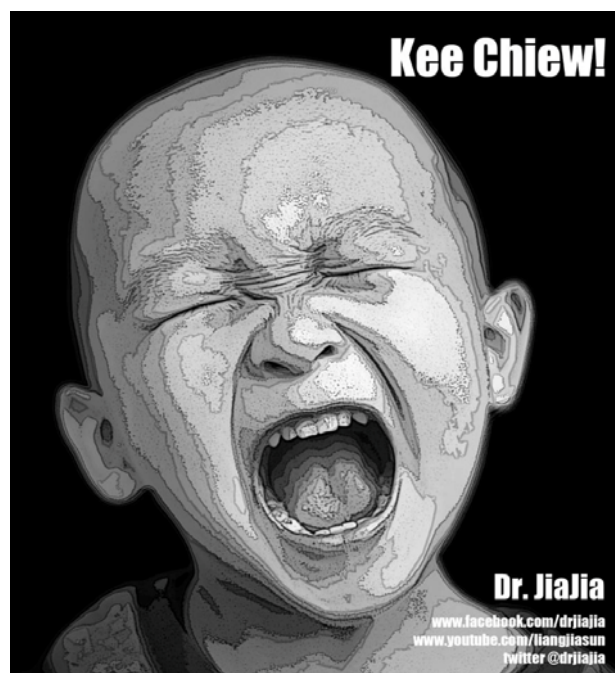
Now our YouTube channel www.youtube.com/liangjiasun has more than 3 million views and 8900 subscribers. If you were to search the work “Singlish” in YouTube today, you will find all the top 5 results to be his videos. Their facebook, www.facebook.com/drjiajia has more than 13,800 Likes and the number is still growing.

Comments about Dr Jiajia’s dyslexia can be found in his YouTube video:

Singlish 14 – Deliciously Dyslexic
www.youtube.com/watch?v=Ojt_WgVxqKY

On many occasions, Dr Jiajia is recognised when he is out and about. So far he has been enjoying the attention. He was approached by someone from Okto and Channel 8 to audition for some productions, but we turned down the opportunities fearing that he would have problems juggling the demands of school work and filming at his young age.

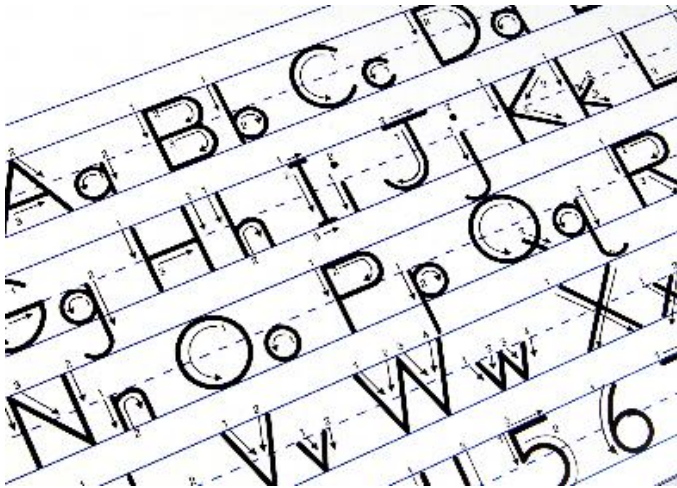
There are also interested companies asking him to promote their products, but so far we have accepted none. However, he will be accepting a movie offer soon. You will hear more about it through the media in the coming months. Dr Jiajia and BigBro have also been invited to appear in a video for 2012 NDP.



Kee Chiew!

The DAS is also pleased to have Dr Jiajia as part of its Gala Dinner celebrations by agreeing to perform on the night. Dr Jiajia’s family have also offered to help the DAS with our fundraising efforts and will be donating profits from the sale of “Kee Chiew” t-shirts to the DAS Education Fund.

By Mr Chua— Dr Jiajia’s Father and
 Fanny Foo – Centre Manager
 Bishan Learning Centre



Education Exchange

We are pleased to introduce a new section to FACETS—Education Exchange. We aim to keep you informed about current thinking/views in the education field as well as what is happening in the DAS Education Programme.

This issue of FACETS introduces our new Senior Research Officer Ms Nguyen Thi Kim-Cuc who will be studying the effectiveness of the Computer Literacy Programme.

Kim-Cuc's article, written in collaboration with the Assistant Director of Education, Ashraf Samsudin, discusses the introduction and changes to the CLP and explains the Pilot study that is currently underway at the DAS.



Research also tells us that early intervention for children with learning differences is vital.

This issue is explored by our Director of Education, Roslan Saad, who has written an article on the importance of early identification and how parents play a vital role in this.

Roslan has agreed to share an article with us in future issues so look forward to some interesting and informative advice he will provide us.

Our Head of Preschool, Salbiah Bahri, has a lovely story to share with us on one of her preschool lessons and their walk in the garden, she shows us how multisensory learning inspires young learners.

Helen Driver, Head of Specialist Services and our Senior Speech and Language Therapist also writes about the importance of early intervention for young children and provides parents with indicators to look out for.



The Centre Manager at Jurong Point, Deepam Gnanes, hosted the Parents Focus Group recently and reports on their meeting together.

Finally, we have articles on the DAS Maths programme and its success. This also highlights the upcoming Maths conference to be held in November 2012, our fourth DAS International Conferences for the Southeast Asia region.

We are privileged to have International Maths experts presenting as well as our local Maths teachers and lecturers. After the conference we will be running seminars and workshops to compliment the programme.

For more information about the Maths conference please refer to our website:

www.das.org.sg/conference

Early bird registrations are now open!!

We hope you enjoy the NEW Education Section of FACETS and that it provides you with the latest valuable information about education issues as well as what is happening in the DAS Education programme.



Early identification – the difference it makes to a young child with reading difficulties.

By Roslan Saad—Director of DAS Education Division

Very often children with reading difficulties are identified rather at a late stage of their school-age years. By then, the child would have experienced a series of failures in school where his literacy learning is concerned.

Teachers, Professionals and Parents take note

Early identification is so important that the responsibility of identifying a young child with reading difficulty such as dyslexia should not be placed on the shoulders of the school and teacher alone. It has to involve parents as well, working together with professionals in providing support to the child at home and in school respectively.

Parents need to be aware

Parents must be made more aware of their role and the influence they have in securing early identification of their children and the 'detrimental effects a delayed provision has on the child's self-esteem, motivation and classroom behaviour' (Crombie and Reid. 2009).



Unless parents are well-informed of the signs to look for and are opened to accepting the possibility of their children experiencing some

learning difficulties, the children who are at risk of dyslexia will not be identified by parents and their teachers at early school age.

Research proves emotional difficulties

This is very sad as research has shown that children with reading difficulties who are not identified and provided with intervention generally have lower self-esteem and they often experience accompanying difficulties with emotional adjustment in later life (Burden. cited in Reid, Fawcett, Manis & Siegel, 2008).

Getting the message across on the importance of early identification becomes more challenging to parents of pre-school children as the child's difficulty with literacy learning may not be too obvious at this stage. Parents are usually not prepared to acknowledge the issues their children have, often hoping that it is a phase that the children will someone outgrow at later stage of their lives. Unfortunately, very often this is wishful thinking and these children will continue to suffer virtually in silence. Most children with dyslexia have endured a lifetime of humiliation from being teased, ridiculed and laughed at for the many failures they encounter (Mortimore. 2003).

Parents play a critical role in child's self-esteem

Parents can actually save their children from this plight and be a positive influence on the self-esteem of the children with dyslexia. Parents could either build or unwittingly destroy the child's self-esteem. Mortimore (2003), further points out that in as much as parents will do almost anything they possibly could for their child, however, parents often exacerbate the situations for their

child with dyslexia at home by their own anxieties and insecurities each time the child makes mistakes.

Dyslexia Screening Test

For children at preschool age, early identification is about identifying potential difficulties or what we call 'at risk'. It is not a definitive diagnosis yet, due to the child's tender age. The DAS pre-school programme screened preschoolers using the Dyslexia Early Screening Test (DEST) (Fawcett and Nicholson, 1996).

The DEST is valid for the age range between 4.5 years to 6.5 years. The DEST is effective in providing the 'positive indicators' for dyslexia. It presents itself as an attractive screening battery to the child as it is fun, varied and non-threatening.

Skills of rhyming and alliteration

For the perceptive parents, actually signs can be seen in a child from earliest stages. For instance, some of the early signs are when:

- ◆ a nursery-age child is unable to pick up the skills of rhyming and alliteration,
- ◆ demonstrates consistent jumbling of syllables, and
- ◆ difficulty in letter recognition.



Family history of learning differences

When a pattern of difficulties is noted, and also usually coupled with a known family history of dyslexia, there is a good chance that the child probably does have some significant delay in his literacy learning (Crombie and Reid, 2009). This is a child who is probably identified as 'at risk'.

The DAS preschool programme targets young children who are 'at risk'. Early identification is

crucial; the point of time a child is identified and the appropriate provision that follows hold significant influence on the shaping of the child's development and also his perception of himself (Edwards, 1994, Burden cited in Glazzard, 2010).

Study shows that early identification has positive impact on children with reading difficulties as it is not the labeling that matters but the provision of good intervention programme (Riddick, 1996)

Longitudinal Study same as DAS Preschool

In a longitudinal study by Vellutino et.al. (2006), a group of children on entry to kindergarten were tested on phonological awareness (sensitivity to rhyme and alliteration), rapid naming, counting by ones and number identification. Based on their scores, these children were identified as 'at risk'. The effects of early intervention for these children at kindergarten level were measured. The 'at risk' children were given an hour's training each week during their kindergarten year. They went through a programme strikingly similar to what preschoolers on DAS preschool programme go through.

Results show significant improvement

Just as with DAS preschoolers, the 'at risk' children in the study had their classes conducted in small groups focused on activities such as concepts of print, letter recognition, letter identification, phonological awareness, letter-sound matching, sight-word learning, shared and guided reading, listening to stories. Results from the study shows that early intervention made at kindergarten stage can significantly improve early skills and prepare the children for more formal reading instruction later.

Unidentified 'at risk' children take longer to help.

On the other hand, children 'at risk' of dyslexia who are not identified often go through humiliation and failures in their early years of formal education. This can in fact be avoided and a child does not need to fail to learn to read and write before difficulties are recognised, and eventually diagnosed as a confirmed case of dyslexia.

Delay in support results in emotional concerns

A delay in providing effective provisions to an 'at risk' child will result in the child experiencing some emotional disturbances that have effects on their self-esteem. This is often translated into

bigger learning issues for parents and teachers to cope with as the child begins his formal learning later. The child will demonstrate signs of social, emotional, and developmental effects of his early frustration. With early identification, we can prevent or at least minimise the later



damaging effects of reading failure on the child.

Systematic Multisensory Programme

Torgessen (2000), points out that while it is important to appreciate that reading involves a number of different skills, both decoding and comprehension of written words are vital. He elaborates that if children cannot decode, they are unlikely to be able to comprehend what has not been decoded. In other words, the child has to learn to read first in order for him to read to learn things.

For dyslexic children, Torgessen suggests a more targeted and systematic multisensory programme and to be introduced at early pre-school age. The later the provision is given to a child 'at risk', the longer the period it requires to achieve a measureable success. The message on the importance of early identification has come across very clearly in this article through the findings of the study and research done. There is ample evidence for parents to really appreciate the significant progress made by early intervention.

In conclusion, Humphrey (2002) reiterates that early identification of dyslexia of high-risk children must be followed up with appropriate provisions for their learning needs. Only with all the much needed provision followed suit the diagnosis of dyslexia is regarded as the turning point for the pupils; realising that they had a genuine specific difficulty. It gives them a

closure.

Without early identification, these 'at risk' children will surely remain vulnerable throughout their school lives, often misunderstood by others.

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Parents, You Can Make a Difference Too!



As part of our ongoing student support service at DAS, every Learning Centre Manager understands the importance of organising a Parent Focus Group (PFG) session with parents.

PFG sessions are usually held twice a year. In the past years, we have found that these sessions have not only proved to be vital and successful but also very beneficial in developing post intervention measures at DAS.

Fosters good working relationships

Our Learning Centre Managers and Educational Therapists met up with our parents for a fruitful two hours. This was done with an aim to foster better working relationships between DAS and our parents. The PFG provides a platform for parents to share their experiences as well as garner support from each other.

Furthermore, it allows parents an opportunity to give feedback on how we can improve our current services, thus making our learning centres responsive to parents needs.

Sharing of challenges faced as parents

The PFG allows parents to share the challenges they face at home with a child who has dyslexia. One parent realised that most of what she thought of as unique to her son was actually common among other dyslexic kids.

Sharing of useful tips and strategies

Besides challenges, many shared useful "tips" on how to cope with these challenges. Another parent highlighted that by watching movies on special needs on a weekly basis as a family and then discussing it, had actually helped his son to gradually build confidence within himself.

One of the main concerns raised by most parents at the PFG gathering was the lack of support from their mainstream school teachers in managing children with dyslexia.

Raising awareness

We assured all parents that DAS is doing our part by highlighting this concern to all schools during our awareness talks that we conduct on a regular basis in MOE schools.

In addition, our Centre Managers and Educational Therapists do provide useful "strategies", "techniques" and updated information for parents to take home.

We are very pleased and encouraged that parents find the PFG to be informative and most of all beneficial.

As we grow, DAS would like to thank all parents for their participation and support as always!

I would like to remind parents that although the PFG sessions are only held twice a year, you need not wait for them to occur to discuss issues with us. Centre Managers encourage all parents to approach us if you have any concerns. Our doors are open so if you have a problem please come and talk to us.



By Deepam Gnanes
Centre Manager
Jurong Point Learning
Centre



TRIAL USE OF FAST ForWord AT DAS AND PILOT STUDY ON ITS EFFICACY

By Nguyen Thi Kim Cuc and Nor Ashraf B Samsudin

Since Term 4 last year (2011), children enrolled with the Dyslexia Association of Singapore (DAS) have been expected to go through either the Computerised Literacy Programme (CLP) or the Oracy Programme before they move on to the main Essential Language Approach (ELA) Programme.

Computerised Literacy Programme (CLP)

The CLP is an intensive, individualised, and structured computer - based programme aimed at addressing important prerequisite areas of learning where dyslexics have difficulties with. In addition to being trained on software, CLP students also receive support from our Learning Support Officers (LSOs) - who have received extensive training not only on the software but also on the techniques of teaching students with dyslexia and other learning differences.



Learning Software Programmes

The current combination of learning software programmes, Attengo and Nessy Learning, has sought to help students in areas such as working memory, focus, attention, executive function, phonological awareness and touch typing.

Improvement in these cognitive areas would lay important foundation for the students to go on with their ELA classes. Initial feedback from both parents and LSOs shows that improvements in the above-mentioned areas have been observed in students graduating from CLP classes.

Fast ForWord (FFW)

In an effort to improve the Computerised Literacy Programme and better serve the needs of students with dyslexia, DAS is currently looking into the use of a software programme titled "Fast ForWord". Fast ForWord (FFW) is the brand name of a range of commercial products launched by the US-based Scientific Learning Corporation (SLC). SLC was established in 1995 by a number of well-known neuroscientists, namely Michael Merzenich and William Jenkins from the University of California, San Francisco, and Paula Tallal and Steven Miller from Rutgers University, upon their collaborative research studies demonstrated improvements in children with temporal processing deficits upon being trained on software (which later developed into Fast ForWord). (1)

The above-mentioned researchers found that children with language-based learning difficulties, such as dyslexia, struggle in recognising some rapidly successive sounds, such as phonetic elements and non-speech sound stimuli. FFW - a series of adaptive training exercises designed in form of computer "games" - therefore seek to enhance the phonological awareness and thus improve the literacy performance of these students.



FFW—Language, Literacy and Reading

Fast ForWord family of products consists of three main product series: the Language series, the Literacy series and the Reading series. (2)

The Language series is for elementary learners while the Literacy and Reading Series are for more mature learners. DAS will focus on the use of the Language series products in CLP for the time being. The Language series is made up of the two main products: the Fast ForWord Language and the Fast ForWord Language to Reading.

Each product consists of a number of exercises and difficulties. All beginners will start with the FFW Language product which seeks to improve students' learning capacity in areas of oral language comprehension and listening, including phonological awareness.



The Fast ForWord Language v2 (3)

The Fast ForWord Language v2 product consists of seven exercises: three sound exercises and four word exercises. The exercises work together to help develop the understanding of basic speech sounds as well as the fundamental cognitive skills essential for learning and reading.

The sound exercises (**Sky Gym, Moon Ranch, and Hoop Nut**) present complex auditory information in a sub-word format, such as frequency sweeps and syllables. The word exercises (**Whalien Match, Robo-Dog, Ele-Bot, and Space Commander**) present words, either in isolation or within sentences, with various levels of linguistic complexity. In some instances, the speech sounds have been digitally altered using patented methods (including selective intensity increases and duration extensions) to provide enhanced learning opportunities.

After completing the FFW Language exercises, the CLP students are expected to move on to the FFW Language to Reading product. This is a series of exercises that focuses on listening comprehension, sound-letter recognition, phonological awareness, beginning word recognition and English language conventions.



The Fast ForWord Language to Reading v2 (4)

The Fast ForWord Language to Reading v2 product consists of five exercises: one sound exercise and four word exercises. The exercises work together to help develop the understanding of basic speech sounds as well as the fundamental cognitive skills essential for learning and reading.

The sound exercise (**Jumper Gym**) presents tonal sweeps using different frequencies, different sequences of multiple sounds, and different time durations. The word exercises (**Paint Match, Polar Planet, Tomb Trek, and Cosmic Reader**) present words, either in isolation or within sentences, with various levels of linguistic complexity.

In some instances, the speech sounds have been digitally altered using patented methods (including selective intensity increases) to provide enhanced learning opportunities. The student also works on graphemes, the letters that represent phonemes, and on visual tracking to strengthen left-to-right reading patterns.

To help our LSOs monitor students' progress, Fast ForWord products have been designed with a built-in, Internet-based progress monitoring system, namely Progress Tracker. In addition to progress monitoring, Progress Tracker helps adapt the programme to suit each individual student by generating status flags to



TRIAL USE OF FAST ForWord AT DAS AND PILOT STUDY ON ITS EFFICACY (continued)

alert LSOs of necessary interventions and follow-up actions (whether to move the student to a lower or higher level product or to complete product use).

Research on FFW

While controversies still exist about the effectiveness of Fast ForWord products for students with language-based learning difficulties, FFW has been one among the computer-assisted therapies enjoying the greatest popularity in the US and elsewhere. (5)

Given the strong research base, continual improvements, and consistency of FFW products, DAS is currently considering the trial use of FFW software for a number of CLP classes since the middle of Term 2 this year.



DAS has also initiated a research project to examine the efficacy of this software on DAS students. The pilot study being conducted between May and June 2012, while the full-scale study will start in Term 3, 2012. The findings of these research studies are expected to be instrumental to the DAS in identifying FFW's areas of effectiveness on students with dyslexia thus enabling us to identify the best software to benefit DAS students.



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- (1) While Professor Michael M. Merzenich is no longer with SLC, the other three researchers remain. For their research studies that led to the development of Fast ForWord, one can refer to Merzenich, M. M., Jenkins, W. M., Johnston, P., Schreiner, C., Miller, S. L., & Tallal, P. (1996), Temporal processing deficits of language-learning impaired children ameliorated by training, *Science*, 271, 77-81 and Temple et al (2003), Neural deficits in children with dyslexia ameliorated by behavioral remediation: Evidence from functional MRI, *Proceeding of National Academy of Science (PNAS)*, Volume 100, Issue 5, pp. 2860-2865
- (2) For further information regarding FFW products, one can refer to the website of Scientific Learning Corporation at www.scilearn.com
- (3) Adapted from the "How to use SLC products" and other FFW products manuals published by the Scientific Learning Corporation (2011)
- (4) Adapted from the "How to use SLC products" and other FFW products manuals published by the Scientific Learning Corporation (2011)
- (5) Bellis Teri Jamnes (2003), Assessment and Management of Central Auditory Processing Disorders in the Educational Settings: from Science to Practice, 2nd Edition, Thompson: Delmar Learning, p.377

TRIAL USE OF FAST ForWord AT DAS AND PILOT STUDY ON ITS EFFICACY

About the Authors:



Nguyen Thi Kim-Cuc
Senior Research Officer

Ms Nguyen Thi Kim-Cuc has joined DAS since February 2012 as a Senior Research Officer. Kim-Cuc completed both her PhD and Master degrees at the National University of Singapore. Prior to DAS, Kim-Cuc worked in various research/analysis capacities in both Singapore and Vietnam. While her past research focused on the impacts of economic and political factors on society and people, Kim-Cuc has been increasingly interested in the field of special education and dyslexia in particular. Kim-Cuc is currently involved in a number of research projects at the Education Division, including the above-mentioned study to evaluate the efficacy of Fast ForWord on DAS students. For any queries regarding this article, please feel free to email Kim-Cuc at kimcuc@das.org.sg



Nor Ashraf B Samsudin
Assistant Director –
Education Division

Mr Nor Ashraf B Samsudin is currently the Assistant Director of Education at the DAS. He is also a Senior Educational Therapist with 8 years of experience teaching students with dyslexia and other co-morbidities. He is trained in the Orton-Gillingham approach at the DAS and holds a Double Diploma in Dyslexia Studies by the Cambridge University. He currently oversees the development of the DAS Curriculum and is spearheading the outreach efforts to schools. Part of that involves the development of the Computerised Literacy Programme (CLP) and research of assistive computer software relevant for CLP classes. For any queries regarding this article or the Computerised Literacy Programme at DAS, please feel free to email Ashraf at ashraf@das.org.sg

Education Services



DAS Education Professionals

All DAS staff are professionally trained (theoretically and practical) in the knowledge and skills on dyslexia, as well as other similar language-related learning differences. Our stringent selection process requires everyone to undergo an English Phonology test and Essential Literacy Training.

Educational Therapists (EdT) are all graduates from accredited universities. They are further trained for two years by the DAS in specific learning differences (SpLD), leading to them obtaining a post-graduate qualification in SpLD.

Learning Support Officers (LSO) undergo specialised training by DAS professionals in providing support for our DAS students.



Dyslexia Association
of Singapore

www.das.org.sg

THE IMPORTANCE OF EARLY INTERVENTION

By **Helen Driver**, Senior Speech and Language Therapist and Director of Specialist Services and **Salbiah Bahri**, Head of DAS Preschool and Educational Therapist

Helen Driver, our Senior Speech and Language therapist shares that the first six years of life are extremely important for speech and language development. The critical period for the development of phonology, (the recognition and production of speech sounds) is from 24 weeks to 1 year of age.

Play with words

A child with typically developing phonological awareness will start to play with words and rhyme by 2 ½ years of age. Phonological awareness and articulation continues to develop so that by 6 years of age a child should typically have clear speech.



Key to link sound with letters

Phonological awareness is one key aspect of development because if a child can associate the speech sound (phoneme) with the written letter (grapheme) they have the early foundation skills for reading and spelling.

Where a child has a good understanding of language and is acquiring a wide range of vocabulary this can enhance their



understanding of the written word.

Therefore, if children have difficulties with speech and language development there may be associated difficulties in acquiring literacy skills.

Early intervention is vital

Developmental speech and language impairment and associated under development of literacy can put children at risk of having poor outcomes in their social development and school learning. It is therefore vital that any signs of delay are detected early and intervention is delivered quickly.

At DAS our specialist psychologists are increasing their number of pre-school screens and full assessments to identify those children who may be at risk of dyslexia.

At K1 and the beginning of K2 we do not need to make a conclusive diagnosis. What is crucial is that we provide the correct input where links between communication and literacy are made. Our preschool classes provide such

Walking Through The Garden

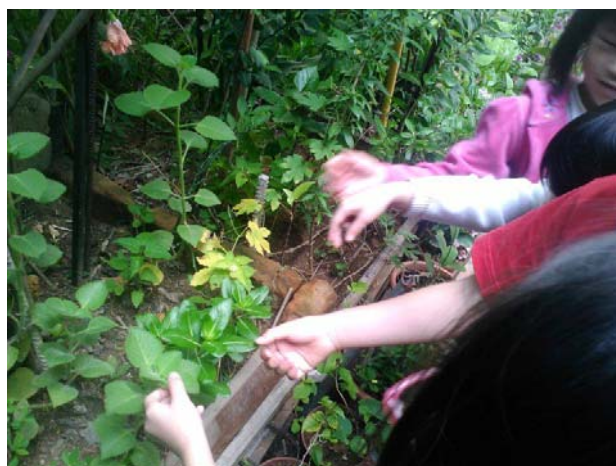


intervention as Salbiah Bahri, Head of DAS Preschool explains in "Walking through the Garden".

The DAS Preschool Program aims to empower children struggling with language-based learning difficulties with the necessary strategies to bridge the gap between their potential and current abilities in meeting the expectations of formal education.

The program framework includes two key components of lesson delivery through implicit phonemic and explicit phonics activities. This supports children with their phonological awareness, allows children to understand the relationship between letters and their individual sounds and most importantly, to use these relationships in their writing and spelling.

In addition, embedded into the framework is



the focus towards encouraging children to encounter, communicate and build relationships not only with themselves but also with their environment.

One such example is a lesson which I have conducted with my preschoolers through a walk in the garden at the new Tampines centre. The

centre is blessed with a well-maintained garden by the residents.

The different variety of plants and flowers were an excellent source of sensory experiences for the children and their completed artwork communicates the wonderful expression of their knowledge from this experience.

Reflecting their observations and their thoughts through artwork



"Some flowers smell nice but the ones made of paper have no smell" notes Chloe Chew as she observed that the garden has a mix of fresh flowers and artificial ones.

"I like the yellow flowers best" proclaimed Isaac Chan



Melissa Koh observed "A strong wind blows the cloud" during our walk through the garden.

Ashley Tham observed a "Butterfly looking for food".





Struggling with Maths?

Is your child struggling with mathematics?

Does he or she have difficulty
memorising their times tables?

Discover DAS Mathematic Programme!

NATHANIAL'S MATHS STORY

The DAS Maths lessons offer Nathaniel a much needed time to learn what he misses out in the mainstream classroom, where the pace of learning is too fast for him. With the help of his Educational Therapist Jasmine, Nathaniel better understands the concepts in a more concrete manner. Her teaching methods work for Nathaniel! As a result, he enjoys attending Maths lessons at the DAS Learning Center. The DAS Maths classes have provided Nathaniel with a safe environment to learn Maths in a systematic way.

To facilitate his learning at home, Jasmine prepares a log book for his use, which consists of the concepts covered in class. This helps him to revise his work in a more effective manner. I think the log book and regular revision at home improves Nathaniel's understanding of what he has learnt in the one-hour weekly class.

Over time, I have noticed Nathaniel's confidence increasing as he becomes more competent in completing his Maths assignments in school and at home.

Nathaniel's Mother

Nathaniel was in Primary 1 when he joined the DAS Math programme. At that time, Nat had difficulty counting backwards and didn't know how to do subtraction with and without regrouping.

After attending 3 to 4 terms of DAS Maths programme, he is now able to count backwards, subtract accurately and even solve 2-step word problems independently! He is now embarking on division and is ready to take on more challenging problems! Manipulatives are used regularly in almost every lesson from counting, to model drawing, to teaching of a new concept as Nat learns best through the use of manipulatives.

Nat enjoys using cubes to solve problems involving all 4 operations. Whenever Nat faces difficulty in answering any question, he would try to use the cubes to solve them first before seeking other forms of assistance!

He has indeed made a lot of progress in Maths and I wish him all the best in the years to come!

Well done, Nathaniel!

**Jasmine,
Maths Educational Therapist**



DAS has helped me to learn maths a lot and learn add and subtract and times and divide so much and if you can improve so you are good enough but that mean you must still learn at Das ok so that you can be very good at maths.

Nathaniel P2

HENSON'S MATHS SUCCESS

Henson Lee had been getting poor grades in Maths at P1, P2 and P3 in school exams. When Henson first started on DAS Maths remediation with me two years ago, I realised that his poor grades were related to his literacy difficulties. After having analysed his Maths errors, I guided him to represent the information in the sums:

- in a model form, putting in the information
- write out each working operation with short notes
- check the computations
- number the steps in the working
- highlight / tick off the completed stages in the given sum.

Following these steps, Henson worked conscientiously on all genre of sums. He began to visualise and understand the language in sums more readily and was able to confidently work them out. Gradually, Henson became more relaxed in Maths lessons and now comes for classes with an easy smile. He obtained a good pass in Maths at P4 SA2 last year.

Henson has definitely come a long way in Maths. I look forward to supporting him with the necessary skills to tackle the more complex Maths sums systematically. With Henson working hand-in-hand with me, I believe he can progress further in Maths.

Henson's teacher,
Albel, Senior Educational Therapist
(see Albel's story overleaf)

Henson was diagnosed with dyslexia and was getting academic assistance from DAS when he was almost 7yrs old. Having weakness with languages, he struggled with Maths as well. We were informed by the DAS that they had a new Maths program and Henson has the opportunity to be included in it. After Henson started the maths intervention conducted by Teacher Albel, his fear and frustration was minimised when it came to solving Maths problems. His interest with maths subject gradually increased. Therefore, we noticed his grades have improved dramatically.



Henson's Mum,
Mrs Lee

14/1/12
Teacher MS Albel is very kind. I pass my
exam when I study in das math class.
MS Albel alway give me homework so that
I can pass my exam last year my sa1
was 40/100 and my sa2 was 55/100.
14 January
Henson Lee Jun Kai

DAS Mathematics Programme

DAS Mathematics Programme provides effective support to dyslexic students who have persistent difficulties in understanding maths concepts. There are over 60 students (from Primary 1 to 6) enrolled in DAS Maths programme, fronted by 10 educational therapists in 5 DAS centres:

- ◆ Bishan,
- ◆ Bedok,
- ◆ Parkway Parade,
- ◆ Queenstown,
- ◆ Woodlands





Albel – My Journey as a Maths Educational Therapist

In 2007, I joined DAS as a matured individual after retiring from teaching in mainstream schools for more than three decades. What attracted me most was the small group teaching in a cool ambience and designing attractive lessons to make learning more meaningful and possible to my dyslexic tutees. The initial Orton Gillingham (OG) training took my breath away. Wah! So many phonics rules to learn! But, I made it and six months later, I was confirmed as an Educational Therapist. I started teaching at Bishan Learning Centre and am still there today.

Pioneer of the Maths Programme

After being confirmed, I learned that DAS was starting a Mathematics program to reach out to students who were experiencing difficulties learning Maths. I expressed my eagerness to join the Maths Team and together with Nur Jihan, Ganga and Huilin we attended Steve Chinn's Maths course on Numeracy Difficulties. We formed the pioneer Maths team.

Together we started the Numeracy Framework—a guide for EdTs to follow in conducting Maths lessons at our respective DAS centres and the Numeracy Pack—a collation of Maths lesson plans and worksheets.

Found Maths Manipulatives

We went on an outing to source for appropriate and user-friendly teaching manipulatives to facilitate teaching and learning. Although all this was hard work, it was really fun and the Maths Team enjoyed every minute of it.

Developed Maths Assessments

We also designed our very own informal assessments on core topics: addition, subtraction, multiplication, division, decimals, time, fractions and geometry. These tests are

mandatory tools to put in place. Before a student joins the Maths program, he/she has to sit for these tests. If the child is found to be relatively weak in concept knowledge in these core topics, the child has the opportunity to attend DAS Maths lessons.

Teaching at Bishan Junction

I am still teaching Maths at Bishan Junction Learning Centre, not only for the DAS Maths program but also for DAS International - a one-to-one student program that prepares students for school examinations.

Remove Negative Anxieties about Maths

Many of the students who join our programs display much mental block and helplessness in learning Maths. My primary aim is to remove these negative anxieties and make learning Maths a more positive, enjoyable, attainable and challenging experience for them. I try to analyse student errors, then put myself in the child's shoes and think about the child's thinking style that caused the child to make a particular error. I then decide on steps that the child could use to counter the error and consider the methods that work best with him/her—is it by handling manipulatives, drawing models or making short notes.

Visualise the sum and break it down

Often I create my own teaching tools to enable my tutees to visualize the story in the sum. Breaking down the sum into parts on a brace map helps the child to organize his/her thoughts and lay out the workings systematically. Since every child's most important resource are his/her fingers which can be brought into the classroom, I advocate the fingers be used for finger tables and for counting on.

I research and adapt workable teaching

strategies to make learning Maths concepts simple, easy and fun for my dyslexic learners reinforcing the approach:



My Students

In 2010, DAS Maths program students- John DeSouza and Annebelle deCosta attained a Grade 2 at PSLE Foundation Maths. They had been failing Maths for a number of years and this good PSLE score was their first best score they had achieved in Primary school Maths.

Last year, Anne Marie Wong also obtained Grade 2 at PSLE Foundation Maths. Ho You Quan who had all along been failing in Maths passed at PSLE Standard Maths with a Band 3 grade.

DAS International student Ong Bang Zheng, also passed with a Band 3 in PSLE Standard Maths in 2011. He had been failing Maths since Primary 3. I am glad I have helped them achieve their best in Maths.

As a Senior Educational Therapist involved in DAS Maths programs, I feel I have successfully engaged the OG principles in enabling my dyslexic learners to learn Maths more readily. It gives me great pleasure and satisfaction to be able to lift my students from their learned

Dear DAS,

Our 2nd son, Ong Bang Zheng was struggling with Mathematics since early primary school days. As very concerned parents, in June 2011, we sent Bang Zheng for dyslexic evaluation and examination and he was diagnosed with dyslexia.

On August 2011, we enrolled Bang Zheng, in DAS Education Therapy, under the tutelage of Ms. Aishah Albel. Under her tutelage, my son, Bang Zheng, has been improving tremendously. He did very well in both the Primary 6 preliminary examination as well as the PSLE.

Ms. Aishah Albel, recommended that Bang Zheng continue with the program. Bang Zheng, is now scoring 'Bs' in Mathematics. Not only does Bang Zhen like Maths but is also a very confident young man now.

Thank you, Ms Aishah Albel.

Yours Sincerely,
Mr. and Mrs. Daniel Ong

helplessness, 'I can't' impossible state to the 'I can' possible state. I look forward to continue bringing out the best in every dyslexic student who comes my way.

Aishah Albel Binte Abdullah
Senior Educational
Therapist



Ong Bang Zheng

Ms Albel is a very kind, helpful and understanding Teacher. Ms Albel always tells me to focus while studying and doing Exams. She also everytime tell me to never ever give up in anything that you do, especially when I face problems while doing maths sums. Ms Albel has helped me a lot and I finally passed my PSLE maths after failing maths for three straight years. She tells me to draw models and write from the information for sum into the model to visualise the story in the sum. Now that I have moved on the Secondary 1, I have been scoring B3s and B4s for my tests every 14 weeks.



Dyslexia Association of Singapore
4th International Conference
www.das.org.sg/conference



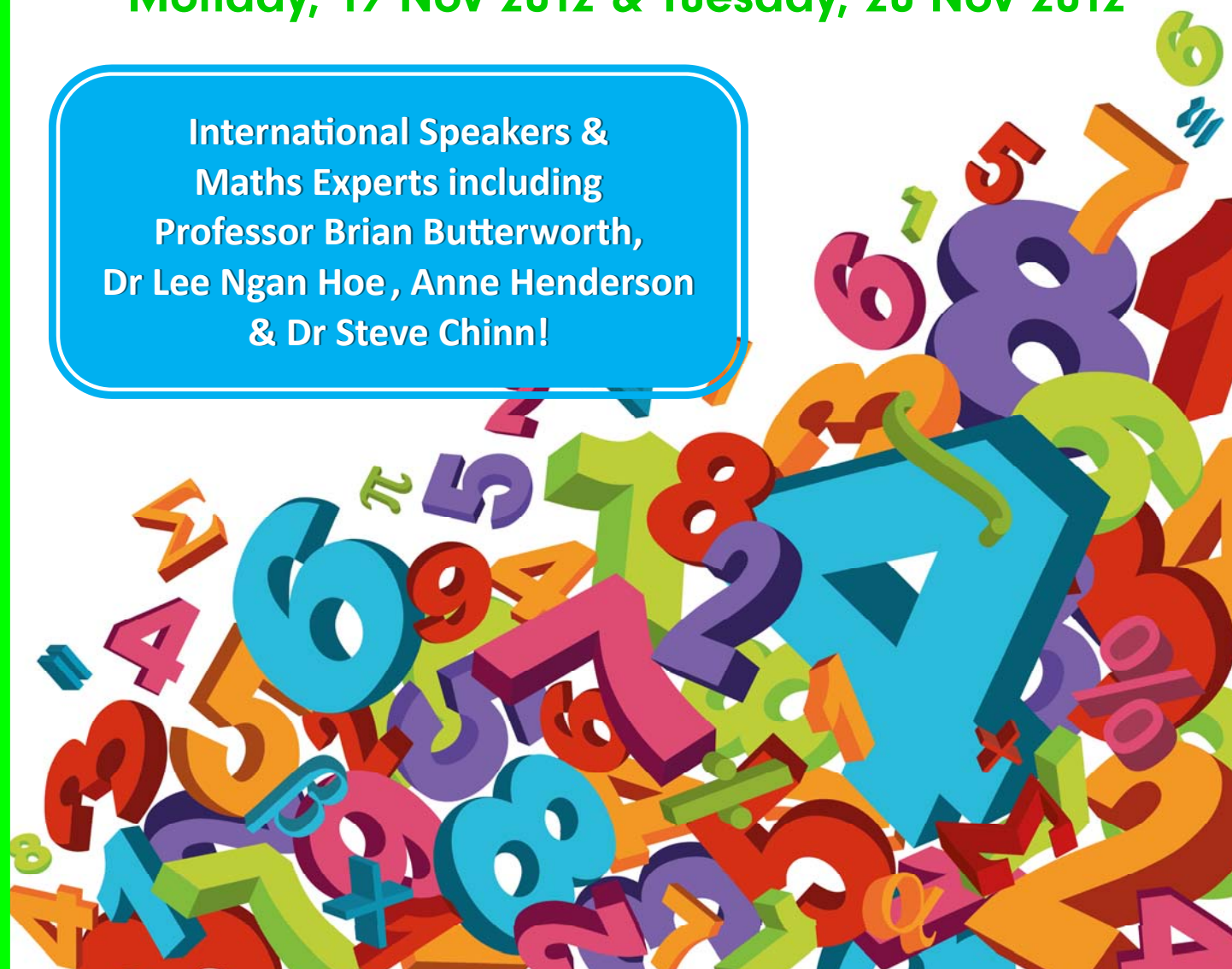
DAS 1ST Maths Conference
Maths Learning Differences
& Dyscalculia Conference

Saturday, 17 November 2012

Maths Seminar & Workshops

Monday, 19 Nov 2012 & Tuesday, 20 Nov 2012

International Speakers &
Maths Experts including
Professor Brian Butterworth,
Dr Lee Ngan Hoe, Anne Henderson
& Dr Steve Chinn!



www.das.org.sg/conference

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Are Numbers A Jumble To Your Child?

"I don't like Maths."

"It's too difficult."

"The numbers don't make sense."

Does this sound familiar to you? Many parents, caregivers and even teachers hear this ever so often when faced with a struggling math learner.

"Supporting Struggling Learners with Mathematics"

Saturday, 21 July 2012

9:30am-12:30pm

Help your child solve the jumble!

Join our workshop to:

- ◆ Understand both the theoretical and practical implications of Mathematics
- ◆ Understand the nature of Mathematics and how it affects students with dyslexia
- ◆ Understand the nature of dyscalculia
- ◆ Help your child with practical strategies that can be applied both in school and at home

Key Topics:

- ◆ Common Errors in Computation
- ◆ Number Sense & Knowledge
- ◆ Place Values
- ◆ Multiplication & Division
- ◆ Fractions & Time
- ◆ Word Problems

Recommended For

Parents and caregivers with children between the ages of 7 to 10 (P1 to P4) who struggle in learning Mathematics. The use of alternative strategies and activities will be explored and discussed during the session.

REGISTER NOW: info@dasacademy.edu.sg

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CPE Registration No: 201003689Z Validity: 29 January- 29 December



The SpLD Landscape

By Fanny Foo

Centre Manager—Bishan Learning Centre

Our Educational Therapists Chong Lee and Hani Zohra Muhamad delivered a talk on the SpLD Landscape to 17 interested participants at Jurong Point Learning Centre. The presentation gave an overview of the types of SpLD such as, Dyslexia, Dysgraphia, Dyspraxia, Dyscalculia, Sensory Integration, ADHD and Autistic Spectrum Disorder.

The common difficulties in executive functioning, working memory, sequencing, poor motor skills was discussed and many examples were provided to illustrate the affects of these issues in learning.

Hani used the Acronym “ MATCH ” to illustrate ways to help the child to learn.

Modify the task: Begin from a level he is able to cope and work from there. Use a paper window cut out to block out the rest of work this will help them to focus on the task in a fun way.

Alter Expectations: We should be realistic in our child's capability, strengths and weaknesses. Have them set some goals of what they would like to achieve.

Teach Strategies: Spelling words that are multi-syllabic like altogether, experience, adventure, solitude can be broken down into easier chunks. Cut the words into separate syllables

Change the Environment: Eliminate distractions like TV. Find the optimum time they learn, eg., evening time may be the best time they can study so make this time work for them.

Home—Set up routine: For younger students, use a timer for 20 to 30mins with a break. Set rules at home, study time v's relaxation time.

Clear and concise rules: Tell your child what he is expected to do each time when he comes back from school. Revise certain topics or do certain pages before you return from work.

Food management: A well balanced diet will help your child.

Exercise: To contribute to their overall well being.

Stress management: Most children face a lot of stress in school. We can support them in many ways, for example, being there for them when they are staying up to do homework.

During the Q & A session, some of the subjects touched on were: What is ASD? Private tutor strategies? What to do with ADHD and a child's reluctance to do homework?

Hani mentioned that a child with ADHD will respond well to an immediate reward system. Break up activities into smaller chunks and give small rewards. This will give them a sense of accomplishment and success.

For a child who talks a lot, one suggestion was to limit the number of questions that he can ask or number of times he can answer.

For a child with sensory integration issues and will only eat or not eat a certain type of food, one could get him interested in food by including them in the process of preparing food, for example, jelly making or cooking. Peer influences also help to encourage him to try different foods.

Bottom line message to all parents is to....

“Catch what the child is doing right and amplify it”.

Is homework time like a “tug of war” with your child?

Parent Support Group Sharing Session **Home Strategies**

Workshop: Home Strategies
Date: Monday, 18 June 2012
Time: 11:00am to 12:30pm
Venue: Rex House
 73 Bukit Timah Road, #05-01
Presenters: Wong Chong Lee
 Julia Ong
 Hani Zohra Muhamad

Is homework time at your house like a
“Tug of War” with your child?

Does this sound familiar.....
 Can't sit still for long—distracted by others
 Always fidgeting, unable to stay on task.
 Wanting to sleep and feels exhausted.
 Complaining of headache or wrist pain?

Come and join us in exploring
effective home strategies.

No pain, lots of gain!!

Attendance is based on first come first served basis.
 To register for the talk please email:

hani@das.org.sg



June Siew—DAS Academy Lecturer

Fresh from the National University of Singapore with a degree in psychology, I went in search of the ideal job with just two simple criteria – a job that allows me to help, and a job that allows me to work with children. I found this at the Dyslexia Association of Singapore (DAS) as an educational therapist. That was eight years ago.

I spent the first few years here committed to helping dyslexic children unlearn the harsh lessons that the world has taught them. As I gained more practical experience in teaching, I also became a lecturer at DAS, conducting workshops and courses for people who are passionate about helping dyslexics, mainly parents, teachers, and allied educators.

Subsequently, I became Mrs June Cheo and soon after, a mum to Jadyne (now aged five) and then to Josiah (now aged two). After being promoted to the motherhood status, my personal convictions changed accordingly. I began to be deeply committed to the wonders of parental involvement in education, especially activities such as reading and communicating with children. I express my passion for parental involvement through the various workshops, the short courses, and the postgraduate programme that I conduct at the DAS Academy.

I am always excited about interacting with parents on our courses. It is heartening to see them find strength in each other as they share candidly the frustrations of parenting children with dyslexia. I share their passion for their children, and I strive to give these parents the best knowledge and strategies to be confidently involved in their children's literacy learning – one of the best ways to help their children overcome dyslexia.

HELP A CHILD SCALE THE LITERACY MOUNTAIN

Do you know a child who struggles to read?

Join us for our course

"Essential Literacy Approach"

Monday, 28 May to Thursday, 31 May 2012,
Monday, 4 June to Tuesday, 5 June 2012 &
Saturday, 9 June 2012

(For a total of 42 hours)

The Essential Literacy Approach (ELA) is dedicated to all children with dyslexia. Children with dyslexia struggle with reading, spelling, and/or writing despite having adequate intelligence.

ELA is a multisensory structured language approach that teaches the structure of the English language at the level of sounds, syllables, meaningful word parts, sentences and paragraph organisation. It contains the critical building blocks of literacy that have been identified by the National Institute of Child Health and Human Development [1]. They are:

- Phonemic awareness
- Phonics Instruction
- Reading Comprehension
- Reading Fluency
- Vocabulary

Originally based on the Orton-Gillingham approach, ELA has evolved to meet the unique language needs of dyslexic children in a multi-lingual Singapore society.

Furthermore, studies have shown that when intervention is multisensory and tailored, it can bring about significant changes in brain organisation. Through such intervention, the brain activation patterns of reading disabled children actually change to resemble those of typical readers, allowing them to make significant gains in literacy skills.

"Dyslexic students need a different approach to learning language from that employed in most classrooms... they have to have lots of practice in having their writing hands, eyes, ears, and voices working together for the conscious organization and retention of their learning."

Rawson, M. B.

(former President of Orton Dyslexia Society,
International Dyslexia Association, 2000)

Materials Provided:

- ELA Teaching Manual
- Complete picture deck and card deck
- DVD (video of a model literacy lesson and phonogram sounds)

Upon successful completion of the course, you will be eligible to become a registered member of the **Register of Educational Therapists (Asia) RETA**. The membership will give you a professional recognition in the field of Specific Learning Differences (SpLD).

[1] National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence based assessment of the scientific research literature on reading and its implications for reading instruction. Available on-line: <http://www.nichd.nih.gov/publications/nrp/report.htm>

OUR ESSENTIAL LITERACY APPROACH LECTURERS



Priscillia Shen (Left) & Cherry Lin (Right)

CHERRY LIN

Cherry holds a Masters Degree in Applied Linguistics from Nanyang Technological University and has over 7 years of experience training teachers and parents in the field of specific learning differences. Cherry enjoys working with children (and the young at heart!), and believes

that education is the key to nurture hearts and minds for the future. Cherry is an Associate Fellow with the Register of Educational Therapists and has conducted training in Singapore, Hong Kong and Brunei. Happily married with two young children, Cherry enjoys spending time with her boys on her free days. She is blessed to have a loving family, and enjoys long walks and nature.

PRISCILLIA SHEN

Upon graduating with a degree in Psychology from the National University of Singapore, Priscillia strived and continues to reach out to those with special needs, driven by her great passion for children. She is now a Senior Educational Therapist, having taught learners with dyslexia and other specific learning differences (SpLD) for the past 6 years. An Associate Fellow with the Register of Educational Therapists, Priscillia has completed the Master of Arts in SpLD from London Metropolitan University. As part of her lecturing repertoire, she conducts professional training courses and workshops both locally and overseas, the latter suiting her love for travelling perfectly. Priscillia continues to believe in nurturing these young minds to their fullest potential.

TESTIMONIALS OF OUR STUDENTS

"ELA has provided me with good insights into the world of a dyslexic child. More importantly, it has empowered me to support my son's learning. I would definitely recommend ELA to every parent who wants to work alongside DAS teachers in helping their children achieve their potential."

- Caryn Lim (Parent)

"The ELA program empowers parents with the right tools to support their children irrespective of any learning differences. Through the course, my understanding that English had to be 'just learn't because there are so few rules has fortunately turned out to be misplaced. This gives me the ability to teach my children the language in bite size pieces that build on each other in a way that's easy for children to incorporate into their learning journey. As a parent of 3 young kids, I would recommend the ELA course to all parents."

- Ruchika Koul (Parent)

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CPE Registration No: 201003689Z Validity: 29 January - 29 December 2012

UNDERSTAND WHY TEXT IS A JUMBLE TO YOUR CHILD

Join us for our course

**"Dyslexia 101:
All you need to know "**

**Thursday, 21 June to Friday, 22 June 2012
9.30am to 6.00pm**

Dyslexia 101 is a foundation course that aims to give a basic introduction to the issues that affect children with dyslexia. At the end of the course, participants would better understand children with dyslexia and their specific needs.

Some of the key lessons that parents and educators will have at the end of the workshop are to:

- ◇ Have a basic understanding on the wide spectrum of specific learning difficulties
- ◇ Understand the approach taken by DAS psychologists when they conduct assessments and provide a diagnosis of dyslexia
- ◇ Understand an assessment report by a psychologist
- ◇ Gain knowledge of the Orton-Gillingham (OG) principles and the elements of an OG-based lesson
- ◇ Understand how to nurture the self-esteem of children with dyslexia

GIVE YOUR CHILD USEFUL COMPREHENSION STRATEGIES THAT WILL LAST A LIFETIME

**GIVE A MAN A FISH, & HE WILL EAT FOR A DAY;
TEACH A MAN TO FISH, &
HE WILL EAT FOR A LIFETIME**

Developing Your Child's Comprehension Skills

**Saturday, 20 October 2012
9:30am to 12:30pm**

At the end of the workshop, parents can help their child to:

- * build comprehension using "read aloud"
- * build connections using "think aloud"
- * increase higher order thinking (HOT)
- * tackle a piece of text using specific strategies

**EXPECT AN INTERACTIVE AND
PRACTICE-BASED WORKSHOP**

REGISTER NOW:

info@dasacademy.edu.sg

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Unlock the secrets to literacy

HOW WORDS WORK: MORPHOLOGICAL STRATEGIES

Saturday, 7 July 2012
9:30 to 12:30pm



Gain an insight to the meaning of words and learn strategies on how to improve your vocabulary

All courses and workshops are conducted at:

DAS Academy Ltd
73 Bukit Timah Road
#05-01 Rex House
Singapore 229832

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www.dasacademy.edu.sg

To register: info@dasacademy.edu.sg



Participate in any
of our 2012 fundraising
events to receive

***21% OFF**

Vouchers are for the selected courses listed below:

- Dyslexia 101
- Foundation in Supporting Learners with Numeracy Difficulties
- Foundation in Speech and Language Therapy
- Essential Literacy Approach Elementary
- Essential Literacy Approach Advanced
- Essential Literacy Approach Pre-School

*Terms and conditions apply.
Please refer to our website
www.dasacademy.edu.sg for details.

Visit us at:

www.das.org.sg/events

for more details on our
fundraising events



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Enabling Excellence

CPE Registration No: 201003689Z Validity: 29 January - 29 December 2012

YOU CAN TEACH

START BUILDING YOUR CHILD'S PILLARS OF LITERACY

Join us for our course

"Essential Literacy Approach Pre-School"

**Monday, 3 September to
Wednesday, 5 September 2012
9.30am to 4.30pm**

Be the FIRST to witness your child's milestone of reading his FIRST book on his own!

Topics Covered:

- Alphabet knowledge
- Phonological awareness
- Letter—sound relationships
 - ◆ Basic vowels and consonants
 - ◆ Basic vowel teams
 - ◆ Letter combinations
- Reading fluency
- Oral language
- Grammar and Writing

Children who practice reading at home with their parents make significant gains in reading achievement compared to those who only practice in school.

Raising Digital Kids: Best Literacy Support Apps*

Saturday, 7 July 2012
9.30am to 12.30pm

* Only Apple products will be featured in this workshop

Students today grow up immersed in a world of fast-paced technology. The iPad has changed the way our children access knowledge and undertake learning. Instead of fighting mobility in schools, let us embrace technology and tap on their interest to achieve the results we desire.

Learning Objectives:

This workshop will provide an overview of how the iPad and the available range of iPad apps can support and compensate for the literacy needs of students from upper primary to secondary school.

A comprehensive list of apps will be shared at the end of workshop, to help parents and caregivers in making informed decisions about these technologies. Strategies to support their implementation in schools will also be examined.

Additional requirements

Participants are strongly encouraged to bring their own iPads. For participants who do not have an iPad to bring to the workshop, limited iPads will be available for sharing with other participants during the workshop.

Recommended for parents and caregivers with children aged 11 and above (P5 to S4). This is not an introductory session to the iPad. Participants should have basic technical competence of operating or already own an iPad/iPhone.

BUILD A CHILD'S CONFIDENCE ! HELP THEM ACHIEVE THEIR FULL ACADEMIC POTENTIAL

PREVIEW

Saturday
23 June, 2012
9.30am to 10.30am

4th Intake starting
29 August 2012

Refreshments will be served

DAS Academy Ltd
73 Bukit Timah Road
#05-01 Rex House
Singapore 229832

Master of Arts in Specific Learning Differences (SpLD)

Benefits of completing this Masters Degree:

- An enhanced career development for teachers, educational professionals and parents.
- Provides an opportunity for those seeking a mid-career change.
- Attaining knowledge on the practical application of assessment and teaching approaches for SpLD learners.
- This Masters Programme offers interim exit awards:
 - ◆ Post Graduate Certificate in SpLD, for students exiting with 60 credits
 - ◆ Post Graduate Diploma in SpLD, for students exiting with 120 credits

The demand for specialist educators is ever-increasing and the MA (SpLD) provides the necessary knowledge and skills to support learners with SpLD. Graduates may be employed in the various educational agencies that support SpLD learners and may be employed as teachers, curriculum developers or trainers.

**MAKE A DIFFERENCE AND
BE PART OF A CHILD'S
ACADEMIC SUCCESS**

Examples of Specific Learning Differences:

- Dyslexia
- Non-Verbal Learning Disorder
- Dyspraxia
- Dyscalculia
- Attention Deficit Hyperactivity Disorder
- Asperger's Syndrome



Register at <http://ma-spld3-2012.eventbrite.com>

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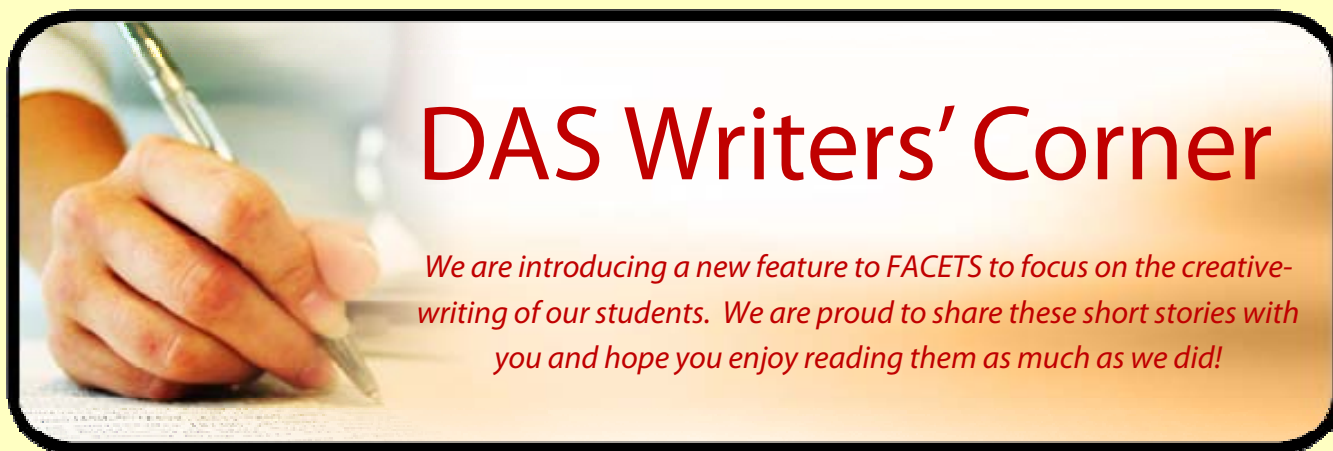


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CPE Registration No: 201003689Z Validity: 29 January - 29 December 2012



DAS Writers' Corner

We are introducing a new feature to FACETS to focus on the creative-writing of our students. We are proud to share these short stories with you and hope you enjoy reading them as much as we did!



Haunted House

By Lee Wen Jie, Secondary 2
(Bishan Learning Centre)

"BOOM!"

A bright yellow flash struck the ground. Dark clouds ran over the clear blue night sky and it stormed. I ran as fast as I could to the nearest house that I could find. I rang the door bell but no one answered. I crept in feeling frightened. In the house there were no lights. I found an old candle and lit it.

Suddenly, the door shut! I stood in the darkness with only one candle. I screamed and ran fast. Before I knew, I found myself crashing into a

skeleton chained to the wall. I screamed again and ran into a room where I found a Scottish piper.

"Hey, where am I?" I asked the Scottish piper but he did not answer, I went up to him and noticed his pale face. Suddenly, he threw his hands on me. I quickly pushed him away and ran out of the room.

I found myself in a grand ballroom that was well lit. I was so happy to see light again but my luck ran out and I found myself surrounded by shiny skulls floating around me. I took out a pocket knife and tried defending myself. Just then, I spotted a bright red coffin amidst other dull looking coffins. I ran to that red coffin and hid in it. This allowed me to escape from the skulls.

I discovered writings on the inside panel of the coffin. It said that there was a way out of the house but I had to find the switch. It was like finding a needle in a haystack, but I could feel my confidence building up inside me as I kept trying.

"Ting! Ting!"

The bottom surface suddenly opened up and I plunged downwards.

The next thing I knew, I was at the back of the house. I stood up and ran home.

Student's essay is contributed by Educational Therapist, Aishah Abdullah, from DAS Bishan.

Regret

By Jasper Yeo, Secondary 4
(Bedok Learning Centre)

As I sat on an easy chair, I took a long reflective look at my family photo. It showed my wife Flynn, my son Jayden and me, Dr Tan. It was taken long ago where my life was more perfect than ever. I gazed at the picture and my eyes turned misty as I remembered those days...

I was practicing medicine and was one of the most prestigious doctors. My practice was thriving as my patient list grew at an exponential rate. I had just paid off the mortgage of a multi-million dollar mansion by the sea. Driving the latest model BMW and Lamborghini, my wife and I planned to purchase a luxurious yacht. We had reached to an extent where we were materially not wanting and our financial status was extremely healthy. Not only was I blessed with a supportive wife, my son Jayden was also the light and joy in our family. Whenever I was feeling down, he would come to me with that bright sweet smile that would make an iceberg melt. As time went by, Jayden had become a young man whom any parent could be proud of.

One fine day, I was on my way home after a long day at work. The dark clouds that loomed over the horizon curtailed my plans to have an evening golf session. I then decided that it was better to go home earlier to help my wife prepare for Jayden's eighteenth birthday.

It was the last leg home and I just turned into Tampines Street. Within a few minutes, I sensed something amiss as there was a massive congestion. From years of driving experience, I knew there was an accident. My suspicion was confirmed by a passer-by. I cursed aloud as I drove frantically finding a way out of the terrible mess.

As I was weaving through a sea of motorists, there was a nagging little voice telling me to get out of the car and tend to the injured. However, I banished the voice as the thought of the paramedics arriving soon convinced me to leave. Upon reaching home, I realized that

Jayden was not home yet. I told myself that he was still caught in the heavy jam. With a cup of coffee, I sat on a couch in my living room looking forward to a comfortable evening.

The telephone rang and it broke the tranquility of the night. I lazily picked up the receiver and answered. Chief Detective Melvin was on the other end of the line. For some weird reason, his voice trembled as he spoke. He informed me that there was an emergency at the hospital. I groaned softly. Obviously, the was not meant to be my day.

My blood ran cold when Melvin announced that my son was in a car accident on Tampines Street. He died on the site. I stood frozen, feeling the entire world shattered around me. I felt I should have listened to that soft nagging voice.

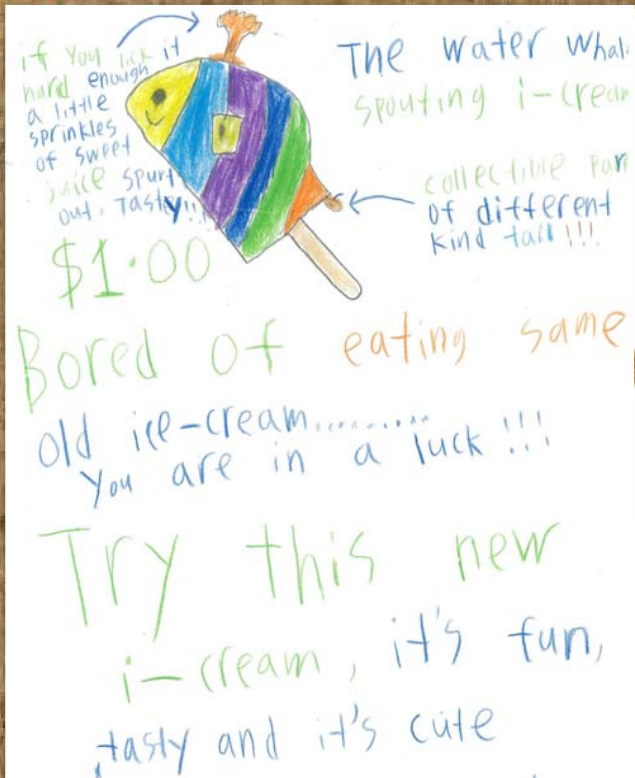
"Forgive me, Jayden," I muttered under my breath.



Footnote:

"This story line was taken from "Forgive Me, Davey" by Pooha Krishna - Chicken Soup for the Volunteer's Soul. Jasper peppered his essay with interesting phrases and added a poignant twist at the end of the story." -- Ms Shenmee Lau, Jasper's Senior Educational Therapist at DAS Bedok.

Seow Ling Fa (DAS Bedok)

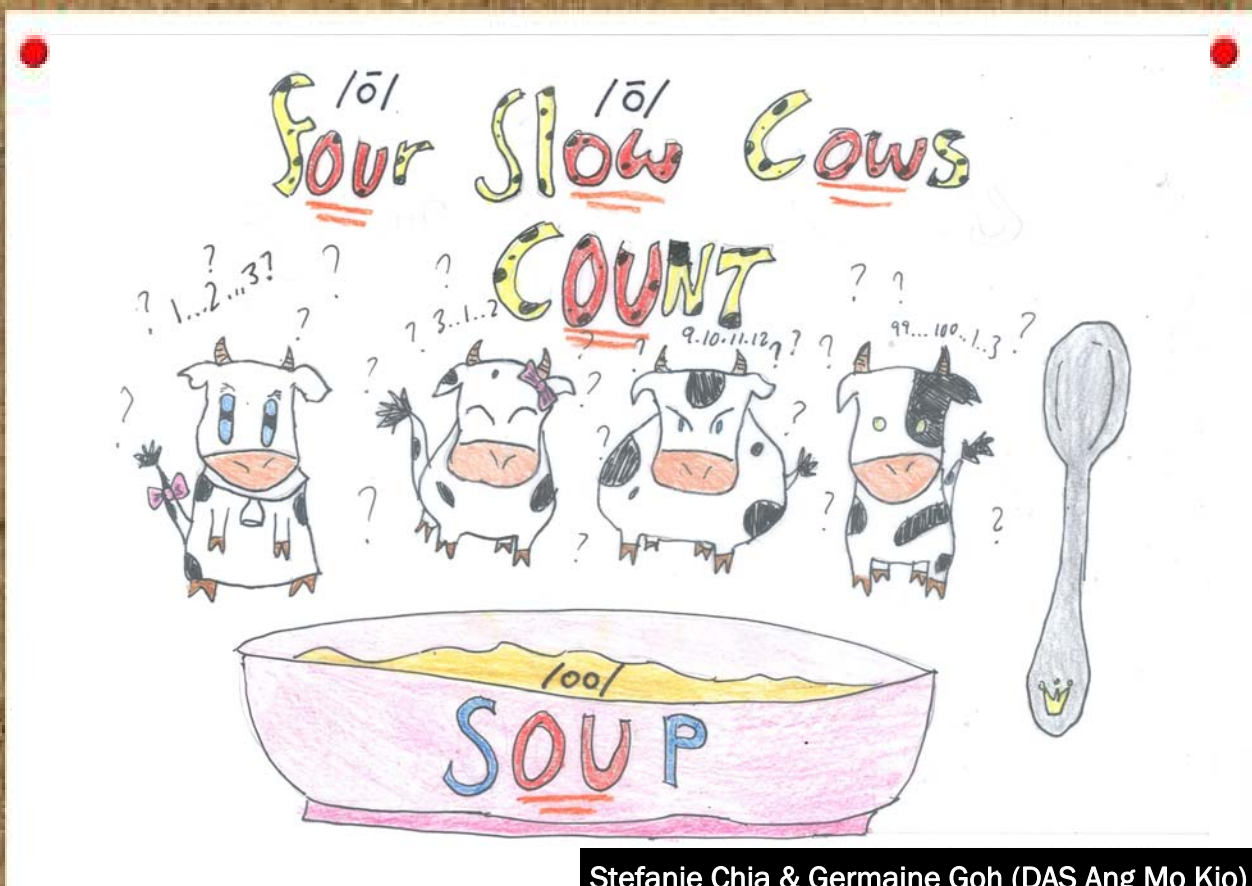


Churston Sim from DAS Tampines shares his new ice-cream invention called 'i - Cream'!

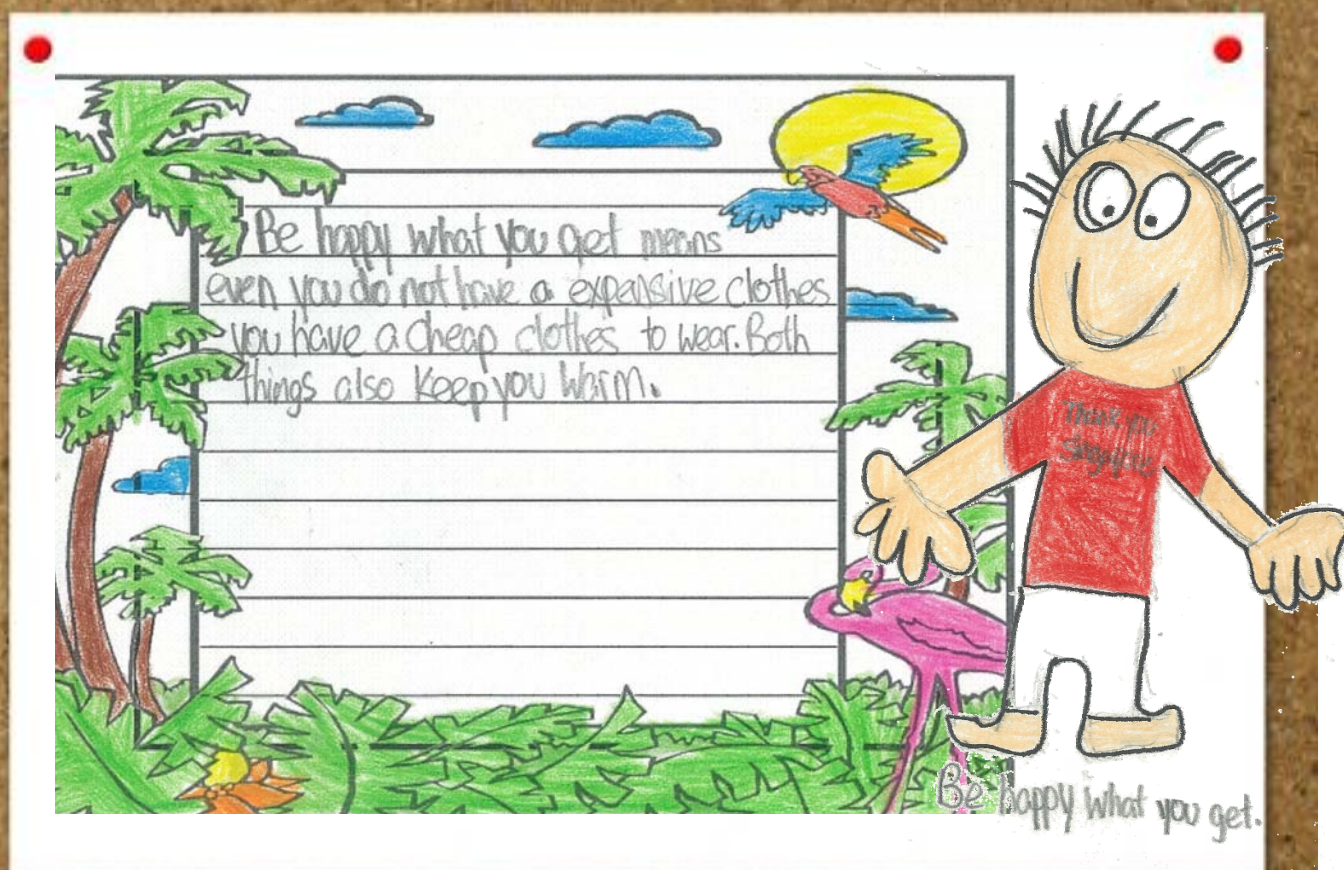
Tan Song Zhi (DAS Bedok)



THE MAZE - Ryan Kwek (DAS Ang Mo Kio)



Stefanie Chia & Germaine Goh (DAS Ang Mo Kio)



Jireh Lim from DAS Tampines shares what it means to be contented.

Learning Resources

Learning Resources to support your child

We provide a wide range of resources on dyslexia and other related learning differences, such as:

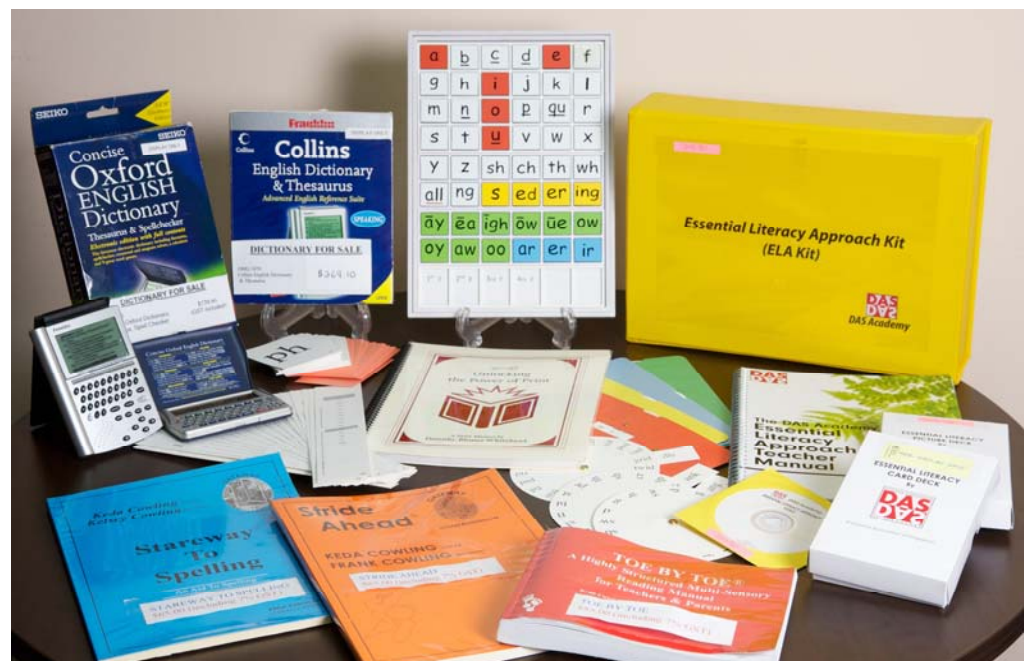
- ◆ Reference books
- ◆ Research papers
- ◆ CD-Roms
- ◆ Video tapes

Teaching aids and products highly recommended and favoured by parents and educators are also available for purchase:

- ◆ Finger Fast Spell
- ◆ Toe by Toe
- ◆ Unlocking the Power of Print
- ◆ Essential Literacy Approach Kit
- ◆ Electronic Dictionary
- ◆ Stareway to Spelling
- ◆ Stride Ahead

Order forms can be found on the DAS Academy website:

www.dasacademy.edu.sg/courses-and-workshops/resources.html



DAS uses Facebook as an interactive platform to engage with our parents, students as well as the general public. Be a part of our big family by liking us on Facebook today!

www.facebook.com/dysSG
www.facebook.com/dasinternational
www.facebook.com/dasacademy

DAS will be at
the Learning
Festival 2012.
Join us for this
exciting event!



Learning Festival 2012



Friday 15th June to Sunday 17 June 2012
10am to 10pm daily
Singapore Expo - Hall 5B

**Dyslexia Association of Singapore Booth
@ Education Bonding Pavilion**

**Attend our Talk on Sunday, 17 June @ 1 to 2pm
"Identification of learning difficulty at Early stages"
By Roslan b Mohamed Saad, Director of Education Division**

The Learning Festival is a 3-day festival with a difference. It offers unlimited possibilities with numerous activities and static displays that will stimulate the senses of all segments of the society. It doesn't matter if you're young or old - come join us at The Learning Festival this June!

Join us for this exciting event where you can explore the learning programmes and other services available for you and your child by the Dyslexia Association of Singapore.





Nessy Fingers is a powerful way to improve spelling by developing your memory for movement.

Age: 8+ years

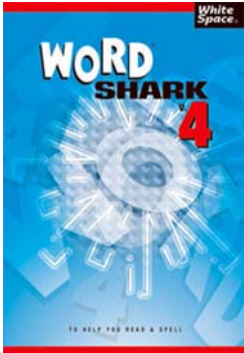
\$45.00 for single user license



Nessy Learning Programme enables all abilities to read, write and spell with confidence.

Age: 5 – 14 years

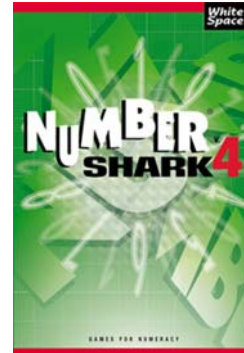
\$225.00 for single user license



Word Shark 4 combines the excitement of computer games with the serious task of learning to read and spell.

Age: 5 – 15 years

\$128.00 for single user license



Number Shark 4 teaches and reinforces numeracy using forty-five carefully designed games, with over five hundred topics to choose from.

Age: 5 – 16 years

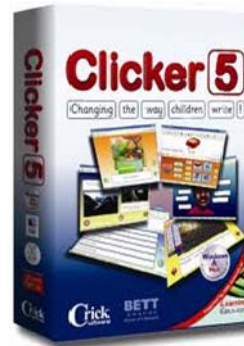
\$108.00 for single user license



MindGenius 4 is ideal for students of all ages in planning essays, projects and reports as well as organizing study notes and revising for exams.

Age: Above 12 years

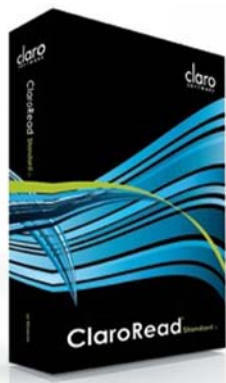
\$135.00 for single user license



Clicker 5 is an award winning tool for students with learning difficulties, which integrates text to speech.

Age: 4 – 14 years

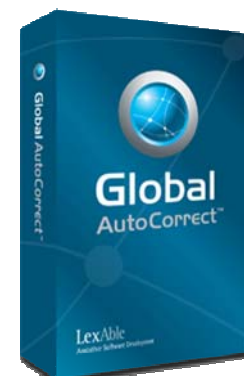
\$250.00 for single user license



ClaroRead is a text to speech software integrated closely with Microsoft Word, supports individual struggling with reading and writing.

Age: 5 – 15 years

\$326.00 for single user license



Global AutoCorrect is a discreet software tool that assists people with literacy difficulties.

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