

# FACETS

A Publication of the Dyslexia Association of Singapore

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Nallathor  
Veenai



*DAS in a Drama Series on  
Vasantham TV*

# FACETS

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OF SINGAPORE**

**HELPING DYSLEXIC PEOPLE ACHIEVE**

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## Editor's Welcome

As we come to the end of 2013 and review the eventful year we have had, it is truly heartwarming to see what the students have achieved and the events that they have been involved in over the year.

The last few months have been very busy ones and there has been some exciting events for our DAS students. This is reflected in the stories we bring to you in this issue of FACETS.

The results of our FACETS survey are revealed on page 4 and I would like to take this opportunity to thank everyone who took the time to reply to the survey. You have left us your suggestions for change as well as many, many positive comments about what we do and how we communicate you. Indeed our iPad winner, Larry Tan, sums up many comments that we have received about FACETS.

There have been a few exciting events that our students have been included in over the last few months. One such event is when Marina Bay Sands invited DAS students, who were golf enthusiasts, to meet Tiger Woods. You can see from the photos that this was indeed a special event.

Our cover story features our DAS students who were lucky enough to be featured in the Vasantham TV drama, "Nallathor Veenai" over the last few weeks. This has meant many long days of filming but they have been exposed to the bright lights of film and acting which has been a wonderful learning experience for them.

Even I have a cameo role in the series which I reluctantly did when the art competition occurred. DAS will also be featured on Channel 8 in a show called, "My HeARTland Carnival" airing on 24 January, 2014. Students will be creating a glass sculpture with Singaporean Artist, Sock Fong.

DAS ends the year with a call for donations towards our education programmes. "Give the Gift of Education" features DAS student Chua Jin Sen (Dr Jiajia) on the front of our brochure. We are hoping that this campaign attracts donors willing to commit to longer term donations by giving through GIRO.

DAS continues to grow and help more students with learning differences, we will be adding two new learning centres in 2014, Chua Chu Kang and Yishun as well as increasing the number of students in the additional learning programmes such as Maths, Chinese and Speech and Drama. To be able to do this we will require additional funding to support this growth, please help us to make a difference in a child's life by donating to the DAS. On the last page of FACETS there is a GIRO form you can cut out to make this donation.

I would like to wish you all the best for the season and a happy new year.

## Deborah Hewes



# FACETS

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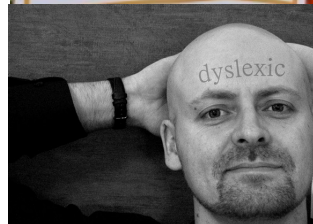
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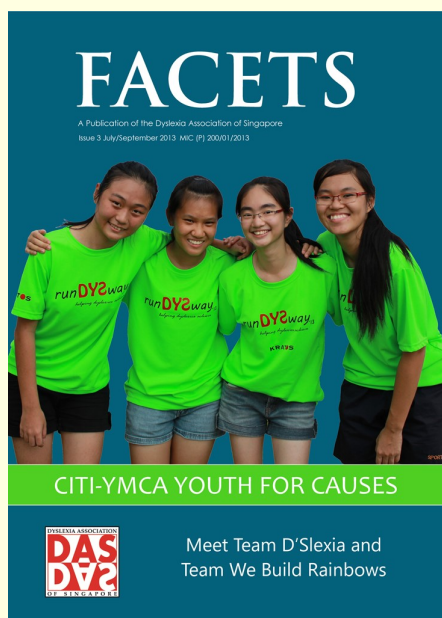
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# You had your say about FACETS

By Deborah Hewes  
Head of Publicity and Publications

*I would like to take this opportunity to thank everyone who took the time to complete the FACETS survey. We have listened to what you have said about how we can improve our communication to you as well as all the good things you have had to say about the magazine.*

**F**

FACETS is the flagship of DAS, it helps in raising awareness of dyslexia and what DAS does as an organisation to make a difference in the lives of students who learn differently.

**A**

One of the messages we hear loud and clear is that you like to see success stories of our DAS students and alumni. These stories bring you joy and resolve that good things happen to our students who work so hard to learn and overcome their learning differences. This is stated very clearly by Korayati bte Haron "The success stories and achievements inspired me and give me the strength to teach my kids. I felt that I'm not alone and that there is always hope and one day my children will achieve success".

**C**

Joanna Lim shares too, "FACETS is a useful publication. It is a good reference and facilitates my discussion with my daughter about her learning difficulties. The achievements of the students also serve as an inspiration to her on the possibility for one to achieve beyond dyslexia."

**E**

We use FACETS magazine to raise awareness in Singapore, a copy is sent to all schools and preschools in hope that our message reaches as many educators as possible. One comment by an educator, Noraine Amat, reaffirms that this outreach is happening, "I love reading FACETS and it has improved a

lot. I have printed out the Writer's corner for my students to read. They also love it! Overall, FACETS is a good magazine to read and suitable for all. Keep it up!!"

**T**

Carolina Joseph asks for "More articles on tips to support dyslexic kids and how they can cope with specific topics at school." We hope to enhance the tips section to support this request.

**S**

We are very proud of our DAS students, their achievements and their work and many of you liked the student gallery showcasing some of the writing, artwork and creative pieces that the students do at DAS. Darryl Wong commented that "It is very inspiring to see the work of the students".

It is our aim that the FACETS magazine is a shared resource. Apart from recycling it, we hope that once you have read it you feel you can pass it on to someone who might need this information. In the hope that you "pay it forward" we encourage you to share FACETS with others.

Lee Shu Woan reflected about sharing FACETS, "It is a different educational resource compared to many other magazines. Something inside might just touch somebody". Carmen Ham said "I learned about DAS from one of the grassroots magazines. Now that my child has help, I will share FACETS with other parents who do not know about the existence of Dyslexia."

## The lucky winner of the iPad is Larry Tan



The winner, Larry Tan with his daughter Wen Xin.

Larry was the lucky winner of our iPad for completing the FACETS Survey. An avid reader of FACETS he said that he enjoyed reading the magazine which had so much to offer him as a parent of a child with dyslexia. He commented that one of the things he enjoyed the most was reading stories about the success of the DAS students giving him hope that success was achievable and real for his daughter, Wen Xin.

I recently met Larry to award him his iPad and he had his daughter, Wen Xin with him. He was a very proud dad who talked about Wen Xin's success in the PSLE and the fact that she loves coming to classes at DAS.

I talked with the shy Wen Xin who shared with me that her passion is writing and I encouraged her to write something for me for FACETS! Let's see if she submits something to me in the future.

It was a pleasure to meet Larry and Wen Xin, obviously avid supporters of DAS and I wish them both every success in the future. I received a thank you note from Larry soon after.

Dear Deborah,

It was great honour to meet you at DAS Bishan Junction 8 Learning Centre. Both of my daughters were so excited and delighted when they saw the iPad. I do hope that with the iPad, Wen Xin will be able to explore and improve more on her writing skills.

Wen Xin was diagnosed with dyslexia at an early age and we are very grateful that her school teacher referred us to DAS in 2011. We enrolled Wen Xin at DAS in October 2011 when she was in Primary 4.

After attending lessons at DAS, we were able to see an improvement in her reading and vocabulary as well grammar. She started to like reading books and writing too. At some point she becomes a "book worm"!

This year 2013, Wen Xin had passed all her subjects in the PSLE examination. A father could not be happier to see your child being mention by her school principal twice during the school prize ceremony and PSLE results.

I highly recommended DAS to parents who have children with Dyslexia. The DAS learning centres provide an excellent and conducive environment for learning and they have dedicated, caring and fantastic teachers.

That is why Wen Xin never misses a lesson and always looks forward to attend her classes with Kelly, her Educational Therapist, at DAS Bishan Learning centre. We will continue to enrol Wen Xin and give her the vital support she needs for her future.

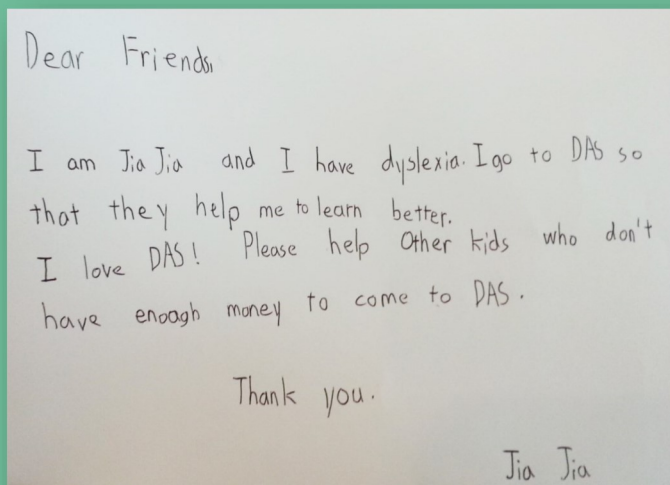
Kudos again to DAS which inspires, leads and shapes the lives of their students for a better future.

Best regards,

Larry Tan



# "Please give the Gift of Education to my friends with Learning Differences."



## how **YOU** can **HELP**

Make a difference to the life of children with dyslexia by contributing to DAS. Your donation will help dyslexic children from lower-income families receive all the help that they need to overcome their learning difference.

Research has shown that 10% of the population has dyslexia



The Dyslexia Association of Singapore (DAS) is a one-stop centre which provides a full range of services to help people with dyslexia. We have a highly qualified team of psychologists, speech and language therapists and educational therapists who support students with dyslexia. Our team of lecturers educate parents, teachers and professionals on how to support children with learning differences.

**Help a Child with Learning Differences by  
Donating to DAS!**

[www.das.org.sg/donate-to-das](http://www.das.org.sg/donate-to-das)



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*Fun & Features*







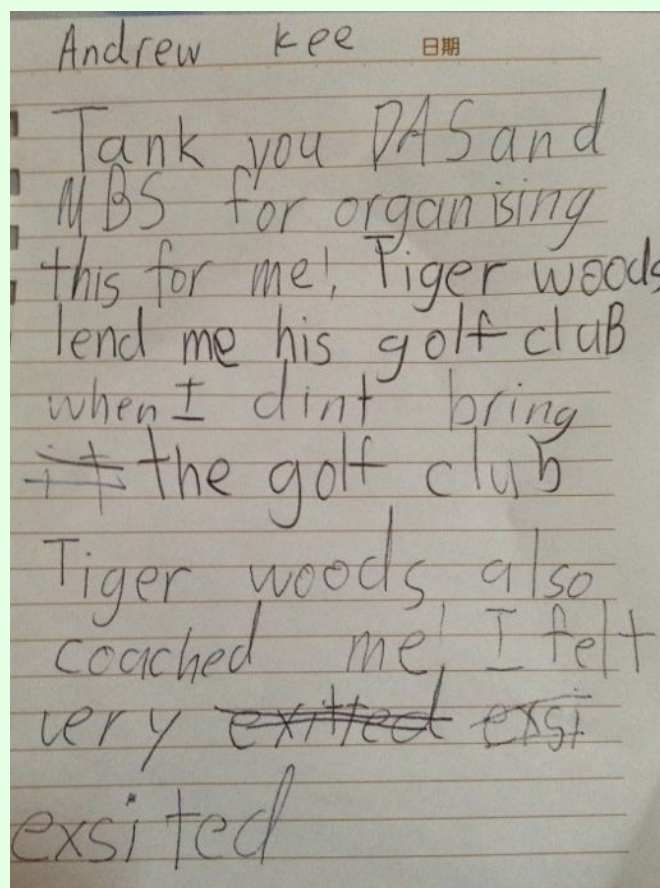
# DAS Student Golf Enthusiasts meet Tiger Woods

By Deborah Hewes  
Head—Publicity and Publications

A handful of DAS students had a once in a life time opportunity to meet a golfing hero. As part of the Marina Bay Sands (MBS) corporate social responsibility initiative, DAS was invited to participate in this exclusive event for kids. A call went out to DAS students who were golf enthusiasts, without knowing what the event was, students who genuinely liked golf signed up for the event. When it was finally revealed they would be meeting Tiger Woods they couldn't contain their excitement.

Fourteen excited children arrived at MBS on 1 November to meet their golfing idol. Our golfers were Seri Nur Ayu, Athena Lee Jia Jin, Warren Wee Wern Jin, Jonathan Teo Yi Yong, Johnathan Ho, Kavinesh Gunasekaran, Teresa Nysha Gomez, Elgin Tay, Andrew Kee, Charlotte Hope, Nadiya Melissa Madden, Timothy, Randle Chong, Jin Sen Chua (Dr Jiajia).

The kids had the chance to interact with Tiger Woods by trying the impossible put and hitting the longest drive. Tiger was encouraging to all of our students and helped them to improve their











Wow!! It was so awesome to meet Tiger Woods. When I came into the MBS studio I felt like I was a superstar, but I was not, I felt like a superstar because there were so many reporters and cameras in the studio.

When Tiger Woods entered the room I felt like screaming out loud and I was trying not to cry and also trying not to let anyone know that I was going to cry.

And then, they let us play golf.

My team was the first to play while Tiger Woods was watching us play. When it was my turn to hit the drive shot my hands were shaking and I tried not to cry.

I couldn't play well but at least I had the chance to meet Tiger Woods in real life and shake his hand. I just wish he could by my coach in my entire life!!

Thank you Tiger Woods and DAS!!

Seri Nur Ayu

strokes on the day.

Seri, aged 12, (pictured left) was so overwhelmed when she met Tiger that she was too nervous to do her best drive, when she shook his hand she burst into tears, the experience was so overwhelming for her, as you can read in her reflection below.

The press were very interested in hearing about her experience in meeting Tiger and interviewed her after her handshake. When they asked her what it was like to shake her hero's hand she replied that "his hands were full of muscles" which became the headline in the Straits times the next day. What an amazingly, descriptive statement from Seri, it sums up her whole experience with Tiger.



Chua Jin Sen also attracted attention from the press and Marina Bay Sands staff on the day, our DAS superstar managed to capture the hearts of those around him, he was also helped by Tiger on the day in his attempt at the impossible put (pictured right).

At the photo opportunity, Jin Sen had a secret to tell Tiger Woods, after all the photos were taken, Jin Sen, in his signature move, tugged on Tiger Wood's hand and motioned that he would like to talk to him. The media went into a frenzy trying to capture the moment.





What Jin Sen had to say to Tiger was that they shared birthdays, however, Jin Sen stated, Tiger was just a little older than him. Jin Sen is 7 and Tiger is 37!

DAS is very grateful to MBS for this wonderful opportunity and we know that the experiences had by the DAS students will be something they will not forget for a lifetime!



## HEY TIGER, GUESS WHAT?

Chua Jin Sen, seven – better known as YouTube sensation “Dr Jia Jia” – in a tete-a-tete with the world’s top golfer Tiger Woods at Marina Bay Sands (MBS) yesterday. At the end of an exclusive clinic for a group of 30 from the Singapore Sports School and Dyslexia Association of Singapore, the Primary 2 pupil whispered to him that they share the same birthday – Dec 30. Woods replied that National Basketball Association star LeBron James is also born on the same day. The golfer is on his third visit to the Republic. ST PHOTO: KEVIN LIM





## A remarkable event by ACS (I) Boys Brigade

By Gopalakrishnan Givanandam  
Centre Manager, Bedok Learning Centre

On the 27 July, the Boys Brigade division from Anglo Chinese Independent (ACS I) organised a remarkable event for our DAS students.

The event was engaging and inspiring for our students where various activities allowed them to exercise creativity, meet challenges and form interactions with others. The activities were organised in different parts of the school which allowed our primary school students to have a sense of secondary school life.

The organisers formed an excellent partnership with the DAS students by constantly guiding and motivating them throughout the event.

Further bonding between organisers and DAS participants continued over McDonald lunch which was kindly sponsored by ACS (I) Boys Brigade.

The above event was well coordinated and welcomed by parents of our DAS participants.

### Parent testimonial

I am so touched with the sincerity and the efforts from the ACSI students for the event today. Matthew enjoyed it very much. This sort of event is a really good way to expose DAS students to have these kinds of activities where they can interact with older kids as well as having fun.

Thumbs up for the ACSI students too who are willing to spend their times and their hearts in putting their compassionate spirit into real act.

Thank you very much DAS and ACSI. We are looking forward for more upcoming events.

Carolina Joseph





Everyone had fun as you can see by the smiles in these photos, Thank you ACS (i) Boys Brigade for a wonderful event—it was truly remarkable!





## Ben and Jerry's ChunkFest 2013

By Jacqueline Song  
Senior Fundraising Officer

It wasn't so much sun but lots of fun @ ChunkFest 2013. An earlier downpour turned The Promontory @ Marina Bay into mudbath on Saturday 12 October although this did not put off the fans of Ben & Jerry's who turned out in droves for the annual ice-cream festival.

ChunkFest 2013 had the unique theme of 'a little weird and A LOT fantastic' to celebrate Ben & Jerry's culture of fearless innovation. You probably have never thought this was possible - crunchy potato chips in ice cream. Couch Potato, a wacky concoction is the latest flavours from Ben & Jerry's. Couch Potato ice cream was launched at the event. This year, a total of 18 favours made available to the fans with 13 exclusive US flavours flown in just for the day.

The ever-popular Vermonster Challenge, where the fans take part in teams of four to compete to finish the challenge of 20 scoops of ice cream & toppings in the shortest possible time.

For the first time ever, Ben & Jerry's held an open air MOOvie screening at ChunkFest. The choice of movie "Charlie and the Chocolate Factory" was fan voted via Ben & Jerry's Facebook page, adding on to the a little weird and A LOT fantastic flavour of the festival.

Other than ice cream, Ben & Jerry's believes business has a responsibility to give back to the community. So you get to do good while you have fun at the event. Fairness Partners were invited to champion their causes at the festival. Once again, DAS is privileged to be one of the ChunkFest Fairness Partner. We were able to leverage ChunkFest as a platform to raise awareness and funds for our causes.

Thank you Ben & Jerry's! DAS look forward to ChunkFest 2014 and hopefully, we'll get a chance to pack our shades & sunscreen.









## Merry all around at Jurong Point

By Chris Ngon  
Fundraising Officer

*Come share your love and joy this festive season at Jurong Point Shopping Centre!*

Christmas is extra special for us this year because the Dyslexia Association of Singapore (DAS) is adopted as one of the beneficiaries of the annual charity campaign.

Festivities at Jurong Point include a Christmas Carousel, fashion shows as well as a charity auction, where celebrities and various Voluntary Welfare Organisations (VWO's) have designed horseshoes, which are displayed at level one of the shopping centre as well as on Facebook, where the online auction takes place.

Bids start from \$50. To place a bid you can go to this link:

<http://goo.gl/jvxCUI>

or if you are accessing via mobile, follow this link:

<http://goo.gl/k19ypk>

Alternatively, interested bidders can place their bids at the Customer Service Counters located at Jurong Point 1, Level 1 and Jurong Point 2, Level 3. The auction will run until 29 December 2013.

"We want to help our VWO's with opportunities to better someone else's life as we gear up

towards Christmas and the festive season,” said Ms Lynette Lee, Senior Marketing Communications Manager, Jurong Point Shopping Centre. “We hope that our shoppers can join us in our efforts in making a difference.”

DAS is proud to have Michelle-Lynn Yap Yuling, one of our lecturers at DAS Academy design a horseshoe that is symbolic and explains what exactly dyslexia is.

The design, according to Michelle represents our human brain.

*‘The human brain is an interesting organ which is as mysterious as the frontiers of space. What we think we know of the brain is probably just the tip of the iceberg.’*

*Having worked with dyslexic learners for over nine years, there has been a need to recognise the specialisation of the left and right hemispheres of the brain. There is a belief that dyslexic learners tend to be more right-brained as that is the hemisphere for creativity, imagination, colours and music, which are some of their strengths.*

*The importance of the left brain however cannot be denied as that is the hemisphere associated with*

*reasoning, numbers and language – concepts dyslexic learners often struggle with.*

*Therefore, how can we balance out the two hemispheres? We can, by understanding the beauty of the brain - the dazzling right hemisphere (bejewelled) and the logical left (structured like a computer), and by tapping on strengths to minimise the difficulties.*

*Everyone has one powerful brain, being dyslexic does not change this. Let us thus embrace the power of the mind, different ways of learning, and that whether left or right-brained, we all are special in our own way.’*

We hope that you will continue to support the DAS in all our future causes as we continue to pursue our mission of—Helping Dyslexic People Achieve!







## Speech & Drama Arts Programme

By Pushpaa Arumugam  
Programme Manager for  
Speech & Drama Arts



DAS launched the Speech and Drama Arts (SDA) programme on 3 of August. The SDA Team consisting of Pushpaa, Muzdalifah, Soofrina and Amrit Kaur welcomed a total of 44 students as well as their parents for the first day of lesson. There were 23 students from the lower primary level and 21 students were from the upper primary level.

The students came with much enthusiasm for a series of activities that were planned for them. It ranged from drama games to stories to the introduction to theatre elements such as costumes, props, settings and characters.

The students were exposed to the introductory concepts of Tableaux which touched on depicting series of scenes with characters and emotions without dialogues. The students had a chance to freely explore drama at their own pace and yet as a group in an engaging and stimulating environment.

In the SDA classes, each student had a chance to shine, develop their talents, build their self confidence and most importantly had fun! The team's objective is to provide a channel

specifically for our dyslexic students to express themselves; their inner feelings, emotions and demonstrate their talents in a most fun and artistic way.







# Bargain for a Good Cause

by Jacqueline Song  
Senior Fundraising Officer

Ending the six years of primary school education with a meaningful cause, together with their form teachers, a total of eight classes of Primary 6 students from Yu Neng Primary worked hard to organise a fundraising event for the school.

Prior to the event that was held on 6 November 2013, "Bargain For a Good Cause", the graduating students worked with their teachers to brainstorm ideas for their stalls.

Based on the five charity organisations that were carefully selected by the school's CCE (Character and Citizenship Education) department, the class decided on their choice of beneficiary. Among the beneficiaries, DAS was selected to promote stronger awareness of learning difficulties faced by children.

It was certainly a fruitful and meaningful event as it provided an authentic service-learning experience for the graduating students. Besides learning practical life skills like decision making and values such as Responsibility and Respect, they also learned the value of Compassion and Empathy.





## ACE 2013 Conference in Osaka, Japan

By Nicole Chua

Senior Educational Therapist/ Curriculum Development Team

### About the Conference

The Asian Conference on Education is an interdisciplinary international conference that invites academics and independent scholars and researchers from around the world to meet and exchange the latest ideas and views in a forum encouraging respectful dialogue, and offering the opportunity for renewing old acquaintances, making new contacts, and networking across higher education.

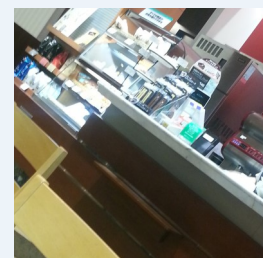
### My Paper

From 23 – 27 October 2013, I was privilege to be given an opportunity by the Dyslexia of Association to present my dissertation paper titled “The Integration of Morphological Instruction into an Established Phonics Approach: How it Increase Self-Esteem in Dyslexic Teenagers with Specific Spelling Difficulties”. My presentation reflects my experiences in teaching secondary students who were disengaged in class and doubtful about how the things they learn in my class was going to help them in school. This problem inspired me to design an alternative instruction based on Orton-Gillingham approach that was more relevant to what they need. This led to the change in their attitude in class. They were more engaged, asked more questions, and questioned teacher’s reasoning and most importantly academic progress at school.

### Osaka

Osaka is a beautiful city exploding with traditional culture embedded within the locals’ daily lives. Being immersed in the city for almost a week, I have grown to admire the discipline lifestyle of the Japanese, the efficient transportation network and their innovative technologies and tools which totally blow your mind! For example, a simple side table (as seen on your right) is used to place your bag on while ordering your coffee, is something that no one

would have thought of but it is something that all of us would be thankful for (especially ladies with bulky bags). It makes life so much easier.



### At the Conference

At the conference I had the opportunity to exchange contacts with two University professors from Thailand who shared two separate research about reading habits that were somehow thought-provoking. Dr Tipamas Chumworatayee from Thammasat University found that college students in Engineering and Science faculty who are usually perceived to be more academic inclined did not do as well in reading comprehension as their arts faculty counterparts. It was discussed that the students in Engineering and Science tend to limit themselves to reading materials related to their field while arts students read a wider range, therefore, making them more ‘experience’ (better at higher order reading skills, e.g. prediction, inference) readers due to the wide exposure of different text genres. Another research by Dr Sripanya Chaiyai from Khon Kaen Univeristy have found motivation to be the key factor in promoting reading in adults, which I found this to be very applicable with our students too.

Telling our children to read is not enough, we need to link reading to each individual’s interest. For example, showing a child how reading more will help him read game tips so that he could advance to the next level of his favorite game definitely sounds very motivating to me!

The earlier research by Dr Tipamas makes us sit back and question our assumptions. While some students excel in memorizing textbooks and doing very well in school, it does not mean they have reading skills that is adequate to excel at higher learning institutions, especially so for learners





Nicole Chua at the ACE Conference in Japan

whose English is not their most interacted language. Reading is a life skill and being book smart may not be enough in today's education landscape.

All in all, what I enjoyed most from being at ACE 2013 is the fact that it forces me to question my teaching beliefs. As one of the more senior teaching staff in DAS, I could be stuck in the pedagogy that I feel works best for my kids. While we may be rich in terms of knowledge and experience, we may not be the best at 'flexibility' in delivery. I always feel humbled, learning from new teachers as they are filled with enthusiasm and ideas! My advice to parents is teacher's capability is not measured by how long a teacher has taught but the commitment they have to your child.

On my last note, I would like to thank CEO Mr Robin Moseley, COO & Executive Director, Mr Lee Siang and my direct manager Director of Curriculum and Specialist Programmes, Mr Ashraf Samsudin for their support and commitment to my professional development. Also, Executive Director of DAS Academy, Dr Thomas Sim for guiding me through the oral presentation delivery.

If you have any questions about my study, other topics presented at ACE 2013 or your child's learning, please feel free to contact me at [nicole@das.org.sg](mailto:nicole@das.org.sg)

## DAS-OCBC GTIB SCHOLARSHIPS 2014

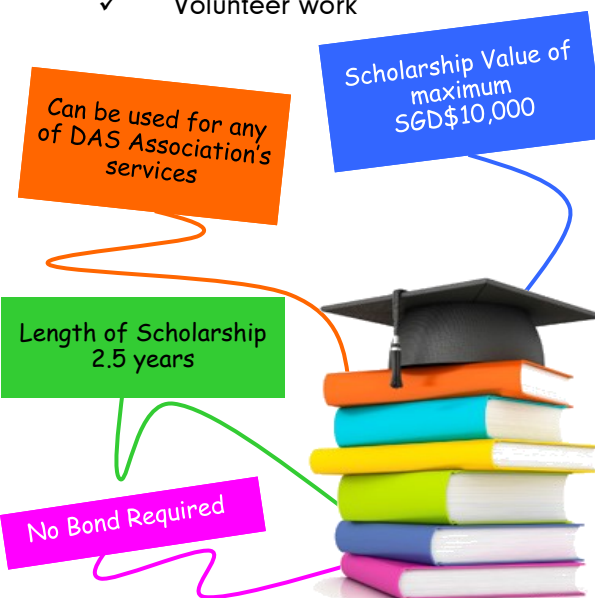
**Applications open January 2014!**

DAS, in collaboration with OCBC's Global Trading and Investment Banking Group (OCBC GTIB) established a scholarship in 2013 for DAS students.

The scholarship can be used for any of DAS Association's services, including Occupational Therapy, Math Programme, Chinese Remediation Programme etc.

Applicants must:

- ◆ Be a Singapore Citizen
- ◆ Be enrolled with DAS
- ◆ Have exceptional achievement in one or more of the following areas
  - ✓ Academics
  - ✓ Arts
  - ✓ Co-curricular activities
  - ✓ Sports
  - ✓ Volunteer work



**Applications forms for 2014  
Scholarships will be available at:**  
[www.das.org.sg/outreach-awareness/  
das-ocbc-gtib-scholarship](http://www.das.org.sg/outreach-awareness/das-ocbc-gtib-scholarship)

# A PRACTICAL APPROACH TO LEARNING

The Dyslexia Association of Singapore presents an Exclusive Workshop Series.



3 DAYS | 8 SPEAKERS | 9 TOPICS

## DAS WORKSHOP SERIES 2013

By Chris Ngon  
Fundraising Officer

The DAS Workshop Series: A Practical Approach to Learning was held on 18-20 November 2013. DAS was grateful to have an overwhelming participation from educators, parents and other professionals who work with children with learning differences. .

The workshops were tailored to meet the varying needs of our participants and were designed to encompass ways to improve approaches to learning, all major aspects of learning needs were addressed that are relevant to the Singaporean education scene.

The workshop delivered a range of topics from Dyslexia: Definition, Assessment & Treatment by Susan Lowell, and How Dyslexics Learn by Dr Kate Saunders, our international speakers to Special Educational Needs of Students in Higher Education by Dr Thomas Sim, Study Smart: Promoting Executive Skills Development by June Siew, Boosting your Child's Self Esteem by Nur Farhana Muliadi, Examination Skills: Comprehension & Spelling by Tuty Elfira Abdul Razak and Shifa bte Shekh Naji and Vocabulary Acquisition: Methods, Morphology & Music by Michelle-Lynn Yap.

We are delighted to have two renowned guest speakers this year, Dr Kate Saunders and Susan Lowell.

Dr Kate Saunders is the CEO of the British Dyslexia Association, and has over 25 years of experience in the field of dyslexia and special educational needs. She co-edited the BDA 'Dyslexia Friendly Schools - Good Practice Guide' and is also co-author of 'How Dyslexics Learn'.



Susan C. Lowell, M.A., B.C.E.T., is the Director of Educational Therapy Associates, a private, clinical practice in Chapel Hill, NC, USA and also the former Vice President of the International Dyslexia Association (IDA).

The Workshop Series was a refreshing change from our annual conferences, and it was very



well received by our participants. They felt that the workshops were indeed valuable.

Here are some of the comments we received:

- ◆ Kate's workshop was excellent - very inspiring. Kate's personal experiences make a difference.
- ◆ Thank you so much for sharing, especially after last night's session by Farhana to this afternoon session by the two lovely and compassionate ladies, Tuty and Shifa. Contents are very informative, stimulating and enlightening.
- ◆ The notes and explanation and delivery by Susan was very beneficial and an eye-opener for they revealed many new ways to assess a finer and accurate way to look out for signs and symptoms of dyslexia
- ◆ Dr Thomas was very good! entertaining, informative, humorous and engaging
- ◆ Susan gave a very valuable workshop for teachers to understand that this course is pre phonics leading to reading first before we proceed with writing the word

- ◆ I felt so enlightened after this session and can't wait to adopt some of Farhana's notes and try it on my son as he has a low self-esteem
- ◆ Dr Saunders gives an excellent perspective of how dyslexics think and learn. My wish for Singapore to be a "Dyslexic Friendly Country" too.
- ◆ Tuty and Shifa gave us very useful and helpful tips and I learnt a different way of teaching my students.
- ◆ Michelle is a fabulous speaker. Totally enjoyed her session, you should be the first speaker!!

We have already begun preparations for the next workshop series. Stay tuned!



# A Watershed Year for Outreach

By Fanny Foo

Director for Learning Centres and Outreach Division



*"Students who slipped through the crack" has been a constant refrain educators used on children who were not identified earlier for intervention programmes. Despite years of outreach to the public and the recent intensity of the Dyslexia Association of Singapore's (DAS) outreach division has made in 2013, many students still "slip through the cracks". So..*

- *How do we catch them before they fall out of mainstream schools?*
- *How can we sieve out the children with minimal costs to parents?*
- *How do we help educators in school to understand their charges better?*

Bearing this in mind, the approach used this year by DAS for outreach and awareness was:

- a) Providing awareness talks to educators and caregivers on signs and symptoms of dyslexia in order for the child to be identified and helped.
- b) Free computerised dyslexia screening to identify the probability of dyslexia.

In 2013, a record breaking number of Awareness talks were completed at 40 schools covering 1,600 teachers. It was followed by approximately 1,100

students screened at 26 schools. Almost 800 students were shown to have "Moderate" to "Very High" probability of having dyslexia and parents were advised to send their children for further testing during a one to one consultation in school.

Besides reaching out to the schools, Outreach went into 26 organisations such as orphanages, welfare homes, Mendaki, Sinda, CDAC to name a few. Awareness talks were given to the caregivers and guardians, as well as screening, for their charges and students.

All these efforts were done without any charges to



the schools or organisations as part of DAS community service.

Another first for DAS would be computerised tests done for Secondary students during the Mass testing exercise in June 2013. This would certainly help identify Secondary Students before the leave for tertiary education or National Service where little or no support is given.

DAS has a strong and caring Awareness and Outreach team who are passionate about spreading the word on dyslexia and learning differently. The team aims to increase its awareness efforts next year and they would be very happy to come to a venue near you.

If your organisation, school or community would like to arrange an awareness talk please contact our team on 6444 5700 or info @das.org.sg



Dhinesh Chandra Segaran  
Centre Manager  
Woodlands Learning  
Centre & Awareness Team  
Speaker



Siti Halimah Binte  
Mohamed Yahaya  
Educational Therapist  
Tampines Learning Centre  
Awareness Team Speaker



Fanny Foo  
Director for Learning  
Centres and Outreach  
Division



Andy Wang  
Educational Therapist  
Sengkang Learning Centre  
Awareness Team Speaker



Surjati Soekraman  
Senior Learning Centre  
Manager  
Tampines Learning Centre  
Outreach Coordinator



Stephanie Yeo Sufen  
Educational Therapist  
Tampines Learning Centre  
Awareness Team Speaker



Jane Ho  
Student Service Assistant  
Outreach Division



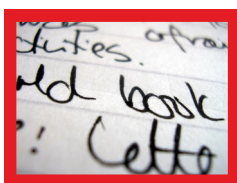
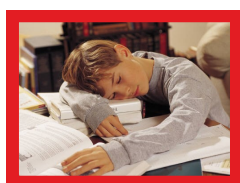
Nur Fahana Maladi  
Senior Educational  
Therapist  
Bishan Learning Centre  
Awareness Team Speaker



# DOES YOUR CHILD STRUGGLE IN SCHOOL?



## IS YOUR CHILD FACING THESE CHALLENGES?



- ✓ Difficulty with reading, writing and spelling
- ✓ Frustrated about school and studying
- ✓ Messy handwriting
- ✓ Difficulty understanding text passages
- ✓ Difficulty with pronouncing words

Register for the **FREE** Computerised Dyslexia Screening Test for **Preschool and Primary Students.**

**Registration is required**

**6444 5700**

The computerised screening will be held 4 times in 2014, in collaboration with the National Library Board.

Saturday, 24 May 2014	Saturday, 31 May 2014	Saturday, 15 Nov 2014	Saturday, 22 Nov 2014
9.00am to 5.00pm	9.00am to 5.00pm	9.00am to 5.00pm	9.00am to 5.00pm
<b>Tampines Regional Library</b> 31 Tampines Ave 7 Singapore 529620	<b>Woodlands Regional Library</b> 900 South Woodlands Drive #01-03 Woodlands Civic Centre Singapore 730900	<b>Jurong Regional Library</b> 21 Jurong East Central 1 Singapore 609732	<b>DAS Chinatown Point Learning Centre</b> 133 New Bridge Road #04-01 Chinatown Point Singapore 059413
MRT: Tampines BUS: 8, 15, 18, 19, 27, 28, 29, 37, 38, 81, 168, 291, 293	MRT: Woodlands BUS: 161, 168, 169, 178, 187, 856, 858, 900, 901, 902, 903, 911, 912, 913, 925, 926, 960, 961, 962, 963, 964, 965, 966, 969	MRT: Jurong East BUS: 51, 52, 66, 78, 79, 97, 98, 105, 143, 160, 176, 178, 183, 197, 198, 333, 334, 335, 506	MRT Chinatown BUS: 2, 12, 33, 51, 54, 63, 124, 143, 145, 147, 166, 174, 186, 190, 851, 961, 970

**Dyslexia Awareness Talks will be held at each computerised screening session.**

We understand your concerns and invite you to come down to meet with our multi-disciplinary team of professionals. We will explain the results of your child's screening test thoroughly and advise you on the suitable support available.



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

Research shows that the 'Lucid Rapid' software used for the DAS computerised screening is very a useful tool in identifying children with dyslexia and literacy difficulties, published in the special edition of *The Educational & Child Psychology on computerised approaches to assessment* published by The British Psychological Society. Vol.28 No. 2, 2011, pg 33 – 51.



# Free Computerised Screening by DAS

Surjati Soekraman  
Senior Learning Centre Manager  
Tampines Learning Centre

The Dyslexia Association of Singapore (DAS) recently conducted a mass computerised screening for the public on 9 November. This was the second time that DAS conducted the screening this year.

The response was overwhelming. A total of 66 preschool, primary and secondary students were screened on that day. This event was managed by several DAS divisions; and volunteers from the RBS and Nanyang Girls School.

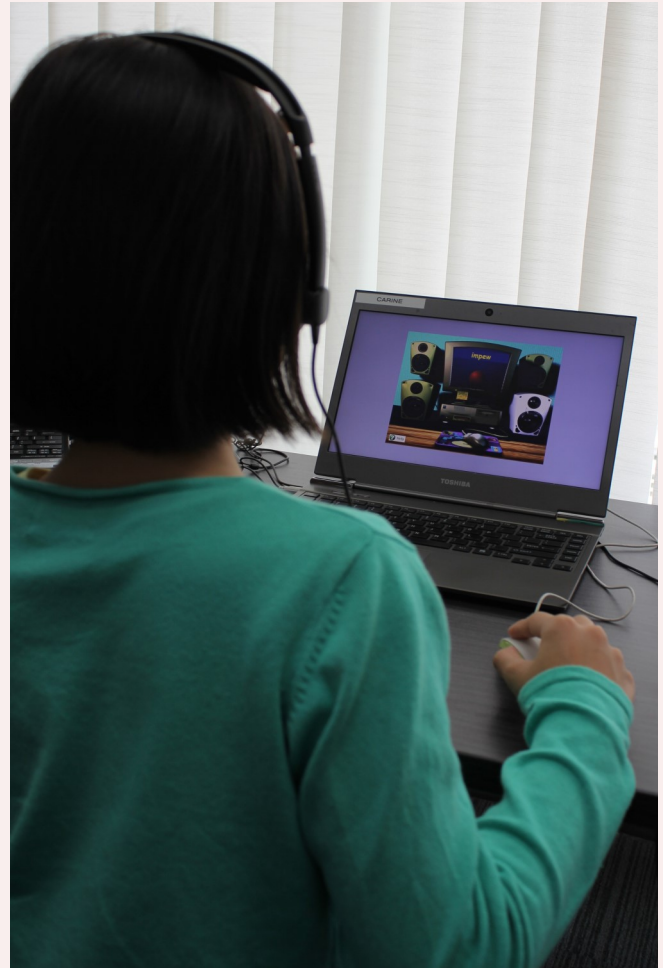
The computerised screening typically takes a preschool or primary student took about 20 to 30 minutes to complete where as the Secondary student can take up to 1 to 1.5 hours to complete.



While the students were screened, their parents attended awareness talks conducted by DAS Staff on dyslexia and learning differences. DAS awareness talks are aimed at inspiring parents with a deeper understanding of dyslexia, subsequently empowering them with the ability to identify dyslexic children and general tips on how they can help their children with their daily academic demand as well as their self-esteem. The talk also covered the screening concepts and components.

The parents had the results of their child's screening explained at the end of the whole session.

Next year in conjunction with the National Library Board, DAS will be conducting four public



screenings as advertised in the flyer on the facing page.

Please share this information with your friends and family with an aim to raising awareness of dyslexia and learning differences.





# Mendaki Learning Festival

By Nicole Lim, Vera Tai and Tay Chu Yi  
Interns at DAS



The Mendaki Learning Festival was held on 9 November, where we had the privilege of participating. It was a valuable exposure as we had never been a part of a large scale community event. Although initially apprehensive due to the possible language barrier and lack of experience in communicating with parents, we had a great time interacting with the crowd. Not only that, there was an easy flow of ideas and beliefs amongst professionals which not only helped us understand more about other organisations within this sector but encouraged deeper reflection in our role as educators.

We are grateful to DAS for the opportunity to participate in the Mendaki Learning Festival, we had a great time interacting and playing games with children at our booth.







# SPEAKING...

*from an awareness  
point of view!*

By Dhinesh Chandra Segaran  
Centre Manager— Woodlands Learning Centre  
& Awareness Team Speaker

I began my journey at the Dyslexia Association of Singapore (DAS) in 2011. It was a great start with lots of training to attend and new information to absorb. Having completed my degree in Life Sciences and being accustomed to an environment of laboratory and research, the world of Special Needs & Centre Manager duties was pretty intriguing to me. I was nervous yet excited as I learned something new each and every day.

I also have experience as an Enrichment course Teacher, teaching various courses from Speech and Drama to Public Speaking prior to joining the DAS. However, managing a group of teachers and administrative staff reporting to me was indeed new and as most new things go, proved to be a challenge initially. As time went by things settled down however I felt something was missing.

That was when I was given the opportunity to speak for the DAS Awareness Team. It was a chance to showcase what I could do with public speaking. Having performed on various stage and TV shows as a singer and compere, I was very comfortable with speaking and presenting in front of a crowd. I don't remember ever being tongue tied due to stage fright. In fact the bigger the audience, the better I enjoy performing!

There are so many aspects to public speaking that it makes one wonder... Gosh! Where do I even begin? Your grooming, your stature, your disposition, your projection, your tone, your delivery, your language, your fluency and above all of course, your confidence. And in the end your presentation is being assessed and judged by the most critical of critics, your audience!

Every platform is a new experience and as such, every fresh audience proves to be a new challenge.

In this way, speaking to Parents and Teachers can be very different experiences with their own unique set of challenges. Parents tend to be a little more forgiving if one is unsure or has to refer with respect to the content being presented. At the end of the day, they would just like a little empathy for what their child and they are going through.

Teachers however, naturally tend to scrutinise the content being delivered as well as the speaker's knowledge of the content. After all, how effective the speaker is does reflect on the credibility of the organisation and what it is representing. Therefore, there is great pressure which comes from great responsibility when it comes to being an Awareness Team speaker for the DAS.



# 'THE PAINT IS THE NARRATIVE'

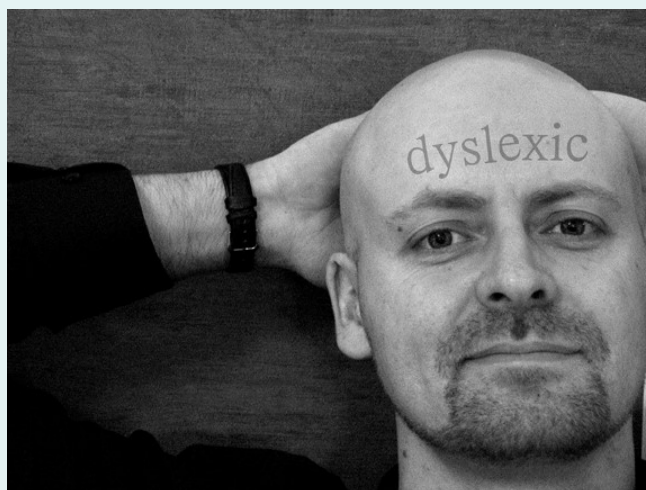


## DAS IS THE BENEFICIARY FOR THE FIRST SOLO ART EXHIBITION HELD IN SINGAPORE, BY UK ARTIST MIKE JUGGINS 'THE PAINT IS THE NARRATIVE'

By Jacqueline Song  
Senior Fundraising Officer

UK Artist Mike Juggins held his first Solo Art Exhibition in Singapore, 'The Paint is the Narrative', at The Arts House, hosted by a newly set up Singapore Company, Dove Doodle Pte Ltd. The exhibition was a collaborative project with Dyslexia Association of Singapore and ArtDicted of Singapore Management University. Donations of 25% of the sales of the paintings went to the DAS.

The exhibition was launched on 17 November, featuring 40 oil paintings by artist Mike. MP Denise Phua was the Guest of Honour for the occasion and over 70 guests attended. Chief Operating Officer of DAS, Mr Lee Siang together with Mr Quek Hong Choon, Director Human Resources & Corporate Services and Dr Thomas Sim Executive Director, DAS Academy were amongst the VIP guests at the event.



Being a dyslexic himself, Artist Mike has a greater understanding and appreciation of dyslexia, its strengths and weaknesses. He has overcome odds to become a reputable artist, filmmaker and educator. He believes in focusing on his own



ability and to make the best of it. Ultimately, it's about empowering those with the dyslexia in society, recognising their giftedness and creativity and providing them the social structure and support so that they can make a significant contribution to society too.



Mike at the art workshop  
DAS Students and parent met Mike at the  
Chinatown Point learning Centre



During his short stay in Singapore, artist Mike also took the opportunity to share his knowledge and skills with the DAS students. A children's art workshop and parents' talk was held at DAS Learning Centre, Chinatown Point on 16 November 2013. There were 28 children and 12 parents who participated. The children enjoyed the art workshop and their drawings were displayed at The Arts House from 24 to 28 November 2013.



Mike Juggins with Siang Lee, COO of DAS

A VIP dinner was hosted by Dove Doodle Pte Ltd on 20 November 2013, at Arteastiq, Mandarin Gallery, with an informal evening of networking among the guests. Dr. Thomas Sim and artist Mike had a go in art jamming following the dinner.

For those who are interested to buy paintings by Artist Mike Juggins, kindly log on to [www.dovedoodle.com](http://www.dovedoodle.com) or call 6444 9501 for further enquiries.





# International Dyslexia Association Conference in New Orleans – November 2013

Dr Tim Bunn  
Senior Research Officer



DAS sent seven staff to the International Dyslexia Association (IDA) Conference held in New Orleans in November. We had the chance to present three poster displays on DAS research as well as attended a wide range of lectures and presentations. And we spent nearly a week in a fascinating US city with its special French, Spanish and of course jazz heritage.

We stayed in the conference hotel which was a stone's throw from the Ernest N. Morial Convention Centre. The centre was huge, as big as an airport terminal. The weather was mainly kind, a few showers and a bit windy but mainly fine and warm for November (for a Brit).

At the conference there were several awards to US teachers and successful dyslexics. The keynote speakers were clear and authoritative: Louisa Moats, Vice President of the IDA, has taken

a lead in the US in trying to persuade all states to require accredited training in teaching literacy. Many US educationalists believe the US is not making progress in helping dyslexics overall because of inadequate mainstream teacher training.

She was the first of several speakers to draw attention to Scarborough's many strands rope model of how different skills contribute to learning to read and write. She emphasised that it's not just about phonology – language and orthographic fluency are very important. She was also the first to emphasise the theme that reading changes as children move through the grades and what they need at Grade 10 is not the same as at G2.

Dr Laurie Cutting from Vanderbilt University, gave us a perspective from neuroscience, which echoed





much of what Louisa Moats said. She too talked about the many-strands model, to which she added the importance of high level conscious control ("executive function", on which June Siew here at DAS is currently working on). Laurie said the "simple model" of reading (reading = word recognition x comprehension) is not really that simple any more: she investigates the ways neural tracts (major connections between brain areas) work and she finds that the majority of neural activity involved in reading cannot be mapped to discrete areas. Its about overlap and connection.

The DAS team split up to listen to as many different lectures as possible. Priscillia Shen and Yimei Liu had a day of neuroscience, while Siang Lee and I learned about phone apps and other ways of using electronics to support learning. As someone who refuses to use a smartphone, the apps were new territory to me. There are an amazing variety of useful apps for the iPhone (America's favourite), but so far no research on their usefulness to teaching.

I was shocked to hear from a presentation about using computers in mainstream classes in socially disadvantaged areas of Dallas, Texas, to hear that kids actually did worse in classes where their

teachers were provided with computers and software to help them learn (at the second stage of intervention, in small groups within their own class). The teachers, it seemed, were under such pressure to just cope in many of the schools that they used the computers as entertainment, not learning tools. The key in this study (and in others) is that without a teacher who knows how to use them, computers don't really help.

Our poster presentations went well. We were all in a tightly packed room, which did become quite crowded. Many interesting conversations were had, and we also learned from our neighbours.

The final session on Saturday was a reception with food. Angela Fawcett attended Julian Elliot's anti-dyslexia talk. She felt he had pinched bits of data from our poster display and used it unfairly in his talk. She is looking forward to confronting him next year in Paris.

IDA is mainly a forum for American teachers of dyslexics but we learned a lot which is useful, alongside participants from 17 other countries, were able to advance the International Partnership with IDA alongside the conference.

# Speech and Drama Arts!

Speech and Drama Arts for Primary school students helps to develop a passion for the English Language through dramatic play. The speech and drama arts programme is designed to help your child to:

Develop effective communication and presentation skills

Discover their inner strengths and hidden talents

Increase proficiency in the English language

Encourage teamwork and cooperativeness

Stimulate creativity and imagination

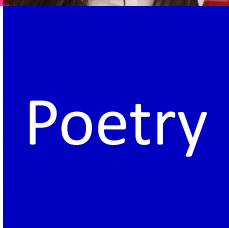
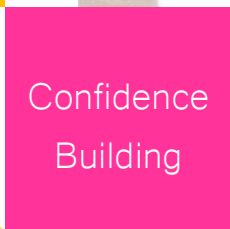
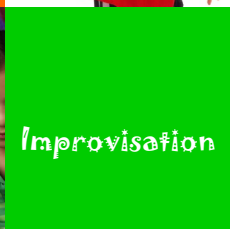
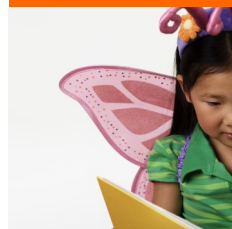
Build self-esteem and confidence

Explore cross-curricular themes

Enhance concentration skills

And above all have

**FUN!**



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**  
HELPING DYSLEXIC PEOPLE ACHIEVE

Enquiries and Registration

Pushpaa: 6250 0526

For Primary School Students only



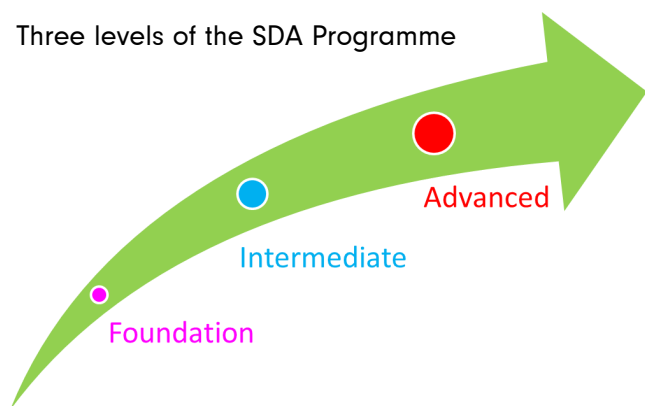
## SPEECH AND DRAMA ARTS

Here at DAS, we recognise Speech and Drama Arts (SDA) 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. Our goal is to provide an outlet specifically for DAS students to express themselves, their inner feelings and emotions and to demonstrate their talents in a fun and artistic way. Our curriculum, that is specially designed to meet our DAS students' needs, our teaching staff and our strong will to make every learning experience at DAS valuable, make us different from the others.

The curriculum is crafted with these objectives in mind:

- ◆ Developing literacy skills,
- ◆ Improving listening & concentration skills,
- ◆ Exploring cross curricular themes,
- ◆ Developing teamwork,
- ◆ Aids in problem-solving & decision making,
- ◆ Developing communication & social skills,
- ◆ Multi-sensory activities,
- ◆ Fosters self-awareness & self esteem.

Three levels of the SDA Programme



**Foundation Level** - At this level, we build on acting skills using some theatrical elements. Our main aim at this stage is to develop acting skills, self confidence, social skills, self-expression, creativity and imaginative skills.

**Intermediate Level** - As students become competent and confident communicators, this level will stretch their ability by getting introduced to play scripts, scenes, settings, monologues, dialogues, and improvisation to develop the students' physical, vocal and analytical skills.

**Advanced Level** - With the skills and the experiences of the previous two levels, this final level is an opportunity for them to explore higher-order skills such as Stage Directions, Script writing, Stage craft and other theatre aesthetics.

1. There will be final presentation at the end of each level for parents to watch
2. Students will be evaluated on overall skills learned during the performance.
3. A Certificate of Participation will be given upon completion of each level.

### SPEECH & LANGUAGE THROUGH DRAMA

Parents'



"It is just the beginning"

"It is fun learning"

"He is able to memorise the given script within a short period of time"

"He enjoyed the games and lessons that were taught"

"He has improved his"

"I am very impressed"

"He looks forward to attending"

"In this short time I see how confident she is. The programme has helped her to be more confident"

"This is my son's first time joining a drama class. He gained good experience and exposure through this Speech and Drama Programme. It is a good"

"In this short time, I see how confident he is"

"Learn to handle emotions"

"He is more confident to read"

"It was engaging, interactive and my son felt at home. The workshop was customised to our children; different from other speech and drama"

## SPEECH AND DRAMA ARTS

**FEES:** \$267.50 (incl. GST) For 10 Lessons

**TIME:** Each lesson is 1.5 hours  
(Total 30 hours)

**DAYS:** Every Saturday

**VENUE:** Bishan Learning Centre

### REGISTRATION:

**Contact:** Pushpaa Arumugam

**Email:** pushpaa@das.org.sg

**Phone:** 6250 0526  
Bishan Learning Centre

## DAS Speech and Drama Arts Programme Completion of the Foundation Level

By Pushpaa Arumugam  
Centre Manager for Bishan Learning Centre  
Programme Manager for Speech & Drama Arts



The foundation level for the lower primary students ended after 20 lessons on 23 November 2013. In the Speech and Drama Arts (SDA) programme, our students have learned various drama skills such as Voice Projection, where students learn to develop the use of their own voice, Pantomime, Tableaux, the art of expressing various emotions in various scenarios and various character portrayal.

The students enjoyed the activities and participated with enthusiasm while having a good camaraderie with their peers. They were willing to give all tasks a try even though they had various levels of skills, competencies and adventurous spirits.

Bestowed with this new found knowledge of drama skills, 20 students from the lower primary showcased their wonderful talents in a final

performance on 23 November 2013. The performance was made up of three pieces namely drama play, choral reading and story drama. Every child participated in at least two pieces.

Through the many rehearsals, our drama students had put in tremendous effort and displayed great determination throughout. Their efforts were fruitful as they performed with such great confidence and courage. Dolled up in colourful costumes with intricate details and innovative props, our students dazzled the audience with their dedication and energy throughout the show.

Parents together with members of the families came down to the performance venue on the final day of the workshop to see the performances put up by their children.





Geetha Shantharam, the Director for MOE-Assisted Programme and Staff Professional Development came to give her support to the young performers and the SDA team. At the end of the performances, Geetha and Pushpaa, Programme Manager for the Speech & Drama Arts Programme presented the certificates to our lower primary students for completing the Young Artiste level (Foundation).

In short, the foundation level is a stepping stone to those learning to overcome their fears that limit their abilities and become more confident!

Congratulations to our Young Artistes on receiving your certificates!

- ★ Aloysius Lim
- ★ Andrew Gunn
- ★ Brandon Lee
- ★ Cheng Rui Heng Isaac
- ★ Cheng Rui Xuan Joseph
- ★ Chew Xi Na Chloe
- ★ Chua Amelia Rae-Lene
- ★ David G. Aljecera
- ★ Ho Weng Leung Mark
- ★ Jeremy Matthew Setyawan
- ★ Lai Kai Xiang Leroy
- ★ Lee Jiayi Charlize
- ★ Leung Ty Zhen Joseph
- ★ Nadiya Melissa Madden
- ★ Ng Xiu Jing
- ★ Poh Lin Soon
- ★ Regina A. Aljecera
- ★ Teo Shi Han Kendrick
- ★ Wong Jun Hung Daven
- ★ Wong Jun Ming Andie



## Parent Feedback after the performances

"Andie is more confident now. It is fun for the children."

"Andrew is more animated at home. Great way to build his self-esteem and confidence."

"Her self-confidence is improving".

"Certainly, my son is more confident now!"

"My children are always excited to come for the Speech & Drama Arts class. Good Job Teachers!"

"My son is happy and enthusiastic to attend every drama lesson. He is gaining little confidence".

"The programme has improved her memory and attention span".

"My son can express himself better now".  
"Saturday is the day he will wake up early all by himself and look forward to the drama class"

"The classes are fun and he has more friends to play".

"It is fun. He is more expressive now. It shows that the programme has positive improvement in my child".





# TRIPARTITE ALLIANCE FOR FAIR EMPLOYMENT PRACTICE (TAFEP)

## DAS HAS SIGNED THE PLEDGE

By Quek Hong Choon  
Director of Human Resource and Corporate Services



*Employer's Pledge of Fair Employment Practices*

Our shared vision is for Singapore to be one of the best places in the world to work; a place where every worker is given an equal opportunity for employment, rewarded according to his or her merit, treated fairly and with respect, and given the opportunity to optimise his or her unique talents; a place where businesses are able to attract, develop and retain valued employees, and create a harmonious and inclusive work environment, where employees are highly motivated and contribute their fullest to their organisations and the economy.

With a view to achieving this vision, the Tripartite partners – the Ministry of Manpower, the National Trades Union Congress and the Singapore National Employers Federation – have unanimously endorsed the 5 key principles of fair employment practices for implementation:

- Recruit and select employees on the basis of merit (such as skills, experience or ability to perform the job), and regardless of age, race, gender, religion, family status or disability.
- Treat employees fairly and with respect and implement progressive human resource management systems.
- Provide employees with equal opportunity to be considered for training and development based on their strengths and needs, to help them achieve their full potential.
- Reward employees fairly based on their ability, performance, contribution and experience.
- Abide by labour laws and adopt the Tripartite Guidelines on Fair Employment Practices which promote fair and responsible employment practices.

**Dyslexia Association of Singapore**

shares the 5 key principles of fair employment practices and is committed to adopting these principles in the management of our human resources. We believe that the effective implementation of fair employment practices will bring about a more harmonious and progressive work environment within our organisation, and contribute towards making Singapore a great place to work.

*Mr Robin Moseley*  
Mr Robin Moseley  
CEO

*Mr. Quek Hong Choon*  
Mr. Quek Hong Choon  
Director of HR & Corp Services

Logos: MINISTRY OF MANPOWER, ntuc (National Trades Union Congress), SNEF (Singapore National Employers Federation), Tripartite Alliance for Fair Employment Practices.

An Initiative by the Tripartite Alliance for Fair Employment Practices

The Tripartite Alliance for Fair Employment Practices (TAFEP) will work with the Dyslexia Association of Singapore to implement Fair Employment Practices at our workplace. The 5 key principles of Fair Employment Practices are:

- ✓ Recruit and select employees on the basis of merit, such as skills, experience and ability, regardless of age, race, gender, religion or family status.
- ✓ Treat employees fairly and with respect and implement progressive human resource management systems.
- ✓ Provide employees with equal opportunities for training and development based on their strengths and needs, to help them achieve their full potential.
- ✓ Reward employees fairly based on their ability, performance, contribution and experience.

- ✓ Abide by labour laws and adopt Tripartite Guidelines which promote fair employment practices.

By pledging and signing the Tripartite Alliance for Fair Employment Practices (TAFEP), one of the benefits is access to resources and they will work with us on customised consultation services.

By signing the TAFEP the Dyslexia Association shares the five key principles of fair trade practices and is committed to adopting these principles in the management of our human resources. We believe that the effective implementation of fair employment practices will bring about a more harmonious and progressive work environment within our organisation and contribute towards making Singapore a great place to work.





## ***There is no “I” in Team but there is “U” in Volunteer!***

By Mervin Mosqueda  
Student Services Officer—DAS Academy

The spirit of volunteerism among the DAS staff once again surfaced in one of the highlights of this year’s celebration of the Mid-Autumn Festival – the **Pandora 3D** at Gardens by the Bay.

Inspired by James Cameron’s film AVATAR, Pandora 3D is a visually stunning, three dimensional exhibit which features the use of 3D glasses in viewing the artwork. One would be mesmerized by the masterpiece created by the Keppel Club, showcasing the social responsibility in taking care of the environment through the exhibit made entirely out of reusable and recyclable materials.

As an upcoming beneficiary of Keppel Club’s charity event, some of our DAS Staff took time to support this activity. DAS Staff volunteers spent at least two nights from 13 - 22 September 2013, managed to give their time after work and helped in the event as marshals, guide and crowd controller.

### **Why volunteer? Here’s what they have to say:**

**Wen Feng Fong:** “It’s my first time volunteering and I always wanted to help.”

**Wee Yen Lynn:** “The recreation of the scene from Avatar sounded very interesting to see and the location at Gardens by the Bay is very nice to go.”

**Chris Ngon:** “I volunteered because I believed that Keppel is doing a great job in bringing across the message that our earth is a precious resource and we should do our part in conserving it, and they are environmentally conscious despite being a golf club”.

**Mel Mosqueda:** “It’s satisfying to share something

intangible such as your time and whether the experience was good or bad, it’s always rewarding.”

**Chantale Chen:** “A few colleagues and I have been actively participating in some volunteering work during our free time. This is one of it. I like Keppel club’s idea of green concept and I’m very supportive of it. The 3D Pandora is really impressive especially knowing that they are all made of recycled materials. I would be pleased to continue volunteering for their future green concept event.”

Apart from representing the Dyslexia Association of Singapore, we became aware in supporting an activity for a good cause. Dealing with others and realising the importance of the environment were some great learning we had gained. It was also a fun-filled experience as we get to enjoy the remarkable view of the garden at night.

Personally, I was dazzled by the scenery; it was an exhibit like no other with bits and pieces of ordinary materials transformed into something enchanting. More than the fascinating colours and visuals, it was the experience of doing something as a team that made a difference.







# FLAG DAY 2014

Your change can make a change

**We would like to invite you to volunteer for our Flag Day 2014!**

The Dyslexia Association of Singapore (DAS) is a non-profit organisation with a strong social mission in providing educational programmes and other support services to children with dyslexia and/or specific learning differences.

The **Flag Day 2014** is organised to increase efforts to continually provide and improve our professional services to people with dyslexia in Singapore. The proceeds from Flag Day will go towards sustaining our daily operations and more importantly, to provide bursaries for children with dyslexia from lower-income families.

As part of our social commitment, about 40% of our current enrolment receives financial assistance and a ready pool of bursaries will allow us to reach out to thousands more.

**March 2014 Flag Day** will occur on the first Saturday of the March school holidays, 15 March 2014.

If you would like to volunteer to help us on Flag Day please contact us:

Email: [events@das.org.sg](mailto:events@das.org.sg)  
Phone: 6444 5700



**WE NEED YOU!**  
**Volunteer for**  
**FLAG DAY 2014**



## A CELEBRATION OF DYSLEXIC MINDS

\$20

Available at all  
DAS Learning

**My Inner World: A Celebration of Dyslexic Minds** is a 70-page collection of creativity, wit and brilliance of the children we work with. This special 21st anniversary publication celebrates the capacity that dyslexics are capable of and invites the reader to journey into their world. Four chapters in the book feature a myriad of artwork, writing, expressions plus activities to keep the reader constantly engaged. My Inner World: A Celebration of Dyslexic Minds is available for purchase at \$20 at all DAS learning centres and online at [www.das.org.sg/book](http://www.das.org.sg/book).

100% of the proceeds go towards DAS to help children with dyslexia.





*Applause*

# PSLE EXAM SUCCESS



PSLE stands for the Primary School Leaving Examination, a national examination for all students at the end of their Primary education. As with all examinations, it is a challenge academically, but more importantly, it challenges the child emotionally in being able to cope with pressure and expectations and desires. Having emerged stronger from the trials, our students have made us proud. Congratulations to all! Look forward to a bright year ahead as you embark on the next phase of your journey. All the best!

## ANG MO KIO LEARNING CENTRE

Buvi, Bhavani, Edmen, Elis, Harsheeni and Nicole

Ahmad Sya'bany Bin Abdul Ghani

Aik Wee Ting

Chua Shan Qing

Hong Mei Qi Erika

Jovita Anderson

Ker Boon Cong

Kwang Jing Wei Kevin

Kwek Jun Xian Ryan

Loheswari d/o Letchimanan

Ng Wee Meng

Shania Laxmi Vijendra

Siew Hui Min

Tan Cheng Kai

Taye Aloysius

Toh Ding Jie Terence

Wong Bao Nuo Wyclef

Wong Jae Juin Kadrian

Yap Jun Cai Eugene



*Congratulations to our students who passed the PSLE  
Your Educational Therapists send their best wishes for  
your continued success in Secondary School*

### **BEDOK LEARNING CENTRE**

*Karen Wong Tsing Tsing, Amrit Kaur Gill, Salbiah Bahri, ShenMee, Nur Alia Salim and Hani Zohra Muhammad*

Ang Wei Sheng  
Azzan Bin Abdurrachman Abdat  
Chiang Jia Jun Shawn  
Chow Ming Hai Dallas  
Elliot Giang  
Ethan Giang  
Farhan Mohamed Gani  
Goh Zhen Hao  
Jami' Rakyan Dharmawan Abdullah  
Lee Jun Hong  
Leong Wei Shan Sarah Anne  
Lim Wei Jun Leslie  
Loy Junxian Nicholas Jerome  
Muhammad Haziq Bin Amran  
Muhammad Hilmi Bin Muhammad Hairi  
Muhammad Irfan Bin Mohd Yusof  
Nurhafizah Binte Rahman  
Sim Bin Hong Joshwa  
Sng Ming Rong Robin  
Tan Cheng Hao Tomi  
Tan Kok Hwee  
Tan Yew Hong Alastair  
Teo Wei Hong Bryan  
Wee Chee Boon Jones

### **BISHAN LEARNING CENTRE**

*Eugene Lim, Natasha Malek, Alia Jalal, Dawn Tan, Rosalyn Wee, Nicole Chua, Walter Toh, Samunn, Dhaarsheini, Suthasha Kelly Bijay, Siti Aishah, Pearlyn Neo, Edmen Leong, Albel Aishah Abdullah, Farhana Muliadi*

Akmal Amirullah Ibnu Muhamad Murad  
Athenia Eddel Halim  
Chan Cheng Meng Cherly  
Chan Wei Xin Emmanuel Ryan  
Chee Teck Lee  
Choo Chi Yang Marcus  
Choo Yong Kang  
Chua Yuan Wei  
Clovis Fong  
Damien Gwee  
Deron Gow Jingjie  
Georgina Ong Run Yi

Goh Mei Hui  
Gwyneth Chang  
Hadi Ridwan  
Henson Lee  
Ian Yeo  
Jeryl Lim Jun Heng  
Joel Wong  
Jonathan Yong Hao Meng  
Khant Zin Tun  
Koh Jun Hao Ethan  
Kok Tuang Wee Anders  
Laura Lim  
Lee Xiang Loong Jordan  
Lim Song Hao Iain  
Lo Zi Jian  
Low Kah Cheong Sean  
Mandy Oh  
Marcus Lai Jun Hao  
Mark Joshua John  
Ong Xin Yi  
Parvinder Kaur  
Quek Han Yew  
Ryan Kho Zi Qing,  
Samuel s/o Murugiah  
Sarah Anne Chun  
Seah Chieh Yee  
Seah Chin Wei  
See Zhi Yuan  
Sharmaine Kok  
Sim Jung Siong Bryan  
Sim Yan Lin Christy  
Soh Zi Xin  
Spencer Wong  
Tan Hui-Li Lisa  
Tan Pin Jie Aden  
Tan Wen Xin  
Tay Kai Bin  
Tomy Tan Shun Zhi  
Valerie Chia Hui Xuan  
Wee Yu Shuen Joshua  
Winnie Choy  
Xavier Ho

### **CHINATOWN POINT LEARNING CENTRE**

*Pearlyn Neo*

Zaidi Bin Zabrudin



# PSLE EXAM SUCCESS

## JURONG POINT LEARNING CENTRE

*Jane Lim, Zaiton Bakir, Roslan Saad, Sumathi, Catherine Yap, Shaun Low and Suja*

Alvin Teo Hock Guan  
Amos Png  
Benjamin Ma Junpeng  
Bridget Goh Wei Bing  
Cai Zhong Rong Jethro  
Chee Ji Ern  
Chia Yi You Kerson  
Dylan Chen Zhao Xun  
Eric Tan Qing Yuan  
Halimah Tus-Sadijah  
Ho Yao Hui  
Ho Zheng Xian Adrian  
Janessa Teow Chiang Mun  
Jeevan S/O Minachisundram  
Jeffrey Chan Zhi Hao  
Joel Choy Wei Rong  
Jonier Ng Ke Rong  
Kng Teck Shen  
Leung Zi Ling Regina  
Loke Hui Min Nicole  
Mark Wee Ee Chen  
Matthew Koh Zhe Kai  
Mohamed Haziq Bin Mohd Sulaiman  
Natalie Eng  
Ng Jie Hui  
Ong Bang Yu  
Soh Eng Kiat Benedict  
Tanisha Pooja  
Teo Wilchard  
Wee Yong Ren  
Wong Zi Xian

## PARKWAY PARADE LEARNING CENTRE

*Junaidah, Serena, Rumin, Miriam and Suelynn*

Aisah Binte Ibrahim  
Christian Choo Pei Wen.  
Muhammad Hazim Bin Mohammed Heily  
Joshua Tan Jyn Keet Joshua  
Lim Fang Yu, Immanuel  
Lim Jia Hui Stephanie  
Low Yi Wei  
Maryam Bte Kassim  
Mok Jia En Jonathan  
Nicholas George Begbie

Ng Jie Song, Joshua  
Ong Jing Le Joy  
Tan Tiong Guan  
Tan Zhi Bin  
Thiam Chuan Le Luke  
Toh Yoke Han Jolin  
Too Jie Min Sherm  
Zac Christopher Curtis

## QUEENSTOWN LEARNING CENTRE

*Tarsheeni, Sok Yin, Wong Pei Yoke, Rachel Tan, Phoebe , Miranda and Anita*

Char Kai Jun Gerald  
Chia Wei Xian Davin  
Chia Wing Chee Deborah  
Chong Hui Wen Rachael  
Corina Zhen-Ying Sturzenegger  
Ianson Wong  
Lee Jing Rui  
Lee Shean Min Shermaine  
Lee Yong Chuan  
Leong Wei Quan Tina  
Lim Hao An Steven  
Lim Shi Kai  
Lim Yan Yi Mandy  
Lim Zheng Yuan Jovian  
Ng De Ying  
Nurasyikin Bte M. Shariff  
Ong Yeow Kheng Jeffrey  
Png Chuan Boon Joachim Brendan  
Ridley Woo  
Roberta La Mura  
Sean Lee Chiang Rey  
Tan Jun Xiong  
Tan Yao Wei Adriel  
Tan Zi Qi Juliet  
Tong Yu Xin  
Wee Mei Juan  
Yong Chu Jie Bryan

## SENGKANG LEARNING CENTRE

*Andy, Asyurah, Kanthan, Nadia, Samunn, Winnie and Karen*

Ang Wei Liang Joshua  
Azaac Tan Jing Jie  
Chan Yan Zhe





# PSLE EXAM SUCCESS

Chia Zi Xian Keon  
 Choo Xi Ming Esmon  
 Foo Chuan Kai Edwin  
 Gayathri d/o K Kavimannan  
 Isa Norazmi  
 Jonathan Lee Jia Le  
 Kok Si En Sharmaine  
 Lim Tian Zhen Travis  
 Lim Wen Ye  
 Low Jia Rong Melvin  
 Muhammad Harith B Rahim  
 Ng Jing Ying Jerrine  
 Peh Ning  
 Pek Kai Chow Wilfred  
 Poh Declan Noel  
 Pok Wei Lun Darryl  
 Radin Muhd Farhat  
 Renelle Ong Sze Qin  
 Shu Yi Han Maurice  
 Soh Desheng Xavier  
 Soon Jia Sheng Jovial  
 Stefan Hiu  
 Tan Kai Jie Joel  
 Tan Yew Hong Alastair  
 Tan Yi Leng  
 Tang Zhi Ren  
 Toh Jing Qing  
 Wong Jing Cheng James  
 Wong Su Wen  
 Yap Jun Hui

## TAMPINES LEARNING CENTRE

*Amrit Kaur Gill , Emilyn, Janitha, Liyana, Lynette,  
 Nooraini Bte Selamat, Nur Aisyah, Nuraini Osman,  
 Siti Asjamiah, Siti Halimah, Stephanie Yeo Sufen  
 and Tuty*

Amron Ameer Bin Abdul Latiff  
 Chua Yu Yong  
 Foo Ming Xuan  
 Goh Ashley  
 Goh Jun Kun Sam  
 Goh Qiang Xiang Brandon  
 Goh Qing Yao Daniel  
 Gurditt Singh Aulakh  
 Hiu Stefan  
 Karthi Kasan S/O Sundra R  
 Kenan John Galistan  
 Ko Qiao En

Koh Wee Yi Isabel Judith  
 Kuek Jia Rui Jeremy  
 Lai Chang Wai Derrick  
 Lam Yun Yin  
 Lim Chun Kye Jasmon  
 Lim HanYang  
 Lim Kim Sheng Jireh  
 Lim Si Ting Chloe  
 Low Yu En Aden  
 Low Zheng Long  
 Muhammad Faris Bin Mohamed Nazim  
 Muhammad Khaireel Bin Mohd Azman  
 Muhammad Razif Bin Muhd Z B  
 Muhd Erfan Adlin Bin Erhan T  
 Muhd Firdaus Bin Kamsani  
 Ng Chin How Bryan  
 Ng Jie Chen Jerrick  
 Ng Jing Jie Nicole  
 Ng Rui Siang  
 Ng Zhan Yi Javier  
 Noor Hanna Bte Ibrahim Shah  
 Nur Sabrina Bte Zakir  
 Oh Kai Lun Brandon  
 Ong Run Yi Georgina  
 Ong Shao Wen Simon  
 Peck Qing Xiang  
 Puan Pei Xuan  
 Ramananda Jai Shankar  
 Ruthran s/o Pram Kumar  
 Shahiran Bin Md Shamsul  
 Sherman Yong Jun Wei  
 Tan Chee Kai Sherwin  
 Tan Koon Soon Alex  
 Tan Wei Xian Maximus  
 Tang Kah Hao  
 Yeo Chong Yuan Emmanuel

## WOODLANDS LEARNING CENTRE

*Annie, Azlina , Jayashree, Juzailah, Sharyfah,  
 T. Kavitha and Camellia*

Bernice Tan  
 Brandon Ong  
 Chua Zhen Cong  
 Chui How Yee  
 Goh Hui Jun  
 Hamizan Rashid B Ismail  
 Hsu De Cheng Matthew  
 Iman Bte Zulkifli  
 Joeveneil Parinas Bernal

# PSLE EXAM SUCCESS

Khoo Lin Lin  
 Kosugi Rei  
 Liao Ying Qi  
 Muhammad Alderamin Bin Mohd Azlee  
 Muhammad Iqbal Bin Mohamad Ali Faisal  
 Muhammad Syahiran Bin Masnor  
 Neo Ting Wee  
 Ng Wei Quan Brian  
 Ryan Chua Zi Yang  
 See Toh Jun Hao Ethan  
 Sharvin Supramany  
 Teresa Peter Ma Flores  
 Toh Jing Rui Alex  
 Toh Wei Hao  
 Toh Wei Zhi  
 Toh Wen Kiat Kiefer  
 Tok Chun Hui Bryan  
 Vaideswari d/o Veerendran  
 Wong Jing Teck  
 Yen Ming Song  
 Yeo Pei Shie Brenda  
 Yeo Yu Zi Vanessa  
 Zarifah Binte Tahir



Brandon Ng Jian Hao  
 Jurong Point Learning Centre  
 Congratulations on your Achievements

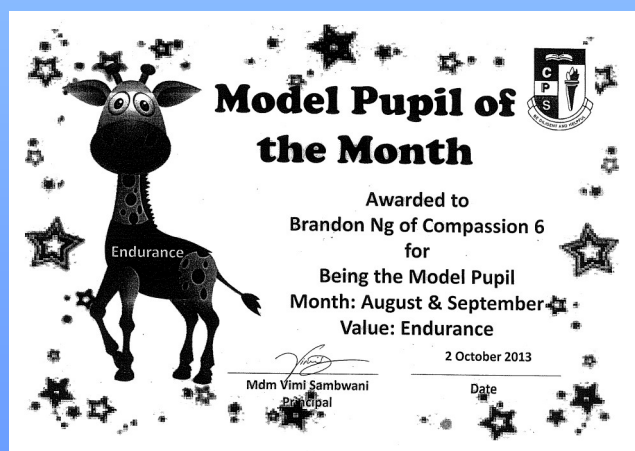
## Muhammad Khaireel Bin Mohd Azman

Khaireel has always shown an excellent attitude towards learning and is always willing to challenge the tasks given to him. This zeal of his has helped him to pass in his PSLE exam and his mother is very pleased with his results. She was very worried previously as he had been faring poorly in his grades previously. However, he scored a 'C' grade for both English and Science, a 'B' grade for Malay and a grade '2' for Foundation Mathematics. His mother is very elated to know he could proceed to Normal Academic stream in secondary school. He is very bright and able to grasp concepts well. He has the potential to excel further should he put his mind to it.

## Goh Qiang Xiang Brandon

Brandon previously failed his PSLE examination due to having a 'U' grade for Mathematics. This year, he has passed all his subjects and is able to proceed to Normal Technical stream. Brandon's reading and spelling has improved, however, he has to increase his bank of vocabulary words. With a wider knowledge, I believe he would be able to progress further.

Stephanie Yeo Su Fen  
 Educational Therapist  
 Tampines Learning Centre







**DYSLEXIA ASSOCIATION  
OF SINGAPORE**  
HELPING DYSLEXIC PEOPLE ACHIEVE



## DAS-OCBC GTIB SCHOLARSHIPS 2014

*Applications open January 2014!*

DAS, in collaboration with OCBC's Global Trading & Investment Banking Group (OCBC GTIB) established a scholarship in 2013 for dyslexic students enrolled with the DAS.

The Scholarship can be used for any of DAS Association's services, including Occupational Therapy, Math Programme, Chinese Remediation Programme etc.

### Eligibility

Applicants must:

- ✓ Be a Singapore citizen
- ✓ Be enrolled with DAS
- ✓ Have exceptional achievement in one or more of the following areas—academics, arts, co-curricular activities, sports or volunteer work

### Important Dates

Application Deadline:	16 March 2014
Notification of shortlisted candidates:	18 April 2014
Interview dates:	21 April to 2 May 2014
Scholarship presentation:	7 June 2014

For more information, please visit

[www.das.org.sg/scholarship](http://www.das.org.sg/scholarship)

Terms & Conditions Apply

*Applications forms for 2014  
Scholarships will be available at:  
[www.das.org.sg/scholarships](http://www.das.org.sg/scholarships).*



# PSLE 2013 Success Stories



*Jasmon Lim Chun Kye  
St Hildas Primary  
School  
PSLE Score: 222*

*Nur Aisyah Hashim  
Educational Therapist  
Tampines Learning Centre*

Jasmon is a student who combines exceptional natural ability with a willingness and eagerness to learn. He joined the Dyslexia Association of Singapore in 2013. Initially he was not doing well in spelling but with support and encouragement, he picked up courage and has never looked back. Therefore, he is able to cope in any situation with any type of circumstances despite having learning differences such as dyslexia and as a result he has scored an aggregate of 222 for his PSLE.

During his time at DAS, Jasmon has consistently demonstrated a strong work ethic and a dedication to success. His efforts have produced high quality results. He has always been very active in class and will take initiative in discussions. He is aware of his own intelligence, as evidenced by his willingness to challenge himself with given tasks.

In addition to being Jasmon's therapist, I also had the opportunity to teach him for one year and found Jasmon active and participative in class activities. He is an energetic and enthusiastic student. Jasmon is also very responsible to his work and is able to handle the pressure well. He has an extremely amiable personality and shows great consideration and deep respect for others. Being honest and hardworking, he demonstrates the best of behaviour and excellent study habits.

I strongly believe that his perseverance, intellectual ability and enthusiasm for learning and working are qualities that should help him well in his studies. He is undoubtedly the type of student that has the potential for great success at secondary level. His indefatigable efforts, combined with his work ethic and ability to self-improve, are recipes for success in the years to come. Congratulations Jasmon, keep it up!



*Bryan Ng Chin How  
Elias Park Primary  
School  
PSLE Score: 222*

*Nur Aisyah Hashim  
Educational Therapist  
Tampines Learning  
Centre*

Bryan is a student of Dyslexia Association from 2008-2013, where he attended weekly classes.

Bryan is a pleasant young man who is courteous and respectful. He is friendly and outgoing, and takes the initiative to extend a hand of friendship to students in class. Although Bryan is independent, he is diplomatic and is careful not to offend others who may not share his way of thinking.

As far as academic ability is concerned, Bryan is a capable student who is able to present his ideas in a lucid manner. He has developed increasing depth in his thoughts and understanding which is evident in his work. Bryan has participated actively in class and will take the initiative to clarify his doubts with in and out of class. He is also a motivated and diligent student who has set high goals for himself and has steadily worked towards them during his PSLE where he scored 222 in aggregate score despite having dyslexia.

In addition, through his involvement in DAS classes and activities in school, he grew confident as a person to be more responsible and believed in leading by example among his peers. He completes his work on time and is always on tasks. He will share ideas and thoughts about his involvement in his school among his friends and encourage them to be focus in whatever they do. Keep up the good work!



# PSLE 2013 Success Stories



**Nur Sabrina Binte Zakir,**  
Gong Shang Primary School  
PSLE Score: 199

Siti Asjamiah Asmuri  
Educational Therapist:  
Tampines Learning Centre

Sabrina has been a student at DAS Tampines since she was in Primary Four. Although she used to score marginal grades for her school English and Math exams, she never gave up and remained motivated and determined to do well. With constant support from her parents and teachers, as well as the extra coaching she received from the DAS Exam Skills Programme, she managed to score a 'B' for English, an 'A' for Math and a total aggregate of 199, qualifying her for the Express/NA stream in secondary school! Well done, Sabrina!! We are very proud of your achievement!!



**Low Kah Cheong Sean**

Dawn Tan  
Educational Therapist  
Bishan Learning Centre

In 2012, Sean failed his PSLE due to Math. Despite his disappointment, he picked himself up and decided to give PSLE one more shot. In 2013, Sean worked extremely hard and was determined to do well. Before the results were released in 2013, he expressed his desire to enter the Normal Academic stream in secondary school even though he felt chances for qualifying were slim. On the day the results were released, he joyfully came to the centre and announced the news that he qualified for the Normal Academic stream!

Sean's story is proof that with belief, perseverance and determination, we can achieve our goals. His Math teacher, Miss Siti, and I are extremely happy for him and we are proud of his achievements which he has earned for himself.



**Laura Lim**  
PSLE Score: 157

Natasha Mastura Malek  
Educational Therapist  
Bishan Learning Centre

I would like to congratulate Laura Lim who has achieved a PSLE score of 157. A couple of months before the major examinations Laura was diagnosed with Irlen Syndrome and was struggling with school. However, with her great determination and perseverance to succeed in school, she embraced her differences and gave her best. Laura also attends art classes in NAFA. There she learns to express her emotions and thoughts through Art. Her wonderful painting was selected and exhibited. I wish her all the best in the future endeavors and keep that motivation going.



**Khant Zin Tun**  
PSLE English: B

Rosalyn Wee  
Educational Therapist  
Bishan Learning Centre

I have been teaching Khant Zin Tun since July 2010. Back then, he did not like reading story books, and would always read with a funny accent to get away with not reading the words correctly. Almost 4 years later, he loves to borrow books, and read comics. He also loves to read aloud, and pronounce them correctly. When I knew that he scored a B for his PSLE English I was overjoyed. Keep up the good work Khant!

# PSLE 2013 Success Stories



*Isabel Judith Koh  
Wee Yi,  
St Margaret's Primary  
School  
PSLE Score: 215*

*Siti Asjamiah Asmuri  
Educational Therapist  
Tampines Learning Centre*

Despite her literacy challenges, it is heartening to know that Isabel remains self-motivated and conscientious. She makes an effort to remember and apply the concepts and strategies that she has been taught both in school and at DAS into her work. She used to score marginal grades for her school English exams but for her PSLE, she scored a 'B' for English, an 'A' for Math and a total aggregate of 215, qualifying her for the Express stream in secondary school! Congratulations Isabel! We are very proud of your achievement!



*Kwek Jun Xian Ryan  
PSLE Score: 233*

*Elis Poh  
Educational Therapist  
Ang Mo Kio Learning  
Centre*

Ryan was in Primary 5 when I first taught him in July 2012. His confidence has grown tremendously and he has become more expressive. He has good general knowledge and is always very eager to share his ideas with his peers during class discussions. He has shown a steely determination to improve himself and has never failed to give his best in class. Ryan has achieved good results, 3As with a total aggregate score of 230 in his PSLE. I am confident that his determination, perseverance and willingness to work hard will help him to face the challenges that lie ahead of him. Keep up the good effort Ryan!



*Sherman Yong Jun  
Wei  
Elias Park Primary  
School  
PSLE Score: 143*

*Nuraini Bte Osman  
Educational Therapist  
Tampines Learning Centre*

Congratulations to Sherman, for topping his class for PSLE 2013! He achieved grade C for English Language (Standard) and an aggregate of 143. Despite frequently failing his English from Primary 1 to Primary 5, Sherman continues to put in his best effort in class. A hardworking and bubbly student, he is a joy to teach. We are proud of his remarkable improvement and wish him more success.



*Toh Wen Kiat  
Kiefer  
Zhenghua  
Primary  
School.*

*Camillia  
Educational  
Therapist  
Woodlands  
Learning Centre*

Toh Wen Kiat Kiefer has received a certificate of appreciation for getting 2nd in Foundation PSLE this year. Kiefer has always been a very determined student in class. He is an enthusiastic learner and he loves to share his knowledge with his classmates. He said that the ELA programme has helped him overcome his difficulty in reading and spelling. His hard work and sheer determination has finally paid off. Congratulations on your accomplishment, Kiefer!



# PSLE 2013 Success Stories



**Yeo Chong Yuan**  
**Emmanuel**  
**PSLE Score 217**

*Stephanie Yeo Su Fen*  
*Educational Therapist*  
*Tampines Learning*  
*Centre*

Emmanuel is a very active learner who craves knowledge and never fails to take on challenges. His command of vocabulary and reading is very strong. He always makes an effort in areas of prosody and accuracy as he reads and memorises helpful phrases to use in his composition writing. He has achieved an aggregate score of 217 for his PSLE. He only needs to work on improving his spelling skills and I believe he will be able to achieve greater heights.



**Kenan John**  
**Galistan**

*Stephanie Yeo Su Fen*  
*Educational Therapist*  
*Tampines Learning*  
*Centre*

Kenan has shown a vast improvement in the recent PSLE exam. His mother was pleasantly surprised with the results as he has been failing his exams from Primary 1 to Primary 5. He has a strong grasp of vocabulary but is weak in his spelling. However, he is optimistic and does not let it hinder him. He always puts in effort in the tasks given to him. He only needs to take ownership of his own learning and I believe he will be able to achieve greater heights.

My dearest students

**Ashley, Yu Yong and Ming Xuan**

Congratulations on your success!!

You have passed your PSLE despite your challenges, struggles and difficulties you face in school. I'm proud of your achievements and truly feel that you deserve a celebration for the efforts that you have put in for your PSLE Examination.

All the best for your next chapter in your school life and do continue to work hard next year.

I can't promise you a garden of roses but whatever challenges you face along the way will definitely teach you a life skill that will be an asset in your life.

**"A dream doesn't become reality through magic; it takes sweat, determination and hard work."**

To my dearest students,

**Aniq & Naqib**

Who didn't do well enough for your PSLE examination due to Maths and Science subjects, I believe you have done your very best and do continue to work harder next year.

**"Nothing is impossible, the word itself says 'I'm possible!' "**

Best Wishes,  
Teacher Nora (Nooraini Binte Selamat)  
Educational Therapist,  
Tampines Learning Centre



## Our Learning Journey with our Son, Yik Heng

By Johnathan Ng  
Yik Heng's Father

*"As she stood in front of her 5th grade class on the first day of school, she told the children an untruth. Like most teachers, she looked at her students and said that she loved them all the same" - MakeADifference.com*

This is the exact feeling at the start of our journey with our son, Yik Heng. Yik Heng was diagnosed with Dyslexia during Primary one. With a younger brother and a sister, we tend to have a certain form of comparison. While his brother easily completed reading a story book, Yik Heng struggled with completing even 1 page of a story book.

With a better understanding of the challenges he faced, we tried different methods to assist him both academically and socially. Our original focus was on his studies. We totally forgot about

the challenges he faced socially. As he tends to take longer time for processing his thoughts, he is viewed as an outcast with his friends at times especially when it comes to team competition.

Once we realised that, we started to work with him on his confidence. We shared with him that Dyslexia is not about intelligence. It is just that he needed different ways of learning. With methods







learned from the Dyslexia Association of Singapore such as Sky Writing, we started to have small wins.

For a start, he started to improve the results of his spelling test. On the social front, we asked him to share with his friends his challenges. He seems to have build up a group of good friends as well. Interestingly, this sharing has its fair share of challenges too. At one stage, he started to use this as a reason for not performing.

We were shocked and we started to intervene in his thinking. It worked and he ultimately realised the importance of hard work. He knew that he owed it to himself for his future success.

In today's context, we are proud to share that he has shown improvements. He has competed reading two thick books, one of which was titled "How to train my dragon".

His teachers have shared with us the same view. They mention that they too have seen huge



improvements in his academic results. One of them has even commented that he doesn't seem to show symptoms of Dyslexia. In this regard, we do not compare his results with his peers but with himself.

He has also started on his Chinese DAS classes. Hopefully we can see some improvement on that as well. On the records of achievement, he is selected as a Vista Leader for the school and will be going to a leadership camp in Kota Tingi in November this year.

On this, I do have to give credit to the teachers of North Vista Primary and teachers of DAS. With the assistance of the school teacher, he was given a buddy in Primary one to assist him in his academic year. This was a wonderful arrangement. As one of the teachers said, it takes a village to bring up a child. We are still in the process of learning and we as parents are growing in the process as well.

In summary, we wanted to say that we are proud of him and we will continue to work with him. It is great to see him grow. To conclude, we would like to close off with a sentence from the movie clip, MakeADifference.com

*"Teddy you have it all wrong.  
You were the one who taught  
me that could make a difference.  
I didn't know how to teach until  
I meet you!" -*

MakeADifference.com

## How I learned to cope with Dyslexia by Joshua Tang

To start off, I am dyslexic. I often have a really hard time trying to spell certain words like 'egotistical' or 'placenta' and many others. At the same time, I have difficulty pronouncing words and sometimes, my classmates think that I have said something wrong. For example, if I wanted to say 'fish', it may end up sounding like a vulgar word.

Being a dyslexic can cause other problems like peer pressure. For example, people in my class keep on talking about me being dyslexic and frequently make fun of me. Sometimes I would get quite upset when they go overboard. Dyslexic students are also human beings, but we have no idea why others are treating us so badly.

To overcome this, I will attempt memorising text from the textbook and ask my sister to give me questions to test out my memory. If I cannot answer, I would rememorise again; this process will go on and on until I get it right. This is how I learn, but it may differ from different dyslexic people.

To be truthful, I discovered my dyslexic condition only in primary 5 or 6. At that time, my parents did not know that I had dyslexia and would often scold me when I forgot to do something. I remembered there was once when I forgot to bring my schoolbag home, my mum scolded me harshly. After finding out about my dyslexic condition, she is now a bit more calm when I forget about something.

Finally, I would like to remind other dyslexic students that you are neither stupid nor having some mental disorder. All you have is just difficulty in either writing or reading.

Written by Joshua Tang, Sec 2  
Sengkang Learning Centre

Joshua (on the right in a black shirt) with his classmate Hugo Wong, who helped him edit his letter to FACETS.





# Adriel Tan awarded top place in the National Primary Schools Artistic Gymnastics Championship 2013

By Anita Pereira, Educational Therapist  
Queenstown Learning Centre



Adriel Tan, is a quiet and well mannered boy. At 11 years old, he has in fact quite a lot to shout about. He was recently awarded the top place position in the National Primary Schools Artistic Gymnastics Championship 2013.

That aside, he has also clinched the 2nd place position in the vault exercise Division B and was awarded the 2nd place position for all rounder in his cohort.

Adriel joined the DAS programme in September 2011 and exemplifies a can do attitude in his work. He reminds us that we are our own masters and that hard work pays off. Training in gymnastics since Primary 1, despite his learning difference, he has never allowed himself to give up easily.



School Achievement : Adriel, Tan Yao Wei

His advice to all young people, especially those facing special challenges is:

*“Use your mental strength to persevere and keep trying. Practice, study and never give up!”*



## Jade Rasif—New Face 2013 “My Dyslexia”

By Alicia Thia  
Publicity and Publications Officer

*Jade Rasif the first runner up of the New Face 2013 has been described as having a face that could “sell a million ads”. Jade looks forward to the opportunities to act and model with her New Face duties.*

*Jade shares that she keeps her goals and dreams in mind and focuses on the positive when she studies and she shares more with us about her experiences with dyslexia in this interview.*

*When was it noticed that you had learning difficulty?*

*I was 5 and my mother realised I was the only person in my kindergarden class that couldn't tell my left from my right. I couldn't distinguish my “p”s from “q”s and I had this tendency to write letters backwards. I would even spell “Jade” as “Jabe”*

*How were you referred to the Dyslexia Association of Singapore (DAS)?*

*When I was 8, my mother took me to see a doctor*



in KK Women's and Childrens Hospital (KKH) who referred me to see Dr Lee Wei Ling. She diagnosed that I was dyslexic and recommended to my mother that I sign up for DAS.

*How did your parents cope with your learning difference and did you understand what being dyslexic meant at that time?*

My mother read books to me every night to awaken an interest in reading which I would otherwise never have cultivated because I simply couldn't read.

When I was diagnosed she was relieved because she then knew how she could help me. She did a lot of research herself. At that time there weren't many EBooks or resources online so she had to order everything off amazon.

I would recommend parents buy books about dyslexia for their children. It really helped me understand it better. Some of the books about dyslexia I remember reading was the "Vicar of Nibbleswicke" and "My Name is Brain Brian".

*While at school, what were the difficulties or challenges you've often faced with learning? , Were the teachers able to understand or help you?*

My biggest difficulty was everything. My maths was really bad, I couldn't count at all, neither could I spell, so I was doing badly in English as well. Chinese was the worst.

But one thing I was always good at was speaking. I would win storytelling competitions and top my oral exams. These little wins were so important to me because then I had something to be proud of. These small wins kept me from feeling like I was stupid or a failure.

But everything changed when came to secondary school because the focus wasn't on spelling anymore and by that time I could use a calculator and DAS had taught me to read.

My grades improved drastically and I started getting A's in literature, history and economics. Something I never thought I could do. Learning gets a lot better as you grow up especially if you correct it early, like attending DAS.

*In your learning journey, who had gave you the best support and how have they contributed? (parents, teachers; etc)*

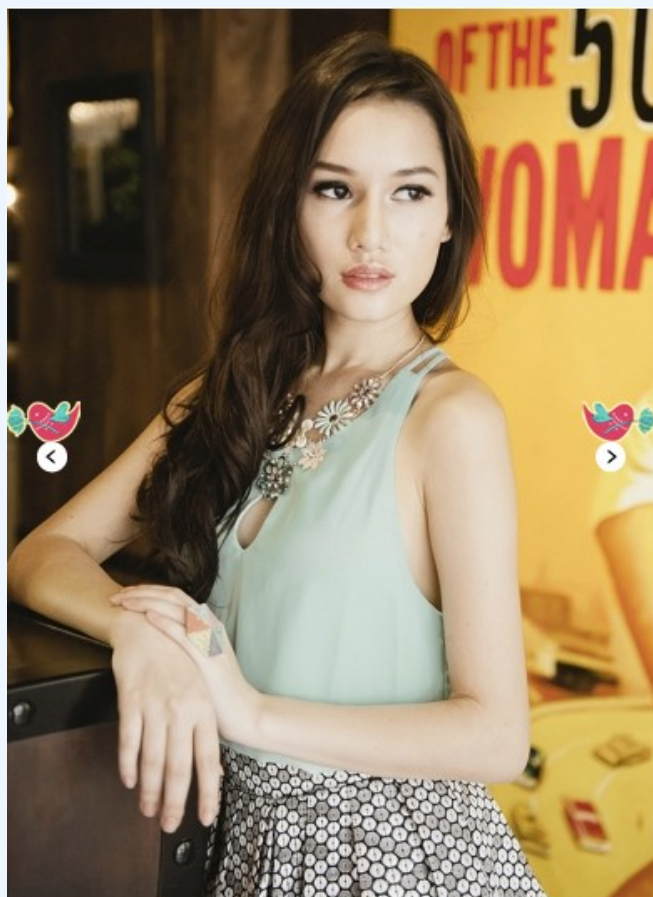
Definitely it was DAS. After A levels I went to tutor underprivileged children, because I wanted to give back. I was assigned a child who I highly suspected that he had dyslexia, because at Primary 5 he had lots of issues with phonetics. Because he was under foster care, he lacked the special attention that he needed and just gave up altogether. Without DAS to cater to my needs, I would have been overwhelmed in school. I doubt I would have made it to NUS.

*As a young adult now, are there difficulties you currently face with your new studies and work?*

Most definitely. as an Arts student studying Psychology at NUS I get about a hundred pages of readings per week and sometimes I feel like I'm literally churning out essays. It difficult for everybody, not just for me.

But honestly, once you've perfected your learning strategy, you won't feel the pinch more than anybody else does. The focus shifts from HOW





you express you ideas (spelling, grammar) to what these ideas are. That's when dyslexia helps because I find that I can think faster than many of my peers. It actually helps you get along in Junior College and in University. The hard part is getting there so don't give up! It gets so much better.

### *What strategies do you use to overcome your difficulties?*

Above all else, I try to keep my goals and dreams in mind and focus on those things when things become overwhelming.

I have a specific list of things that I do, it may not work for everybody but it works for me -

If I make a spelling mistake, I ignore it and keep on writing so my thoughts can just flow without being disrupted.

Find out what kind of learner you are! I'm audio and kinesthetic so I learn best through my sense of sound and movement.

For long sentences, I read them aloud to myself. I also tend to use hand gestures. But everyone is different. For example my sister is visual so she makes colourful mind maps.

Find out what works for you and apply to learning.

I have bad memory so I key everything down into my handphone. Its tedious but I've found that its a very good habit to have.

### *What message would you like to share to the people with Dyslexia or public about Dyslexia?*

Most of the dyslexic kids I know get teased quite badly in school, not because their dyslexic but because some express themselves quite differently and people can be mean. Also I feel that many have low self-esteem from getting bad grades all the time. I think I was afraid to say it when I was younger, but I used to feel so frustrated and angry with myself when I had difficulties grasping concepts. I even stupidly developed the habit of slapping myself when I was thinking "too slow".

Parents should focus on maintain a healthy sense of self esteem in kids. I wouldn't want kids to feel the way I felt. As for bullying, DAS can only go so far because it focuses on younger kids while most of the teasing I encountered was in Upper Secondary and Junior College.

I love that my mother cultivated skills like dance and debate outside of academics. I think it was really what kept my self esteem up when I was getting bad marks because it made me feel like I wasn't totally useless.

If I could go back I would tell the 7-year-old me that it gets so much easier! Because I was thought to cope at such a young age, learning has become very manageable. Ironically, the higher level of education you get, the easier it becomes, so keep pushing and you'll reap the benefits of dyslexia in university which uses your creativity and fast thinking..



If I could go back I would tell the 7-year-old me that learning gets so much easier! Ironically, the higher level of education you get, the easier it becomes, so keep pushing and you'll reap the benefits of dyslexia in university which uses your creativity and fast thinking.

Jade Rasif



Learning gets a lot better as you grow up especially if you correct it early, like attending DAS. Without DAS to cater to my needs, I would have been overwhelmed in school. I doubt I would have made it to NUS.





## DAS as an Employer of Choice

By Cheryl Denis—HR Officer

### Why join DAS?

**Potential for organisational growth:** While DAS presently provides support for 2,400 students, it is estimated that there are 23,000 students from preschool to secondary school with dyslexia severe enough to warrant intervention. DAS is at the tip of the iceberg in terms of our potential client base. Additionally, there is increasing demand for our services in the region.

**We are not just about Dyslexia:** DAS continues to increase its range of services for children with learning difficulties, including assessment services, pre-school programmes and educational therapy. There are ample opportunities for DAS staff to grow with the organisation and develop and specialise in their areas of interest.

**Career Development:** DAS believes in helping staff succeed and grow, through educational sponsorships, mentoring, and training.

**Meaningful Career:** There are many opportunities for staff to make a difference to our clients and community.

We are looking for dedicated and committed individuals; write to us if you are keen to be part of the team. A rewarding career awaits you at DAS!

Career opportunities are available for the following:

- ◆ Registered Psychologist



LIKE US ON

facebook

Parents, you can now connect with other parents to share your experience and knowledge of raising a child with dyslexia.

Join us on Facebook now.

### DAS Parents Network

[www.facebook.com/groups/dasparent](http://www.facebook.com/groups/dasparent)

### Dyslexia Association of Singapore

[www.facebook.com/dysSG](http://www.facebook.com/dysSG)

### DAS Academy Ltd

[www.facebook.com/dasacademy](http://www.facebook.com/dasacademy)

### DAS International Services

[www.facebook.com/dasinternational](http://www.facebook.com/dasinternational)

### DAS Student Alumni

[www.facebook.com/DasStudentAlumni](http://www.facebook.com/DasStudentAlumni)





*Cover Story*





# “Nallathor Veenai” Vasantham Drama Series

By Deborah Hewes  
Head—Publicity and Publications

The Dyslexia Association of Singapore (DAS) was approached by a Director who worked with Vasantham in June this year to see if we would like to collaborate in a drama series that would feature a dyslexia story. After considering the Director’s request DAS decided that this would be a good project to raise awareness of dyslexia and the DAS.

Our collaboration with the popular television series meant that we would be able to have some input into the development the story line on dyslexia and when DAS was represented. This element of the story was as authentic as we could make it. As a result many staff and students of the DAS were used as actors and extras on the series.

The drama series, Nallathor Veenai, was to be a “slice of life” drama where one of the three story lines was to focus on a 10-year-old girl, Abhi, who

has problems in learning and was to be subsequently diagnosed with dyslexia on the show. The twist in the story is that Abhi’s father, who is ashamed of her when she is diagnosed and causes a breakup in his marriage, is later diagnosed with dyslexia himself. He has to come to the realisation that he has the same issues his daughter does and understands that it is through his genes that he has passed on dyslexia to his daughter.

The Director wanted to give DAS students the opportunity to act in the series and a call for student actors who were of similar age to Abhi was made. Scenes involving a MOE classroom as well as DAS-MOE Literacy and DAS Speech and Drama classes required students. In the end 35 DAS students had the opportunity to be filmed and star on TV!

A core group of students were the featured in the



MOE classroom and school playground scenes. These students spent many of their Saturdays in October and November at Queenstown Primary School capturing the school events for the series. Our DAS stars pictured from left to right on the previous page are Jeremiah Ponniah, Geofrrey Al-Amin, Raphael Lee Bo Yang, Anson Cha Kah Hao, Mark Ho, Eirene Tan Li Shin, Nadiya Melissa Madden, (Actress Non-DAS student) Lekshana Lakshmi, Kiara Cloe Cho and Sinjin Kiernan Choy. The young stars can be seen every episode when the show breaks for commercial.



All the students have had a wonderful time and have experienced what it is like to hear the words "ACTION" and "CUT!", however, they have also had to learn the discipline of patience. Filming isn't something that happens once, it happens over and over again, with many different camera angles required. The repetition of scene acting can be very boring for them, however, once in the playground all those hours of filming are forgotten and good times are had playing hide and seek and climbing on the playground equipment, like the see-saw you see them on.



On Saturday, 19 October a live Art Competition was held. It was advertised to all DAS students for them to participate in. The Art competition was planned as a real event and filmed for the drama series. The children were advised that for the TV series, Abhi, our dyslexic actress would be winning first prize, although there were eight

other prizes to be won. The students took this in good spirit and the competition went ahead. When it was time to award the prizes we were competing with a huge thunderstorm. It looked like we were filming an night and not at lunchtime.

The winners of the art competition were:

#### Primary 1 to 3

1. Mark Ho
2. Chua Amelia Rae-Lene
3. Jeremy Matthew Setyawan

#### Primary 4 to 6

1. Raphael Lee Bo Yang
2. Mohamad Endri Sahli
3. Johnathan Chua

#### Overall Winners

1. Abhi
2. Brandon Kuan Shih Kai
3. Joshua Liu

Some of the artwork created at the art competition is featured in the Student Gallery of this issue (pg 109)







DAS staff also had the opportunity to be filmed in the show. Our Specialist Psychologist, Shamini Ras, did a wonderful job simulating an assessment for Abhi and diagnosing her with dyslexia. She also managed to bring to the Vasantham audience important points about what it means to be diagnosed with dyslexia.

Other staff members also had a chance to be extras if only for one or two lines when filming occurred at DAS. Mathana Subhas Balan and Shaun Low, acted as Educational Therapists teaching the DAS-MOE Literacy classes, Rani Sidhu and Thomas Sim had the opportunity to act with Abhi's father as he came into DAS to be screened for dyslexia and counselled about this discovery.

Five DAS students acted in the DAS classroom scenes, both in the literacy and speech and drama classes. Muhammad Danish Fitri bin Mohamad Siraj, Jonier Ng, Jeevan Minachisundrum, Muhd Hardry Nur'Hakim (a brother of a DAS student) and Jesi Goh. These five students come from Jurong Point Learning Centre and have a few days and long nights filming at Jurong Point. As the filming of these scenes were to represent actual DAS classes the kids were very comfortable acting in their roles.

The drama series has indeed raised awareness on dyslexia and the producer and director have both stated on the reaction in the community about the show, a reaction like they have not had





Pictured above from left to right. Jesi Goh, Jonier NG, Jeevan Minachisundrum, Muhd Hardry Nur'Hakim, Mathana Subhas Balan and Abhi at Jurong Point Learning Centre.



before with other shows that they have done.

The Director, Veer, from Frames Entertainment, expressed that he hoped that this drama series would increase awareness about learning differences, as well as increase understanding of the emotional and social issues experienced by family and friends. Veer stated that Singapore children study hard, maybe too hard and wanted

to highlight that life is not all about academia. This is why he highlights drama and art in the series to show the other talents that students with learning differences have.

DAS would like to thank Veer and Vasantham for allowing dyslexia and the DAS to be highlighted on television.





# நல்லதோர் வீணை

## Life Is Beautiful







## Nallathor Veenai

Nallathor Veenai is a brand new inspirational drama that aims to remind viewers of the simple joys of life. Told through the lives of a resilient woman and an aspiring music star, Nallathor Veenai tells the story of strong-minded characters who manage to overcome challenges in their lives against all odds. Watch the show on catch up TV on the following link:

<http://video.xin.msn.com/browse/tv/show?tag=nallathor+veenai>





# DAS Needs Your Help!

We are looking for **7 to 9 year olds** to help us with our research on motor skills.

Titus is looking for volunteer Primary 1 to Primary 3 students to participate in this research study. The Dyslexia Association of Singapore is researching on how we can further support students in their motor skills. Please approach the administrative staff at the learning centre for more information.

Please approach our Learning Centre administrative staff for a letter of participation and a consent form.

**Only a limited number of students can apply for each learning centre.**

## HURRY! VOLUNTEER NOW!

### Occupational Therapy Research Study

Investigating the Motor Proficiency Profiles of Primary 1 to Primary 3 Students



Titus is a locally trained occupational therapist with 17 years of practice experience. After graduating from the Nanyang Polytechnic, he has worked with children, as well as, adults in government and community hospitals, special schools, and an early intervention programme for infants and children (EIPIC) centre.

In 2001, he completed his postgraduate degree programme in occupational therapy with the St Loye's School of Health Studies which is affiliated to the University of Exeter (UK). His postgraduate research study focused on the investigation of health promotion practices among occupational therapists in Singapore and the United Kingdom. The client groups whom he has served include adults with neurological impairments, fractures, and hand injuries, cancers, and children with intellectual disabilities, learning difficulties, autism spectrum disorders, and global developmental disorders. During the span of 11 years working with children, he has specialised in the field of paediatric occupational therapy practice by attending continual education trainings and workshops.



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

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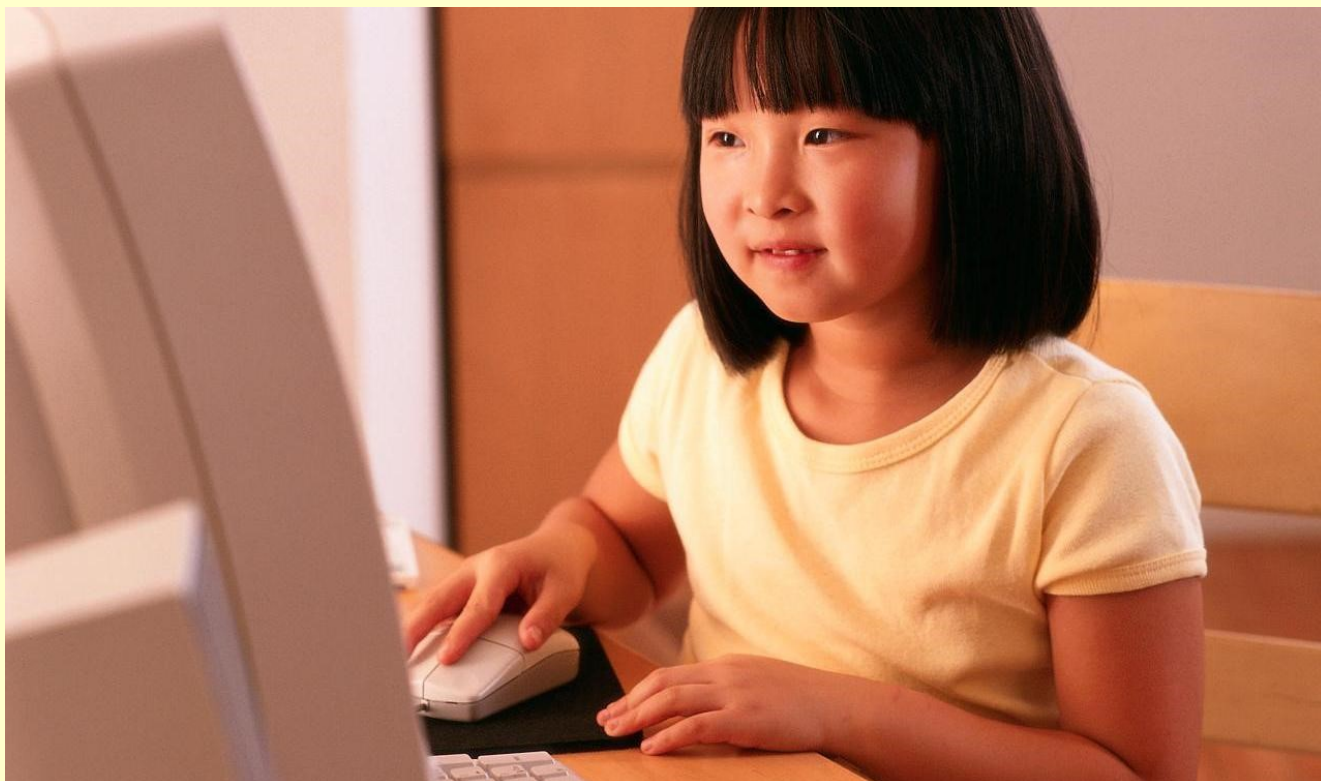




*Education Exchange*







## Is there such a thing as too much TV for toddlers?

By Dr Louise McCauley  
Consulting Educational Psychologist

*As a psychologist, I often get asked by parents and teachers whether there are any negative impacts on children who are exposed to digital media and new digital devices, such as iPads and smart phones, over long periods of time.*

Currently this is not a question that can be answered, mainly due to the fact that these devices have not been around for very long, and no up-to-date research has been conducted on children who have had a high level of exposure over short or long periods of time. We know that heavy TV viewing has adverse impacts on the attention spans of young children, therefore, as Dr Jennifer Kiing, Clinical Director of NUH's Child Development Unit, clearly states; "it is believed that there is a likelihood that the heavy use of these new devices among young children may result in attention deficits in later life."

The first three years of life is considered a critical time for brain development. Excessive use of

television and other mobile electronic media is therefore likely to get in the way of a child's exploration, and playing and interacting with their peers and their parents. We know that children develop their speech and language, gross and fine motor skills and social interaction skills through their daily exposure and interaction with others - so it goes without saying that if children are no longer exposed to these important interactions that they will be disadvantaged later



on in life.

Also, understanding social norms and good social behaviours is something that is developed through parents exposing their children to



situations where they are required to learn how to sit still, attend to conversations, engage in social conversations and adopt good table manners. I am sure, like me, many of you look around coffee shops and restaurants on a daily basis and see entire families buried in their electronic devices, therefore failing to interact with each other. Does anyone question what this is actually doing to these children?

An informal chat quite recently with a neurodevelopmental paediatrician really gave me food for thought regarding this significant social problem. She said that she had asked parents if they would allow their child of 2 years old to take an untested drug that made them sit still and attend for long periods of time. All of the parents were completely shocked, stating 'no, of course not!' However, she was right in highlighting to them that this is exactly what they are doing on a daily basis when exposing their children to television and the constant use of electronic devices

Although there are potential benefits from viewing some TV shows, such as the promotion of positive social behaviours, there are also many negative effects. Dr Kiing states that "the number of hours of television watched daily from age 1 to 3 years is associated with increased attention problems at age 7."

Additionally, children who view violent acts are more likely to show aggressive behaviour. They also fear that the world is a scary place and that something bad might happen to them. I come across families and children who talk about being obsessed with games such as 'Minecraft.' Parents think that this is a harmless game in which children build houses with blocks. But in reality, the aim of the game is to build structures so as to protect against nocturnal monsters. Any young child who is already scared of the dark is not going to benefit from spending hours protecting themselves in an alternative reality. How can we expect them to go to bed calmly and not expect something harmful to come out from under their bed and hurt them?

So, if your child is going to be exposed to computers and games make it your mission to ensure that you know exactly what the games are about. Ensure that violence, aggression, and the need for self-preservation in dangerous alternative realities are kept to a minimum.

Not all use of touchscreen tablet computers and smart phones, or other similar devices, are detrimental. As with TV viewing it has to do with the age of exposure, intensity and nature of programmes a child is exposed to.

There are a number of fantastic iPad Apps that have been developed to support education and communication, and there are a number of professionals, such as Speech and Language Therapists, who use these apps with children who require language intervention. This is why it is a good idea to speak to professionals, or education providers, about the best apps for children of different ages.

All of the recommendations about regulating TV viewing for young children should apply to electronic devices. As Dr Kiing states, "while we won't know for some years about the effects of heavy or early iPad or iPhone use on our children, we should probably not wait till the research evidence is out before we start enforcing some simple rules to regulate their use."

Personally, I think it is wise to think about these



devices as untried and untested drugs. They might help to keep your child quiet and out of trouble; however, you need to ask yourself the question, "would I expose my child to anything harmful if I knew the effect it would have on them later on in life?" No? Then this gives you even more reason



to be cautious and restrictive about these devices. The following guidelines on electronic devices and television by Dr Jennifer Kiing are useful:

- ✓ No TV or computer time for children under 2 years of age (or at least limit this to an absolute minimum!)
- ✓ After 2 years of age, children's use of TV and the computer should be permitted with caution.
- ✓ For TV viewing, quality programmes are chosen. These usually refer to educational programmes that teach children social and moral lessons, and are not too fast paced for the developing brain.
- ✓ Sit with your children during TV/computer time so that you can help them to contextualise what they see and hear and make it meaningful.
- ✓ Do not use electronic devices and the TV as

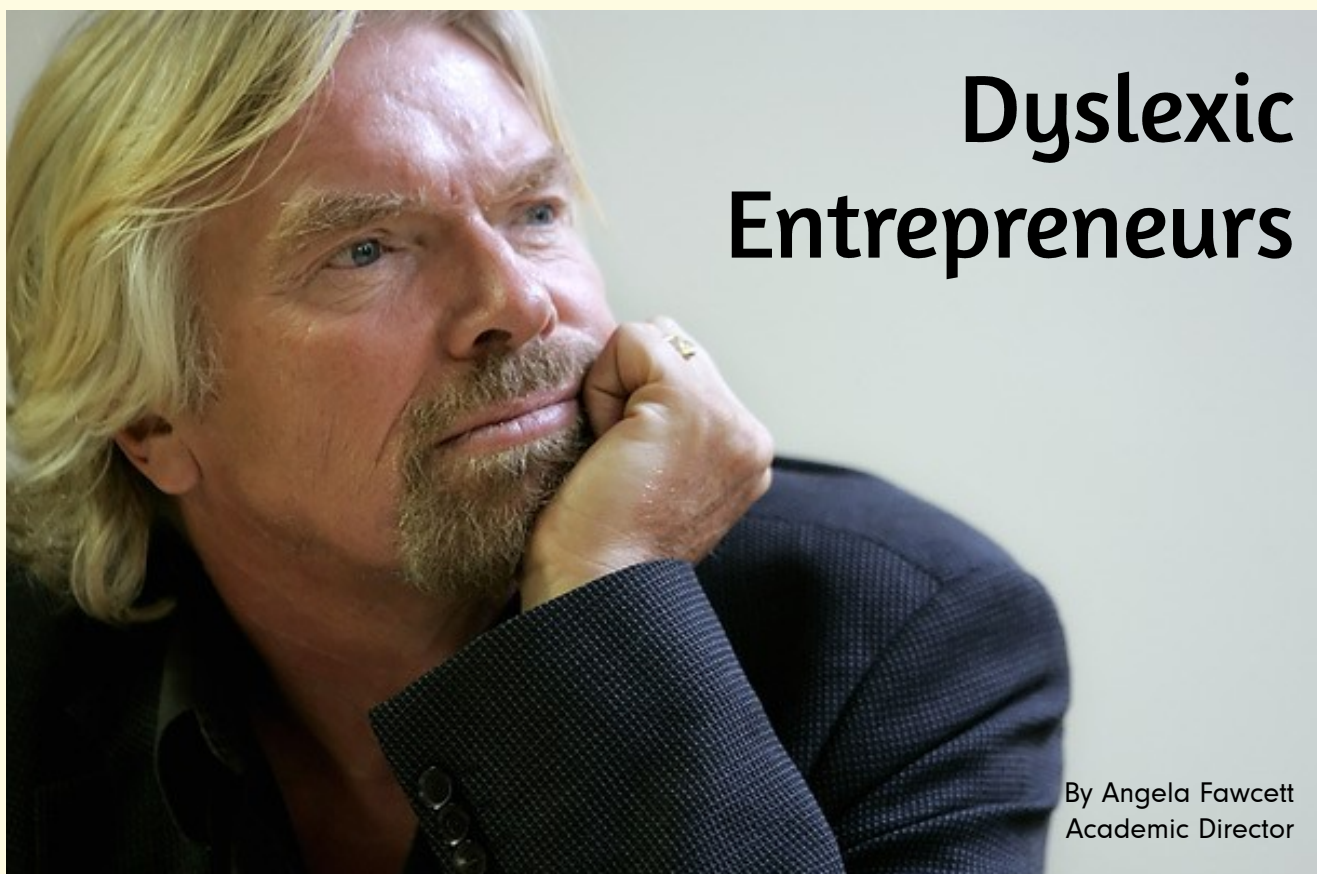


a babysitter.

- ✓ It is better to put a young child in a safe area and have music playing, rather than having them exposed to visual imagery which is not closely monitored if a parent or caregiver is busy.
- ✓ Ensure timed access to any electronic device, with either parent monitoring or having the device automatically timed out.
- ✓ Limit access to YouTube, and other Internet websites that could be harmful.
- ✓ Limit the number and type of games available on the electronic device.
- ✓ Limits the use of devices to weekends.
- ✓ Regulate the use of devices on weekends and holidays
- ✓ Ensure that devices are not brought along to family gatherings, outings, mealtimes and trips out so as to ensure that you and your children socially engage with each other.







# Dyslexic Entrepreneurs

By Angela Fawcett  
Academic Director

**“Dyslexia has always been a massive positive for me.”**

- Tom Pellereau, (pictured below)  
Entrepreneur and winner of  
BBC TV's Apprentice, 2011

How can it be that there seems to be a number of entrepreneurs coming forward to say that they have dyslexia. We all know that dyslexia affects literacy across the age range, and presumably if you are dyslexic it is hard to maintain the self-belief necessary to become a successful entrepreneur?

Of course there are large amounts of anecdotal evidence! Historically - Leonardo da Vinci, Albert Einstein, Rodin the sculptor, Thomas Edison, Hans Christian Andersen, John F Kennedy. A number of actors and artists in the present day are known to have dyslexia, Tom Cruise, John Lennon, Keanu Reeves, Keira Knightley, Orlando Bloom, Dustin Hoffman, Whoopi Goldberg. Even some scientists - for example Stephen Hawkins!

Tom West's research with a Nobel prize winning family all with dyslexia has shown heritability of strengths and dyslexia. The film Taare Zameen Par - Stars upon the Earth - shows a gifted artistic boy who fails in school. Richard Rodgers employs only dyslexic architects.

In relation to the topic of this article - The dyslexic entrepreneurs - for example Richard Branson and the UK British Dyslexia Association ambassador, Louis Barnett, the dyslexic chocolatier, who left school at 12 and now travels the world giving inspirational talks.



In Asia itself, the DAS team met Captain James Tan in Malaysia, the youngest ever pilot to circumnavigate the world at the age of 21, but also in the Guinness book of records for achieving the shortest time. He too now tours and delivers motivating lectures.

Based on the number of people with dyslexia, estimates suggest there may be as many as 300,000 dyslexic entrepreneurs in the UK (Halfpenny and Halfpenny, 2012)

What are the signature strengths of dyslexia?  
Thomas West: In the Mind's Eye

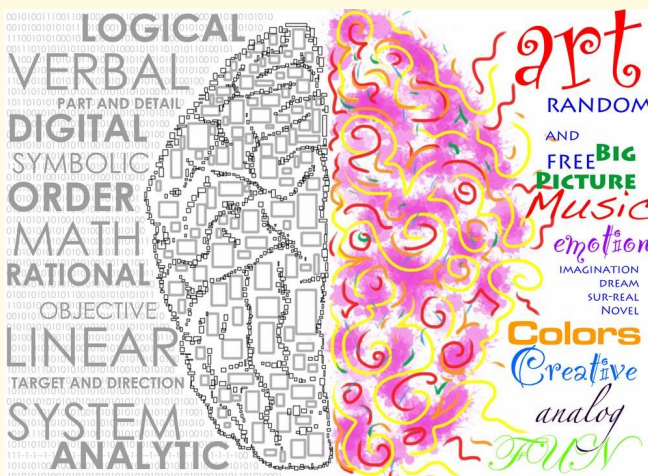
#### CHARACTER / CAREER

- ✓ Creativity
- ✓ Visual / Spatial skill
- ✓ Declarative Learning
- ✓ Social Skills
- ✓ Resilience
- ✓ Focus
- ✓ Determination
- ✓ Teamwork

Additional suggestions from a British Dyslexia Association audience, Liverpool

#### STRENGTHS

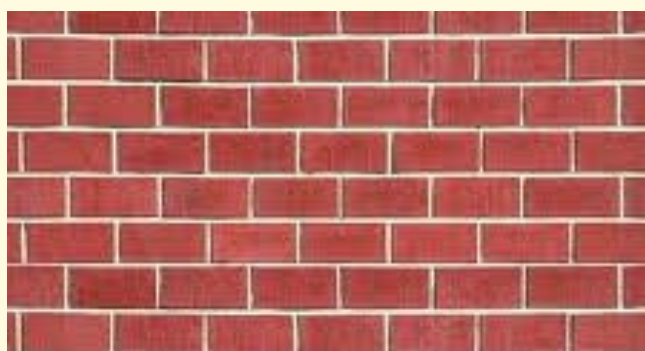
- ✓ Creative avoidance
- ✓ Whole picture
- ✓ Learn by doing
- ✓ Justice
- ✓ Outside the box
- ✓ Related to experience
- ✓ Drama
- ✓ Making links
- ✓ 3D visualisation
- ✓ Humour
- ✓ Quick thinking



We need to identify and empower dyslexic adults to work to their Signature Character Strengths, allowing them to work for their own development rather than to someone else's tune (maybe as entrepreneurs?).

We need to identify and guide toward careers involving their Signature Work Strengths, using better career advice and better diagnostic information that acknowledges and accommodates their weaknesses. We need to help them adjust the environment and provide support for their literacy needs

For many years Gordon Sherman, and Jeff Gilger at the International Dyslexia Association in the USA have tried to test experimentally for talents in dyslexia. This is the holy grail but it's very illusive! They show greater speed in resolving impossible figures – holistic approach (Karoly et al, 2003, 2001).



My earlier research with dyslexic students showed that they were only only superior on Torrance's test of creativity – uses for a brick! The new 'positive dyslexia' movement seeks to move the area forward by changing the emphasis to fulfillment – a characteristic shared by entrepreneurs

Research indicates that in the UK and US a higher percentage of dyslexic entrepreneurs are present than dyslexic individuals in corporate management (Logan, 2009). The incidence of dyslexic entrepreneurs is also higher than the general population (19% vs 5-10%, Logan, 2001).

The strategies that dyslexic students develop help them to become entrepreneurs (Everatt, Steffert & Smythe, 1999). In tests of visual creativity, for example, dyslexics produced 30% more examples of uses for a brick, and creating pictures from shapes.

We (Fawcett, Meehan and Pavey, 2013) undertook a series of structured interviews with dyslexic Business students at University. A number of



themes emerged from the interviews:

- ✓ All seemed self confident,
- ✓ All seemed good at delegation
- ✓ All good communicators (with some dysfluency!)
- ✓ Six out of seven had a clear idea of their realistic goals
- ✓ All had family involved in their own business
- ✓ Good at problem solving

How do these students map onto the literature on entrepreneurs and their strengths?

Logan's criteria:

- Bad school experience
- Family experience in business
- Strong communicators
- Prepared to work in a team

Tom West's strengths:

- Focus
- Determined
- Social skills
- Learn by doing
- Related to experience
- Drama
- Perseverance in areas of interest (Eide and Eide, 2011)

**This is a new and exciting approach to understanding adult dyslexia. At the DAS we are now developing our own programme working with adult dyslexics, and we look forward to implementing some of these new ideas.**



**DAS International**

EMPOWERING SUCCESSFUL LEARNING

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



### Speech and Language Therapy for Children

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.

[www.dasint.org.sg](http://www.dasint.org.sg)

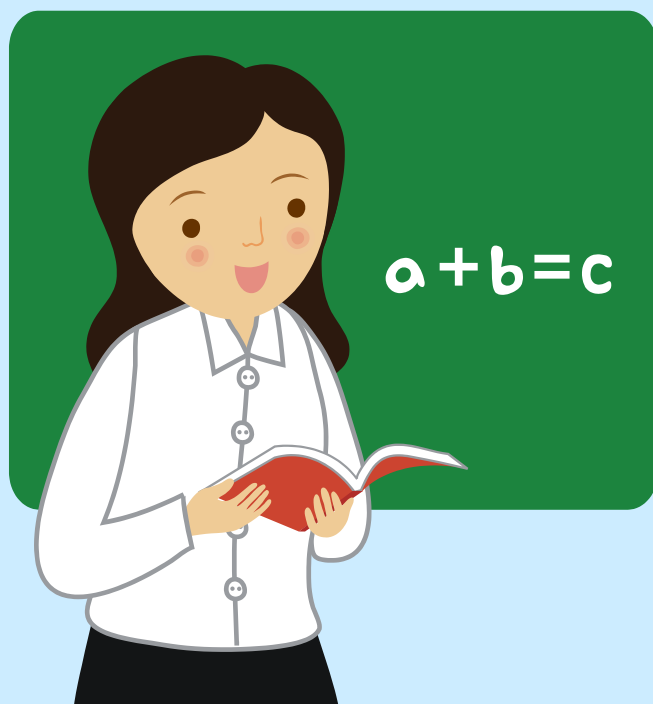
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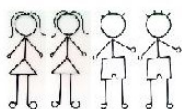
# DAS MATHS PROGRAMME



## Teaching Methodology: C-R-A Approach

Students with dyslexia have specific areas of difficulty that can affect their mathematical performance: poor short term memory, poor working memory, poor sequencing, reversals, and difficulty with reading word problems and poor comprehension and vocabulary stemming from low language ability. In mathematics, these difficulties can impede their ability to understand concepts, compute and apply what they have learned to word problems.

The DAS Maths Programme aims to effectively support students with dyslexia who have persistent difficulties in mathematics, particularly in word problems, by providing dyslexia-friendly lessons while keeping in touch with the mainstream school mathematics syllabus. As students with dyslexia often have poor vocabulary and comprehension skills due to a late start in reading, word problems are often their biggest area of deficit. As such, the programme works on building a student's math vocabulary, tying it to concrete manipulatives and pictorial representations. This, coupled with teaching students how to break down word problems, enables students to identify which operation to use in order to solve such questions.



Focus on concept building.  
Addressing areas of skill deficit.



- Counters to add and subtract
- Fraction pies

- Number line
- Use of drawing

- Numbers, notation, math symbols
- Problem solving

Bridge the gap between student's ability and mainstream syllabus

## Philosophy of the DAS Essential Math Programme

The Math Programme is guided by the following principles: language-based; cognitive; structured, cumulative and sequential; simultaneously multi-sensory; emotionally sound; and diagnostic to the child's needs with a strong emphasis on concept building, addressing areas of skill deficit.

These principles have shown to be effective in helping students with dyslexia understand math concepts.

## Characteristics of a typical Essential Math class

Small class size of a maximum of 4 students.

Topics taught:

- Addition/Subtraction of Whole Numbers
- Multiplication/Division of Whole Numbers
- Time
- Fractions
- Decimals
- Geometry
- Ratio
- Percentage



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

**HELPING DYSLEXIC PEOPLE ACHIEVE**

For more information,  
[www.das.org.sg/services](http://www.das.org.sg/services)  
[info@das.org.sg](mailto:info@das.org.sg)  
6444 5700

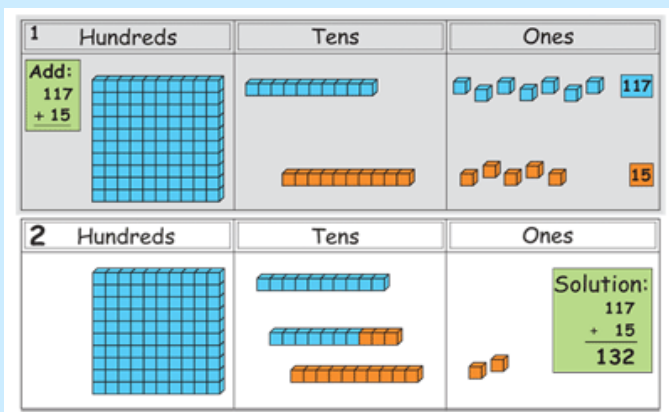


# DAS MATHS PROGRAMME

Progress from the concrete stage, with the use of tangible manipulatives, to representational and then abstract reasoning. Every stage of learning ensures that the child links mathematical ideas in a progressive and cumulative way.

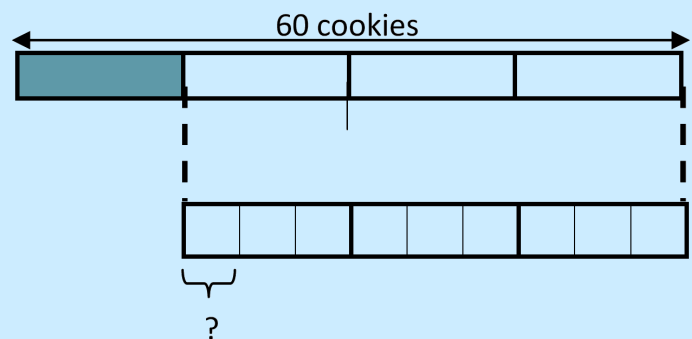
Teaching is in line with the mainstream school math syllabus, with the aim of bridging the gap between the student's ability and mainstream syllabus.

Example of **Concrete** stage (Use of tangible manipulatives):  
Using base ten cubes to work out sums



Example of **Representational** stage (Use of 2D drawings):

Visualising the sum by writing given information in a model



Example sum: John has 60 cookies. He ate one quarter of the cookies and shared the remainder equally with his 9 friends. How many cookies did each friend get?

$$1 \text{ unit} \rightarrow 60 \div 4 = 15$$

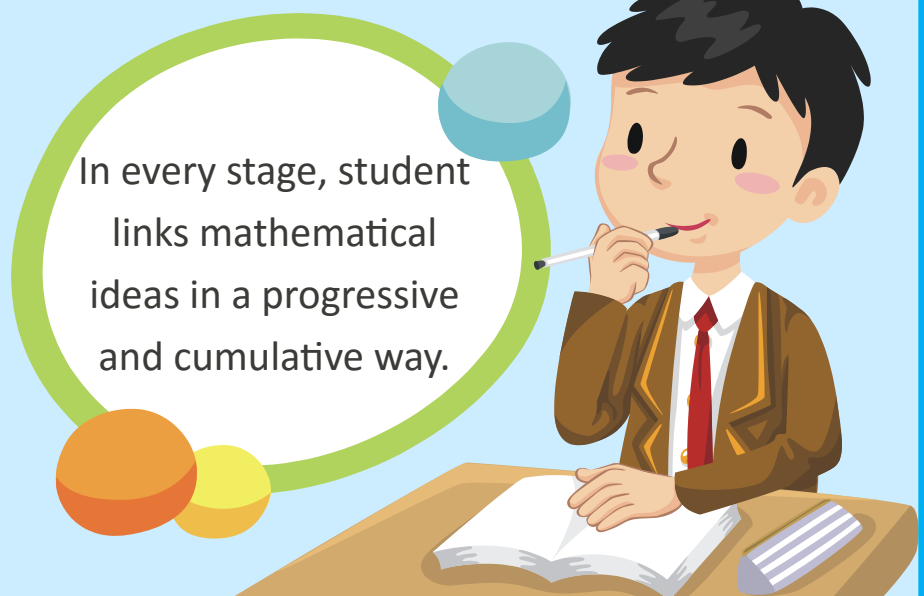
$$3 \text{ units} \rightarrow 15 \times 3 = 45$$

$$45 \div 9 = 5$$

Example of **Abstract** Stage  
(Use of symbols and word problems):

$$\frac{3}{4} \times 12 = 9$$

In every stage, student links mathematical ideas in a progressive and cumulative way.



# DAS MATHS PROGRAMME

By Anaberta Oehlers  
Maths Programme Director



## FREQUENTLY ASKED QUESTIONS

### *What are the criteria for students to come on the DAS Maths Programme?*

The pre-exam review criteria are as follows:

- Be in primary school
- A current or ex student from the DAS Essential Literacy Approach or other DAS Programmes
- Scoring the following grade on their most recent exam paper–
  - \* P1-P3: Band 4 (Below 50%)
  - \* P4-P6: E Grade (Below 34%) - Standard
  - \* Grade 4 (Below 49%) – Foundation

### *Having fulfilled the criteria, what procedural steps are next followed?*

1. The child's Educational Therapist will fill in the child's relevant particulars in the student information sheet, request for the child's exam paper and send it to their Centre Manager.
2. The Centre Manager checks that all the information is filled in and ensures that the student meets the pre-exam review criteria.

3. If the student does not meet the pre-exam review criteria, the Centre Manager informs the parent with the reason and when the child's exam paper can be reviewed.
4. If the student meets the criteria, the Centre Manager sends the completed students information sheet to Maths Programme Administrative Assistant and the exam paper to the Maths Programme Manager.
5. The Maths Core Team reviews the child's exam paper. The child may be scheduled for an assessment (chargeable) if the exam paper does not provide enough information to determine the child's suitability for the programme.
6. If the child is suitable for the programme, the child's maths file is sent to the Centre Manager for placement.

### *What is the frequency and cost of the DAS Maths Programme?*

DAS Maths Classes are conducted one hour per week and the cost is \$535 per term.

### *Why are the fees more than the DAS-MOE Literacy classes?*

The Maths Programme is a 3rd hour programme and the MOE Grant does not cover the 3rd hour.

### *How can I better help my child at home using a similar approach to the DAS Maths Programme?*

Interested parents are recommended to attend workshops and certificate courses run by DAS Academy.

For more information, please contact:

[www.dasacademy.edu.sg/courses-and-workshops](http://www.dasacademy.edu.sg/courses-and-workshops)



# DAS MATHS SUCCESS



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**Ms Albel - Aishah Abdullah**  
Senior Educational Therapist:  
Bishan Learning Centre

At DAS Bishan, Ms Albel teaches me Maths differently from the way the teachers in school teach me Maths especially the problem sums. I read the sum step by step. Then I connect and arrange the colourful and fun Maths materials according to the sentences in the sum. This way I can understand and work out the sum easier.

Last year I failed in Maths But this year I scored 60% at SA2. I find learning Maths fun and interesting at DAS Bishan.'

## From Maths student Kendrick Lim P4

Thanks for teaching Kendrick for the past 1 year. He has shown great improvement. His most happiest moment is that he managed to get a pass in his SA2 paper this year. He is happy in DAS group and has learned a lot from DAS teachers.

## Gracie Tan—Mother of Kenrick Lim



**Rebecca Yeo**  
Math Educational Therapist  
Queenstown Learning Centre

My name is Jerald. I like my Maths class because it is fun and my teacher uses Maths manipulatives to make Maths easy to learn.

Before I attended DAS Math class, I was failing my Math exams. I scored about 35 marks and I felt that Maths was hard.

After attending DAS math classes, I have now improved in my Maths. I am now scoring 64 marks and I now feel that Maths is easy!

## Jerald—Queenstown Learning Centre



**Rebecca Yeo**  
Math Educational Therapist  
Queenstown Learning Centre

When Anthony started the math programme with DAS this year, his results were around 50-60, his weakness was with certain math concepts like fraction, area & perimeter, time and especially problem sums, which could be because of his dyslexia. He was often reluctant to do his math homework and showed resistance to the subject. He didn't enjoy math class and even with supplementary class in school, he didn't understand his work.

Upon attending the Maths classes at DAS, he has shown improvement in his work, which also helped with his self-confidence. He is showing more interest in the subject as he now can understand the math concepts better with help from Miss Rebecca Yeo, his Literacy and Math teacher, or Miss Becky, as she is fondly called.

Now with the class, he has learnt to decipher how to approach word sums, fractions etc and knowing that he can turn to Miss Becky for help, he has shown significant improvement in his grades and we are thankful for this opportunity to be part of this programme. Under the care and guidance of Miss Becky from DAS Queenstown, I hope my son will continue to find the joy in learning.

## Mrs Angie Wong Mother of Anthony Ian Ng



**Siti Aishah**  
Senior Educational Therapist  
Bishan Learning Centre

**Ex-Student (Amanda):** The Maths programme in DAS helped me a lot to learn different methods to handle difficult questions. The programme made my basic foundation in Maths

strong and firm before moving to the next level. The teacher is very understanding and had lots of patience.



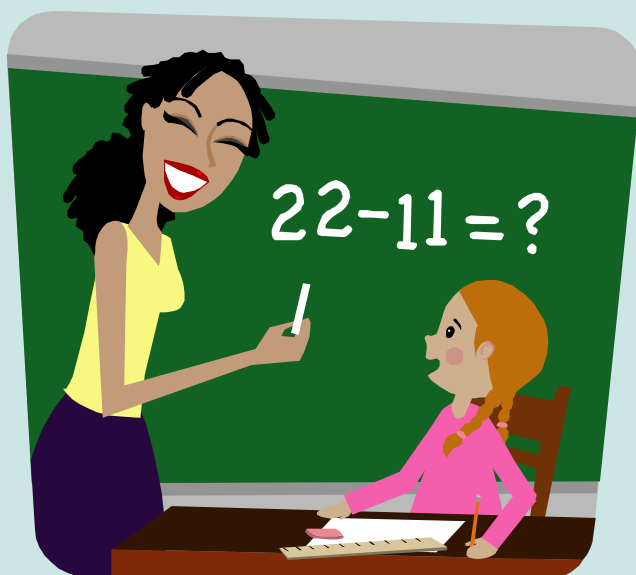
**Siti Aishah**  
Senior Educational Therapist  
Bishan Learning Centre

I was relieved when my daughter got help from DAS Maths programme as she was failing her Maths subject in school. I saw her basic foundation in Maths improved a lot and the teachers guided her on how to apply them in word problem.

I saw her results improving fast and her understanding better. In due time the programme helped her to like Maths and she was able to cope with Maths in school. Her achievement was passing Maths in PSLE. What she learned is still helping her in her Secondary School and she is continuously passing her Maths subject. I hope DAS will consider to enhance the programme and help the students in Secondary School.

Thank you DAS Maths!

*Mother of Mabel Jayanthi*



## BE A PART OF THE DAS PARENTS' SUPPORT GROUP

*Benefits of being part of the  
DAS Parents' Support Group (PSG)*

### ◆ Be more engaged

As a PSG member you are more likely to be an informed and involved parent. You will also be building rapport with educators and supporting DAS's initiatives.



### ◆ Be part of a network

We understand that parenting a child with learning differences is challenging. The PSG provides a platform for you to share ideas, concerns and experiences with other parents.

### ◆ Increase your growth

Gain valuable experiences and grasp new opportunities, to support your child more effectively.

### ◆ Make a difference

Provide DAS with feedback to make positive recommendations for change in our organisation.

### ◆ Be a role model

By becoming a PSG member, you will demonstrate the importance you place on education and enhance your bond with your child.

If you would like to join the PSG  
please contact:

Chris Chia  
chris@das.org.sg



[www.facebook.com/groups/dasparent](http://www.facebook.com/groups/dasparent)



# Primary 5 & 6 Exam Skills Programme

*Supporting your child with their PSLE preparations*

## Who is this programme for?\*

- Will be offered as a 3rd hour programme for standard and foundation Primary 5 and 6 DAS students preparing for their PSLE
- DAS students who have been in the Computerised Literacy Programme (CLP) or Essential Literacy Approach (ELA) for 1 year

*\* Student(s) will be assessed by our Educational Therapists to determine if they meet the pre-requisites of this programme*

## Objectives

- To familiarise students with the format of the PSLE paper
- To equip students with the knowledge, skills and strategies to cope with the different components of the PSLE exam paper

*Let us help your child cope with the PSLE by equipping them with the exam skills needed in these critical areas:*



Grammar  
Multiple-Choice  
Questions



Comprehension  
(Answering Open-Ended  
Questions)



Synthesis &  
Transformation  
(Joining two  
sentences together  
with a conjunction)



Editing  
(Correcting spelling  
and grammar)



PSLE Format



**LIMITED SPACES ONLY!**

**The following centres will offer this programme:**

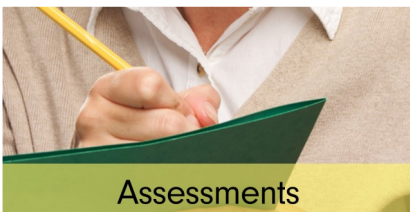
Parkway Parade, Tampines, Queenstown & Yishun

# An integrated problem solving approach to diagnosis and intervention



## Multi-Professional Team

Multi-Professional working brings together practitioners from different sectors and professions to provide an integrated way of working to support children and families and includes: Educational Psychologists, Speech and Language Therapists, Occupational Therapist, Specialist Teachers and Consulting Paediatricians.



Assessments



Professional Support



Occupational Therapy



Speech & Language



Specialist Tuition



Play Therapy



Bridging Programme



Parent Programmes

### Educational Psychologists:

Dr Louise McCauley  
louise@das.org.sg

Marinda Grimbeek  
marinda@das.org.sg

### Speech and Language Therapists:

Helen Driver  
helendriver@das.org.sg

Jessica Drake  
jessica@das.org.sg

### We assess for:

- Dyslexia
- Dyspraxia
- Dysgraphia
- ADHD
- Non-Verbal Disabilities
- Autism Spectrum Disorders
- Auditory and Sensory Issues
- Articulation Difficulties
- Stammering
- Social Communication Difficulties

We aim to provide professional services to help children in Singapore and the region who have specific learning differences so that they can achieve their full potential.

From January 2014, DAS International will be located at a new address:

DAS International Services Ltd  
133 New Bridge Road  
#04-01 Chinatown Point  
Singapore 059413

Phone: 6538 1658  
Fax: 6538 1657

[www.dasint.org.sg](http://www.dasint.org.sg)



**DAS International**  
EMPOWERING SUCCESSFUL LEARNING



# Occupational Therapy

**O**ccupational therapy is a health profession that uses therapeutic purposeful activities or interventions to achieve the highest possible level of independence in occupations such as self-care, work, school, play, and leisure.

## Occupational Services

- Occupational therapy assessments using standardised and non-standardised tests
- Individualised occupational therapy interventions
- Penmanship group therapy programme for preschoolers
- Penmanship group therapy programme for school-age students
- In-class OT support for students in DAS Learning Centres
- Conducts in-house training for staff & parents
- Consultations and recommendations

## Sources of Referral To Our Occupational Therapy Services

- DAS learning centres
- Private learning centres
- Government and Private hospitals
- International & MOE Schools
- Voluntary welfare organisations (VWOs)
- Self-referral

Challenges which an Occupational Therapist may address:

- Gross motor coordination
- Fine motor coordination
- Postural control
- Visual perception
- Eye-hand coordination
- Sensory processing
- Motor planning
- Self-regulation
- Penmanship
- Scissoring



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

[www.das.org.sg](http://www.das.org.sg)

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dyslexia studies  
technology  
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Talks and Training





# A BRIDGE TO SUPPORT LEARNING DIFFERENCES

By Albert Lee  
Lecturer—DAS Academy

The DAS Academy aims to be the **BRIDGE** that connects opportunities in special education to individuals who wish to make a difference in the lives of struggling learners, to help them reach their full potential. Such individuals who play an important role in supporting the needs of people with special educational needs include dedicated parents, educators and advocates.

We at the DAS Academy are committed to abide by our work culture which inculcates the following:

- B**alance - We believe in a healthy work-life balance
- R**espect - We respect each individual and honour diversity
- I**ntegrity - We maintain professional and ethical standards in all that we do
- D**edicated - We are dedicated to doing our best
- G**rowth - We are committed to nurturing each person's true potential
- E**mpathy - We show empathy and fairness in our dealings with people





2014 is going to be another exciting year filled with more learning opportunities for our participants and we hope that our workshops and courses will prove to be beneficial to them.

DAS Academy is pleased to advise that you can look forward to NEW happenings planned for 2014. Firstly, the Academy at Rex House will be undergoing renovation in December 2013 and you can look forward to a fresh NEW look when you attend our courses from end February 2014 onwards.

DAS Parents who have attended the Parent-Teacher-Conference (PTC) recently would have received a copy of our NEW brochure that provides an overview of our 2014 courses and workshops.

In appreciation of your valued support, we are pleased to offer you a \$10 discount for an early-bird registration (for enrolments made two weeks prior to the commencement date) for our workshops. If you are eligible for the \*Caregivers Training Grant (CTG), this would mean that your workshop fee will be fully subsidised (as long as you have sufficient funds in your CTG account).

All our workshop and course participants can also look forward to a little token - the brick symbolises the building of knowledge together at the DAS Academy!

At the Academy, we design courses with you in mind, so your valuable feedback is important to us.

We have learned that the majority of parents from a DAS parent survey, conducted in 2012, had expressed interest in learning how to manage the behavioural issues of children with dyslexia and how could they support a learning difficulty in the Chinese language.

We are pleased to announce that we will be offering a workshop in 'Supporting Your Child in Chinese Language' that will provide some strategies for parents to support their dyslexic children in learning Chinese at home. It will be conducted in English with the occasional use of Mandarin to explain certain concepts.

The 'Signposts for Building Better Behaviour' is a 5-session course that has been delivered by the KK Women's and Children's Hospital (KKH) for the past three years. We are delighted to share that through our collaboration with KKH, we will be bringing this course under the DAS Academy brand to help parents better manage their children's behaviour.

We hope that you'll like the various NEW initiatives that we have in store for you in 2014 and look forward to welcoming you to the DAS Academy!



### iRaise Digital Kids: Literacy Apps for iPad

Sight words, phonics, reading, spelling, writing, organisation... the App store has it all! Discover new literacy apps to support your child.

5 Apr 2014, 9.30am to 12.30pm (Upper Primary/ Secondary)

19 Jul 2014, 9.30am to 12.30pm (Primary)



### Developing Writing Skills

Putting thoughts into words is not easy. As every brick counts in a building, make every word count in writing too. Build your story today.

12 Apr 2014, 9.30am to 12.30pm



### Supporting Your Child with Technology

Can't concentrate? Paper and pen too boring? Bring your child along to learn new software that can help in reading or organisation.

19 Apr 2014, 9.30am to 12.30pm (MIND your READIng)

24 May 2014, 9.30am to 12.30pm (It's NESSYarily fun)

16 Aug 2014, 2.00pm to 5.00pm (SHARK attack) (New Timing)



### Mind Your Grammar

"Let's give our seat up to those who needs it more" Can you spot the error? Find out at Mind Your Grammar Workshop.

26 Apr 2014, 9.30am to 12.30pm



### Understanding Phonics Instructions

'a', apple, /a/. You will know how to say it correctly along with other strategies after this workshop to help you better support your child.

26 Apr & 3 May 2014, 2.00pm, to 5.00pm (New Timing)



### Study Smart: Effective Study Skills for Your Child

Everyone needs a hill, a skill and a will. Learn how to succeed in studies and life in this study skills workshop.

3 May 2014, 9.30am to 12.30pm



### Developing Comprehension Skills

"Cat dog swing up bed" Does the ability to read individual words result in comprehension? Find out what it means to understand at text level.

19 Jul 2014, 9.30am to 12.30pm



### Preparing Your Child for English Language Paper 2 (Primary)

3 things we ask our students to do during their English language paper 2: Draw stars, draw faces & read from back to front. Find out why!

26 Jul 2014, 9.30am to 12.30pm





### Developing Your Child's Vocabulary

Is dealing with English a *malagrugrous* task that leaves you *jargogled* and in *widdendream* at which words to use?

**Vocabulary:** unlocking words and their meaning.

2 Aug 2014, 9.30am to 12.30pm



### Left-Handedness Made Easy (New Workshop)

Help your left-handed child manoeuvre in this right-handed world using both hardware and 'heart' ware.

2 Aug 2014, 2.00pm to 5.00pm



### Supporting Your Child in Mathematics

Are numbers a jumble to your child? Get some quick tips and strategies on basic Mathematical topics. Math can be less daunting and more enjoyable.

16 Aug 2014, 9.30am to 1.00pm



### Positive Self-Esteem for Positive Learning

(Formerly known as Boosting Your Child's Self-Esteem)

Parents get to learn to help build resilience in their kids while the kids learn self-awareness through self-discovery and group-work.

16 & 23 Aug 2014, 2.00pm to 5.00pm (New Timing)



### Strategies for Sensorimotor Challenges

Come and be equipped with sensorimotor strategies to help your child cope better in school and at home.

30 Aug 2014, 9.30am to 12.30pm



### Supporting Your Child in Chinese (New Workshop)

A workshop meant for parents: Learn about the challenges your dyslexic child faces in learning Chinese, and what can you do to help them.

6 Sep 2014, 9.30am to 12.30pm



### Strategies for Behavioural Management

Helps you understand why your child exhibits bad behaviour and also impart some coping strategies and positive parenting skills.

13 Sep 2014, 9.30am to 12.30pm



### Coping With Spelling

Why is spelling so difficult? It may become easier after learning the strategies to spell phonetic and non-phonetic words.

20 & 27 Sep 2014, 2.00pm to 5.00pm (New Timing)



### **Certificate in Dyslexia Studies**

This course gives a broad overview of SpLD, and how to assess and support dyslexic learners. A good starting point for anyone!

1st run: 2, 9, 16, 23 & 30 Apr, 2.00pm to 5.00pm

2nd run: 20 & 27 Sep, 4, 11 & 18 Oct, 9.30am to 12.30pm



### **Certificate in Dyslexia and Literacy Teaching (Pre-school)**

Here is a course to help your little ones combine phonics and whole language approaches. They will know how magical 'Magic-e' is all about.

1st run: 28 to 30 April 2014, 9.30am to 4.30pm

2nd run: 24 to 26 Nov 2014, 9.30am to 4.30pm



### **Certificate in Dyslexia and Literacy Teaching**

I can teach, so can you! This course is based on the Orton-Gillingham approach to teach phonics through concepts and a multi-sensory manner.

1st run: 24 Feb to 1 Mar 2014, 9.30am to 5.30pm

2nd run: 18 to 23 Aug 2014, 9.30am to 5.30pm



### **Advanced Certificate in Dyslexia and Literacy Teaching**

Move beyond phonics to provide whole-language learning as well as cross-disciplinary exposure to behavioural management and technology aid.

1st run: 31 Mar to 24 Apr 2014 (Mon & Thu, 6.30pm to 9.30pm)

2nd run: 22 Sep to 16 Oct 2014 (Mon & Thu, 6.30pm to 9.30pm)



### **Certificate in Educational Psychology**

Educational Psychology teaches you about learning: Find out about Parenting Styles, Developmental and Learning Theories, and Motivation.

1st run: 5 to 19 May 2014, (Mon & Thu, 6.30pm to 9.30pm)

2nd run: 27 Oct to 10 Nov 2014, (Mon & Thu, 6.30pm to 9.30pm)



### **Certificate in Understanding Speech and Language Impairment**

Let us help you better manage your young learner's speech and language issues through understanding the condition and classroom accommodation.

1st run: 31 May & 7 Jun 2014, 9.30am to 4.30pm

2nd run: 29 Nov & 6 Dec 2014, 9.30am to 4.30pm



### **Certificate in Dyscalculia and Numeracy Teaching**

Learn about dyscalculia and Math learning difficulties. Equip yourself with skills and knowledge in assessing and supporting struggling learners.

1st run: 7 to 21 Jul 2014 (Mon & Thu, 6.30pm to 9.30pm)

2nd run: 1 & 2 Dec 2014 (Mon & Tue, 9.30am to 4.30pm), 3 Dec 2014 (Wed, 9.30am to 2.30pm)



### **Signposts for Building Better Behaviour (New Course)**

In partnership with KKH, this course will help DAS parents better manage their child's behavioural difficulties so they can learn better. Find out more at [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)





# DAS Academy at Your Service

Fong Wen Feng  
Student & Academic Services Officer  
DAS Academy

As a member of the Student & Academic Services Team it is my prime responsibility to provide support in your selection and enrolment of our courses and workshops.

I've been with the DAS Academy for about a year now, and it has been a year of privilege – meeting enthusiastic and passionate people from all walks of life with a common mission to make a difference in the lives of children by supporting them with their learning differences.

DAS Academy has a wide range of teaching and learning resources available to you, please contact me and I can tell you all about them.

It will be my pleasure to attend to your queries on the courses that best meet your requirements and welcome you to contact me at:

Tel: 6643 9639,  
Email: [wen.feng@dasacademy.edu.sg](mailto:wen.feng@dasacademy.edu.sg)

I look forward to hearing from you soon!

## Teaching Resources



Teaching aids and products highly recommended and favoured by parents and educators!

Details, prices and order forms can be found on the DAS Academy website:

[www.dasacademy.edu.sg/resources](http://www.dasacademy.edu.sg/resources)





## iRaise Digital Kids: Literacy Apps for iPad

For adults supporting learners aged 11 to 16 (P5 to S4)

**Date:**

Saturday, 5 April 2014

**Duration:**

Total of 3 hours

**Time:**

9:30am to 12:30pm

**Fee:**

\$90

*Pay \$10 with the Caregivers Training Grant (CTG) subject to the availability of sufficient funds in your CTG account.*

**Learning Objective**

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

**Key Topics**

A range of apps for literacy support will be demonstrated in the areas of:

- ◆ Reading
- ◆ Spelling
- ◆ Mindmapping
- ◆ Organisation
- ◆ Writing and Note Taking
- ◆ References

A comprehensive list of these apps will be shared at the end of the workshop, to help parents and caregivers in making informed decisions about these technologies and 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.





# Developing Writing Skills

For adults supporting learners between the ages of 9 to 14 (P3 to S2)

## Dates:

Saturday, 12 April 2014

## Duration:

Total of 3 hours

## Time:

9:30am to 12:30pm

## Fee:

\$90

*Pay \$10 with the Caregivers Training Grant (CTG) subject to the availability of sufficient funds in your CTG account.*

## Learning Objectives

To understand the development of writing skills and recognise the difficulties that struggling young writers face. Through hands-on strategies that provide structure for your writers, participants will learn how to better support and motivate these learners in an interactive manner.

## Key Topics

- ◆ Overview of writing development in students
- ◆ Understanding the obstacles to writing
- ◆ Strategies to aid in writing (e.g. graphic organisers)
- ◆ Useful websites, mnemonics and feedback guide to aid in the writing process





# MIND your READing

Support Your Child with Technology: ClaroRead & MindGenius

**Date:**

Saturday, 19 April 2014

**Duration:**

Total of 3 hours

**Time:**

9.30am to 12:30pm

**Fee:**

\$90

*Pay \$10 with the Caregivers Training Grant (CTG) subject to the availability of sufficient funds in your CTG account.*

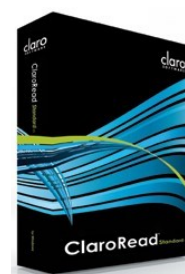
*DAS Parents are entitled to a 15% discount when purchasing the software of the workshop that they have attended.*

**Learning Objectives**

Computer-assisted learning has been shown to motivate a student with dyslexia to succeed in tasks. The software programme encourages the use of computers to aid the child's learning.

**About ClaroRead**

ClaroRead Plus is a text-to-speech software that allows students with reading difficulties the opportunity to access print. It is a simple toolbar that floats above the word processor or Internet browser and it can be easily docked as well. Other than reading text aloud on webpages and documents, ClaroRead also has OCR technology included that can unlock PDF documents. Other features include text prediction, homophone check and many other customisable options like text enlargement. A handy study skills tool.


**About MindGenius**

MindGenius is a concept mapping software that helps students to capture, visualise and manage their ideas and information. MindGenius is also compatible on the iPad so students can view their mind maps on-the-go. It is a good motivating tool for students who do not enjoy writing. Teachers can brainstorm with students in class and help build understanding on any topic through the process of building a mind map together. The visual representation of information complements different learning styles.


**Session for Parents**

- ◆ Understand your child's learning style
- ◆ Learn about computer assisted technology that can support higher education

**Session for Children**

- ◆ Understand your own learning preferences
- ◆ Use ClaroRead for quick reading and comprehension
- ◆ Use MindGenius for essay organisation





# Mind Your Grammar

For adults supporting learners between the ages of 7 to 10 (P1 to P4)

## Dates:

Saturday, 26 April 2014

## Duration:

Total of 3 hours

## Time:

9:30am to 12:30pm

## Fee:

\$90

*Pay \$10 with the Caregivers Training Grant (CTG) subject to the availability of sufficient funds in your CTG account.*

## Learning Objectives

- ◆ Understand why dyslexic learners need direct grammar instruction
- ◆ Become aware of the principles of grammar instruction
- ◆ Become familiar with the basic parts of speech (nouns, verbs, adjectives, adverbs)
- ◆ Become familiar with the subject-verb sentence structure
- ◆ Understand the importance of diagramming sentences
- ◆ Gain skills in teaching learners to diagram sentences
- ◆ Gain understanding of how a knowledge of grammar helps reading comprehension
- ◆ Gain understanding of how knowledge of grammar helps writing
- ◆ Become aware of other aids to grammar instruction

## Key Topics

### Theory

- ◆ Importance of direct grammar instruction for dyslexic learners
- ◆ Principles of grammar instruction
- ◆ Basic parts of speech (nouns, verbs, adjectives, adverbs)
- ◆ Subject-verb sentence structure
- ◆ Importance of diagramming sentences
- ◆ Other aids to grammar instruction

### Practical

- ◆ Strategies for teaching the basic parts speech
- ◆ Learning how to diagram sentences
- ◆ Practice in diagramming sentence
- ◆ Practice in using grammar to help with cloze comprehension
- ◆ Practice in writing sentences



## Understanding Phonic Instructions

For adults supporting learners between the ages of 7 to 12 (P1 to P6)

### Dates:

*First Run*

Saturday, 26 April & 3 May 2014

### Duration:

Two 3-hour sessions  
For a total of 6 hours

### Time:

2.00pm to 5.00pm

### Fee:

\$130

*Pay \$10 with the Caregivers Training Grant (CTG) subject to the availability of sufficient funds in your CTG account.*

### Learning Objectives

- ◆ Understand the terms related to phonics instruction
- ◆ Understand the importance of phonics instruction for dyslexic learners
- ◆ Become aware of the components of good phonics instruction
- ◆ Become familiar with tools for multi-sensory phonics instruction
- ◆ Understand the nature of phonological awareness
- ◆ Gain skills in carrying out phonics instruction in school and at home
- ◆ Be aware of some letter-sounds of English

### Key Topics

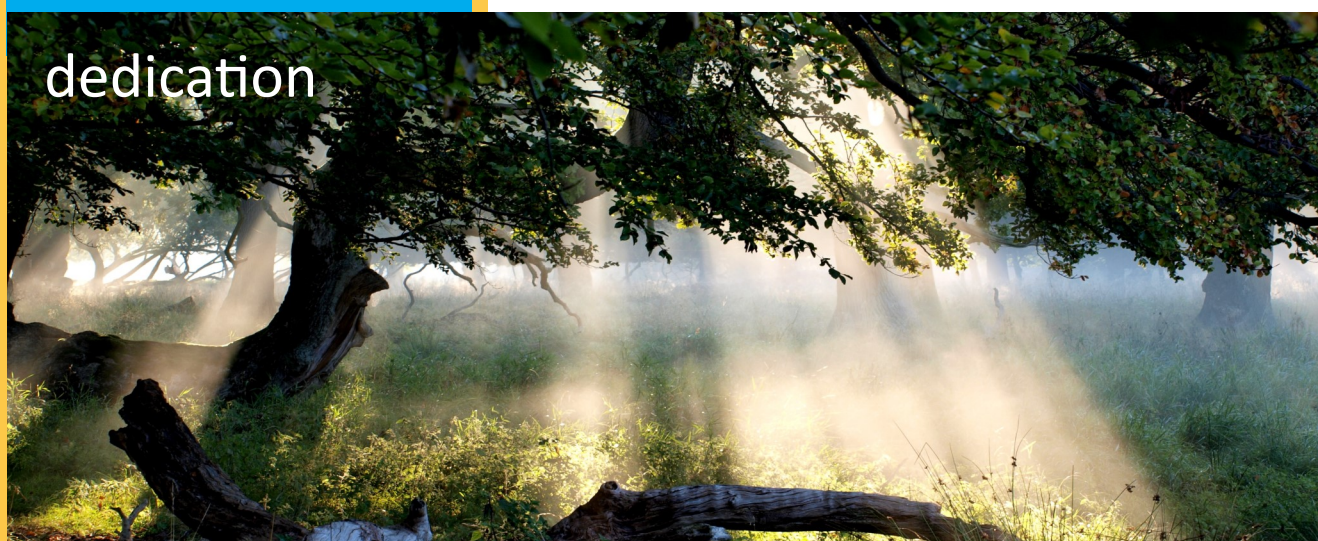
#### Session 1: Theory

- ◆ Terms related to phonics instruction
- ◆ How phonics instruction helps dyslexic learners to read and spell
- ◆ Components of good phonic instruction
- ◆ Tools for multi-sensory phonics instruction
- ◆ Nature of phonological awareness
- ◆ Seven main areas involved in building phonological awareness

#### Session 2: Practical

- ◆ Strategies for developing letter recognition
- ◆ Strategies for developing the seven main areas of phonological awareness
- ◆ Strategies for teaching letter-sound correspondence
- ◆ Strategies for reinforcing letter-sound correspondence
- ◆ Learning some letter-sounds of English

dedication







## Certificate in Dyslexia Studies

### Dates:

#### First Run

2, 9, 16, 23 & 30 April 2014  
2.00pm to 5.00pm

#### Second Run

20 & 27 September  
4, 11 & 18 October 2014  
9:30am to 12:30pm

### Duration:

Total of 15 hours

### Fee:

\$642  
\$535 for DAS Parents

### Learning Objective

The Certificate in Dyslexia Studies aims to give a basic introduction to the issues that affect children with dyslexia. At the end of the course, participants would better understand a dyslexic child and his specific needs.

### Key Topics

- ◆ Introduction to Specific Learning Differences – Dyslexia, Dyspraxia, ADHD, Non-verbal Learning Difficulty and Autism
- ◆ Understanding the Assessment and Diagnosis of Dyslexia
- ◆ Understanding of the Orton-Gillingham (OG) approach
- ◆ Elements of an OG-based lesson
- ◆ Dyslexia-friendly teaching in mainstream school
- ◆ The relationship between dyslexia and self-esteem
- ◆ The importance of resilience building

### Qualification Awarded

A Certificate of Attendance will be awarded to participants who have attended at least 80% of the certificate course.





## Certificate in Dyslexia and Literacy Teaching

### Dates:

#### First Run

24 February to 1 March  
2014  
9:30am to 5:30pm

#### Second Run

18 to 24 August 2014  
9:30pm to 5:30pm

### Duration:

Total of 42 hours

### Fee:

\$1,819  
\$1,712 for DAS Parents

### Learning Objective

The Certificate in Dyslexia and Literacy Teaching Course utilises the Essential Literacy Approach (ELA) and teaches participants how to plan and execute lessons utilising the original Orton-Gillingham (O-G) principles in the remediation of persons with language processing problems associated with dyslexia.

Training encompasses the theoretical as well as the practical and experiential, allowing participants to truly understand the core principles and work at applying those principles into their teaching practice.

### Key Topics

- ◆ About Dyslexia
- ◆ The Essential Literacy Approach / O-G Principles
- ◆ Lesson Planning (Teaching & Correction Procedures)
- ◆ Structure of the English Language (ELA Scope & Sequence)
  - ⇒ Letter-sound correspondence
  - ⇒ Syllables & Syllabication
  - ⇒ Basic morphemes
  - ⇒ Spelling & Suffixing Rules

### Method of Assessment

- ◆ Written Exam on theory and application (during lecture time)
- ◆ Oral Test on phonics knowledge (during lecture time)
- ◆ Summative Video Observation Portfolio<sup>^</sup> due 10 weeks after the end of the course

(Optional for participants who wish to attain a Certificate of Attendance instead of the full Certificate\*)

### Qualification Awarded

A Certificate in Dyslexia and Literacy Teaching will be awarded to participants who attain at least 80% attendance and successfully pass each and every assessment component.

*\*A Certificate of Attendance will be awarded to participants who attain 80% attendance but do not undertake the assessment or have failed the reassessment\*\*.*

*\*\*One reassessment opportunity for each and every failed assessment component.*

*<sup>^</sup>You must have access to your own practicum student, aged 6 to 17, who does not need to be diagnosed with dyslexia but needs to benefit from a phonics-based programme. You will also be required to have video recording equipment to record and copy the video file for submission*





## Advanced Certificate in Dyslexia and Literacy Teaching

### Dates:

#### First Run

Monday & Thursday

31 March to 24 April 2014

6:30pm to 9:30pm

#### Second Run

Monday & Thursday

22 Sept to 16 Oct 2014

6:30pm to 9:30pm

### Duration:

Total of 21 hours

### Fee:

\$963

\$856 for DAS Parents

### Learning Objective

The Essential Literacy Approach is a holistic approach that combines phonics with whole language intervention and aims to equip attendees with the knowledge and skills to provide beginning intervention to learners who have difficulties reading and spelling. In this advanced course, attendees will gain knowledge and insight into higher-order skills, moving learners beyond basic phonics intervention.

### Key Topics

- ◆ Morphology
- ◆ Reading Comprehension
- ◆ Grammar
- ◆ Advanced writing
- ◆ Behaviour Management
- ◆ Study Skills / Assistive Technology
- ◆ Understanding Dyspraxia

### Prerequisite

Teaching experience and/or successful completion (passed overall) of the Certificate in Dyslexia and Literacy Teaching course (formerly known as Essential Literacy Approach course) will be useful.

### Method of Assessment

An 1250-word journal review<sup>^</sup> is due 15 working days after the final session of the course.

(Optional for participants who wish to attain a Certificate of Attendance instead of the Advanced Certificate in Dyslexia and Literacy Teaching\*)

### Qualification Awarded

An Advanced Certificate in Dyslexia and Literacy Teaching will be awarded to participants who attain at least 80% attendance and successfully pass the written assessment.

*\*A Certificate of Attendance will be awarded to participants who attain 80% attendance but do not undertake the assessment or have failed the reassessment\*\*.*

*\*\*One reassessment opportunity for failed assessment component.*

*<sup>^</sup>One paper to critique two journals based on one of the above key topics (e.g. benefits of morphological instruction + impact of morphological awareness on ESL children)*



Are you an Educational  
Therapist who would like  
professional recognition?

*“Register with RETA and  
join other Educators  
who make a difference”*

## RETA MEMBERSHIP

Benefits of being a member:

- ◆ A \$100 welcome gift voucher for DAS Academy workshops and courses\*
- ◆ 10% member discount on Assistive Technology resources
- ◆ 10% member discount on DAS Academy resources
- ◆ Access to DAS Academy library
- ◆ Opportunity to be listed on the RETA website for private consultation
- ◆ RETA Chronicles, the members only, bi-annual newsletter
- ◆ Invitation to workshops/talks/sharing sessions by guest speakers or other RETA members

\* Terms and Conditions apply

**6336 2555**

### RETA

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

**www.reta.sg**  
**info@reta.sg**

## RETA PANEL OF ADVISORS



### ANGELA FAWCETT

Academic Director—DAS Group

Professor Angela Fawcett is a leading international researcher into dyslexia and other developmental disabilities, encompassing a range of theoretical and applied contributions to this field. Her approach is broad and interdisciplinary ranging from child and cognitive development to educational screening and intervention, as well as developmental cognitive neuroscience. She is the Vice President of the British Dyslexia Association and also the Former Chair and Director of the Centre for Child Research at the Swansea University, UK.



### KATE SAUNDERS

CEO—British Dyslexia Association

Dr Kate Saunders is the Chief Executive Officer of the British Dyslexia Association. Kate has over 20 years of experience in the field of dyslexia and special educational needs, having worked as a Senior Specific Learning Difficulties/Dyslexia Advisory Teacher, Special Educational Needs Coordinator, chartered psychologist and lecturer. Kate has a PhD in Education and is co-author of 'How Dyslexics Learn', published by PATOSS (the Professional Association of Teachers of Students with Specific Learning Difficulties).



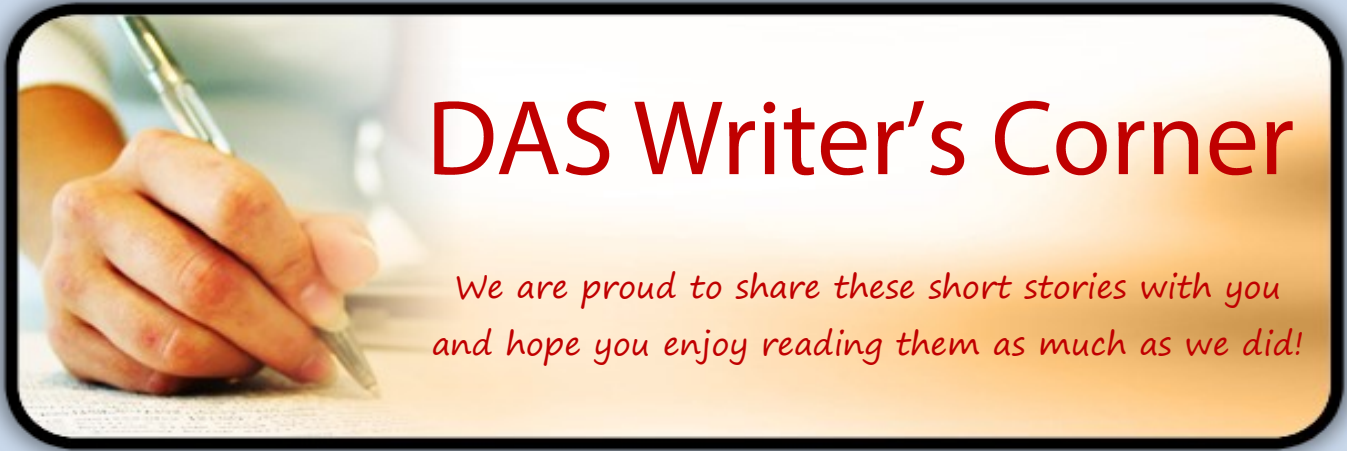
### THOMAS SIM

Executive Director,  
DAS Academy  
Director of Partnerships,  
DAS Group

Thomas completed his PhD (Psychology) at the University of Tasmania under the International Postgraduate Research Scholarship focusing on Neuropsychology and Psycholinguistics. He has held various leadership, teaching, and research roles at the Singapore Institute of Technology, SIM University, the University of Manchester, and Wheelock College. Thomas served as the Membership Chair of the Singapore Psychological Society from 2003-2004 and is a Member of the American Academy of Special Education Professionals



祥光滿室  
瑞氣盈門



# DAS Writer's Corner

*We are proud to share these short stories with you  
and hope you enjoy reading them as much as we did!*

## **My Reflection on Dyslexia**

By Boris Lee  
Secondary 5  
Bedok Learning Centre

Being a dyslexic child was never easy for me. I was diagnosed with dyslexia when I was in primary three. I had several difficulties such as reading, writing and even communicating. Not only that, I often failed my English tests. But, once I entered DAS, my life changed...

DAS has shaped me into a new person. My writing skills have improved drastically. One of my essays was even published in the FACETS! And now I am getting a pass for all my English papers.

Although I faced many ups and downs, I still persevere, not wanting to give up easily. I would always tell myself: "Life is not easy for any of us. So what? We must have perseverance and above all, confidence in ourselves."

We must believe that we are gifted in one way or another. Our goals in life can be attained if we believe in ourselves. And with this, we can succeed anything in life."

But, with the help of DAS and my teacher, Shenmee, I was able to overcome these difficulties just like climbing Mount Fuji.

Submitted by: Shenmee Senior Educational Therapist Bedok Learning Centre



## Regret

By Joel Lim  
Secondary 5  
Bedok Learning Centre

Mother's words echoed inside my soul. For many years I had heard the same thing over and over again: Never take drugs! I had obeyed her words faithfully all these years until one occasion when I was sixteen. I was then in secondary four when my best friend Lynn whom I trusted most came to me and offered me a funky-looking pill with a cool logo on it. Without hesitation, I quickly swallowed it. The exquisite taste and unbelievably smooth texture of "Ecstasy", coupled with its sharp flavour, seemed to infiltrate every fibre of my being, rendering me helpless in this gastronomical heaven.



My hunger for "Ecstasy" grew stronger and stronger as I tried desperately to stop my craving for it. I could brave a blustery day if it meant that I could get a hand on a few pills from Lynn. I was unable to resist the temptation even for a few hours. Without it, I could not even concentrate or focus on my work. "Ecstasy" had become a part of me since I took the first pill from Lynn. It was an oasis of calm in the heart of a busy city.

One early morning, just as I was taking my daily dose of "Ecstasy" in a deserted alley, a group of police patrolling walked towards me. Panic-stricken, my hands started to sweat and shake vigorously. I quickly grabbed my belongings and ran as fast as I could. I hoped to shake off the police but I ran into a cul-de-sac and was cornered by them. They searched me thoroughly and I was caught red-handed with "Ecstasy" on me. I was then detained in the police station for the next 48 hours and my parents were called in. However, I could not be bailed out due to the heavy offence I had committed. The police weighed the amount of "Ecstasy" and with a blank expression, he spoke sternly, "Boy, you are going to die."

A month later, I was summoned to the High Court and was charged for possession and consumption of drugs. I was lucky to receive a lighter sentence as it was my first offence. As I was underage, I was sent to a rehabilitation centre until I gave up on "Ecstasy". This was the darkest moment in my life but I managed to pull through with my family's support and encouragement.

It was 5.00 pm and the sky was crisp and clear with a tinge of blue. The sun in its gorgeous golden hue greeted me warmly as I walked out of the rehabilitation centre. I was finally released! I would never forget the suffering and the endurance that I experienced in the rehabilitation centre. I tried to apply for a job later. Due to my criminal record, I was not able to get a good job and ended up being a warehouse worker. I really regretted it. I hoped that no one would walk down the path that I had so foolishly embarked on.

*Submitted by: Shenmee Senior Educational Therapist Bedok Learning Centre*



## A Challenge I Face in a Test

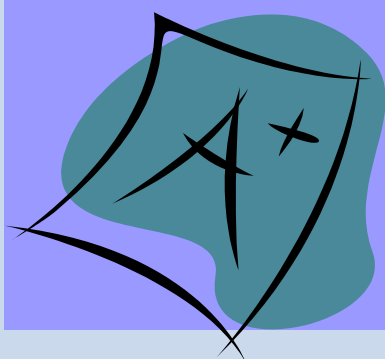
By Charis Liang Yong Xin 3D

It was the day when I received my Report Card. When I saw my results for English, I was disappointed. I had scored “7” for my English Language. I knew that I would not perform well for my English test.

I had difficulty in reading and spelling even when I was in Primary One. Learning to read was difficult for me as I have dyslexia. That was why I always fail my English test. I had to attend DAS classes twice a week to help me improve my reading skills. I had to work very hard to understand what I was reading.

After attending DAS classes for one and a half years, my teacher, Miss Gayathri, taught me many ways and rules to help me read and spell better. I remembered towards the end of Primary One, I had to take different types of test for English. I was nervous that I would not do well for my reading and English test. I was afraid that my friends would laugh at me. My best friend, Kelly, encouraged me by giving me cards to tell me that I could do it.

When I received my Report Card, I was overjoyed to see that I passed my English Language. I told Kelly and my parents that I had passed my test. They were very proud of me and told me to continue to work hard and have confidence in myself. I hope to excel in my English Language and to continue to overcome my learning difficulty.



Submitted by: Deepam Gnaneswaran, Centre Manager, Jurong Point Learning Centre





## **RAP/REFLECTION**

By Koh Jun Hao Ethan—P6

Bishan Learning Centre

*.... for my first six months at DAS and plan for the next 6 months (written in July 2013)*

*P-P-P-P-AST 6 Months!*

*I learned how to rap like a cow reading a map.*

*It was as easy, as easy as that. Not as hard as Chinese, no not at all.*

*It was like owning a chicken rice stall. It made me talk faster not at all was it slower.*

*It improved my vocabulary and I did it voluntarily.*

*I put some time into it and did I not, not at all regret it.*

*Doing it made me know that if I put lots of time into something,*

*I can make something out of nothing.*

*And by that I mean my grades, which were not at all in shapes.*

*Next six MONTHS YHAYL*

*Studying more is what I want to do.*

*Well I know it may sound like poo.*

*But if I try it might just work. I may be able to recieve some students perks!*

*Studying longer is what I shall achieve, but all of that is for my motiev-e!*

*getting to a good school must I shall, I shall be like a crab in its shell.*

*When I pass my exams it will all be over. But in the end I'll see a four-leaf-clover.*

Submitted by Dawn Tan, Educational Therapist, Bishan Learning Centre



Oil Pastel Artwork by John Daniel Kurien  
Monfort Primary (Age 11)

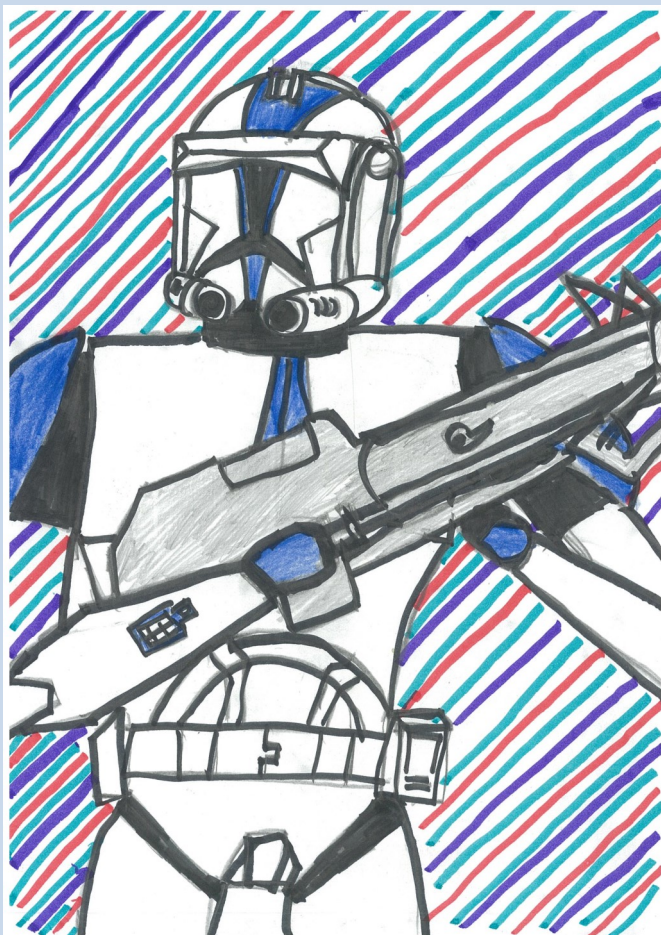
Submitted by  
Shalini Sukumaran, Educational Therapist  
Sengkang Learning Centre



Artwork by Chloe Lim Kar Yin Age 8  
Submitted by Eugene Lim, Educational Therapist  
Bishan Learning Centre



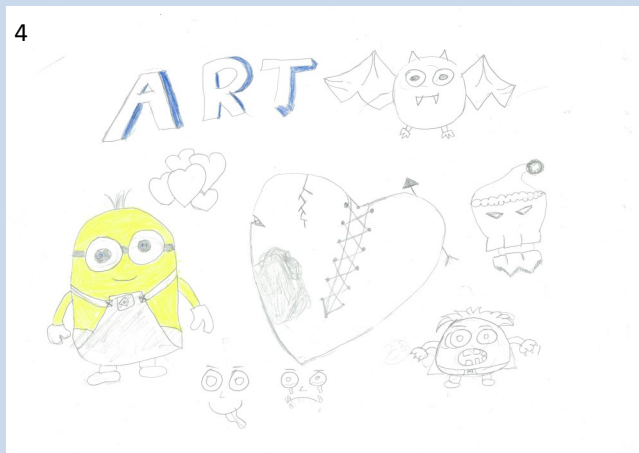
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2



4



3



5



Artwork by:

1. Joshua Lui (P4) - Queenstown Learning Centre
2. Brandon Kuan (P2) - Queenstown Learning Centre
3. Mark Ho (P3) - Sengkang Learning Centre
4. Mohamad Endri Sahli (P4) - Ang Mo Kio Learning Centre
5. Li Jia Yi—(P5) Tampines Learning Centre



1



5



2



6



3



7



4



#### Artwork by

1. Jeremy Matthew Setyawan (P2) Jurong Point Learning Centre
2. Nadiya Melissa Madden (P3) Parkway Parade Learning Centre
3. Chua Amelia Rae-Lene (P3)
4. Hannah Koh (P4) Bishan Learning Centre
5. Brandon Kuan Shih Kai (P2) Queenstown learning Centre
6. Raphael Lee Bo Yang (P4)
7. Joseph Leung Ty Zhen.(P2) Queenstown Learning Centre





## DYSLEXIA ASSOCIATION OF SINGAPORE

HELPING DYSLIXIC PEOPLE ACHIEVE

### Give the Gift of Education Your Donation Will Change a Child's Life

Of the DAS' student population, almost 40% receive part or full waiver of their fees in view of their family's financial circumstances. In our continuous effort to provide the necessary support to dyslexic Singaporeans, the DAS regularly incurs annual operating deficits in the hundreds of thousands of dollars, even with assistance from the Ministry of Education's funding on a per capita basis. It is through public donations that we have been able to reduce this deficit.

Thank you for considering a monthly donation plan by GIRO



### How to complete your GIRO Application

You only need to complete **PART 1** of the GIRO form.

Billing Organisation: <b>DYSLEXIA ASSOCIATION OF SINGAPORE</b>		Date:	Please insert the current date or the date this GIRO is to take effect.
Donor Details:		Donor Bank Details:	
Name:	Please print in clear letters your full name and underline your surname.	Financial Institution:	The name of your Financial Institution where the GIRO debit will be activated from.
NRIC:	We require your NRIC so that we can send you a tax receipt for your kind donation. All donations to DAS attract a 2.5 times tax receipt.	Branch:	The Branch of the Financial Institution where your account is held. Eg. Orchard Branch.
Address:	The address where we can contact you about this GIRO and send your tax receipt.	Account Name:	The account holders name where the GIRO will be deducted.
Contact No:	Your phone number where we can contact you for enquires about this GIRO.	Account Number:	The Bank account number where the GIRO will be deducted.
Email:	Your email address where we can contact you for enquires about this GIRO.	Donation Amount:	The amount that you would like to donate each month to DAS.

#### Terms and Conditions of the GIRO

1. I/We hereby instruct you to process the Billing Organisation's instructions to debit my/our account.
2. You are entitled to reject the Billing Organisation's debit instruction if my/our account does not have sufficient funds and charge me/us a fee for this. You may also at your discretion allow the debit even if this results in an overdraft on the account and impose charge accordingly.
3. This authorisation will remain in force until terminated by your written notice sent to my/our address last known to you or upon receipt of my/our written revocation through the Billing Organisation.

Signature(s):	The signature (s) or thumbprint (s) as per your Financial Institutions records held for the account. Please note: For Thumbprints, please go to the branch with your identification.
---------------	---

Please return the completed GIRO application form to the above address or to any of our DAS Learning Centres. You will be notified by post when this GIRO arrangement is activated.  
We thank you for your kind support and generosity.





**DYSLEXIA ASSOCIATION  
OF SINGAPORE**  
HELPING DYSLEXIC PEOPLE ACHIEVE

1 Jurong West Central 2  
#05-01 Jurong Point  
Singapore 628886  
T: +65 6444 5700  
F: +65 6444 7900  
Email: info@das.org.sg

## Donation Form – GIRO Application

### PART 1: For the Applicant's Completion: (See notes about completing this form overleaf)

Billing Organisation: <b>DYSLEXIA ASSOCIATION OF SINGAPORE</b>		Date:	
Donor Details:		Donor Bank Details:	
Name:		Financial Institution:	
NRIC:		Branch:	
Address:		Account Name:	
Contact No:		Account Number:	
Email:		Donation Amount:	
<p>1. I/We hereby instruct you to process the Billing Organisation's instructions to debit my/our account.</p> <p>2. You are entitled to reject the Billing Organisation's debit instruction if my/our account does not have sufficient funds and charge me/us a fee for this. You may also at your discretion allow the debit even if this results in an overdraft on the account and impose charge accordingly.</p> <p>3. This authorisation will remain in force until terminated by your written notice sent to my/our address las known to you or upon receipt of my/our written revocation through the Billing Organisation.</p>			
Signature(s):			

### Part 2: For the Billing Organisation's Completion

Bank	Branch	Billing Organisation's Account No.	Billing Organisation's Customer Reference No.
7 3 3 9	5 0 1	8 5 4 4 1 8 0 0 1	

Bank	Branch	Account Number to be Debited	GIRO Amount
			. 0 0

### Part 3: For Financial Institution's Completion

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

This Application is hereby REJECTED (please tick) for the following reasons (s):

<input type="checkbox"/>	Signature/Thumbprint* differed from Financial Institution's records	<input type="checkbox"/>	Signature/ Thumbprint* is incomplete or unclear	<input type="checkbox"/>	Wrong Account Number
<input type="checkbox"/>	Account operated by Signature/ Thumbprint*	<input type="checkbox"/>	Amendments not countersigned by applicant	<input type="checkbox"/>	Other: _____

\* Delete where applicable

\_\_\_\_\_  
Name of Approving Officer

\_\_\_\_\_  
Authorised Signature and Stamp of Financial Institution

\_\_\_\_\_  
Date





Does your child have the following symptoms?

- ◆ Inefficient reading
- ◆ Sensitivity to light
- ◆ Seeing distortions in words
- ◆ Headaches and eye fatigue
- ◆ Problems with handwriting / copying
- ◆ Attention problems / need frequent breaks



Your child may have Irlen Syndrome, which affects 70% of dyslexics and other learning disabilities like ADHD and autism.

Irlen Syndrome is a visual perceptual problem which affects how the nervous system encodes and decodes visual information. It can affect academic and work performance, behaviour, attention and concentration.

The Irlen Method is non-invasive, using coloured overlays and filters to improve the brain's ability to process visual information. It is the only method scientifically proven to successfully correct the processing problems associated with Irlen Syndrome.

[www.irlen.com.sg](http://www.irlen.com.sg)

Tel: +65 6734 2308



We wish to thank DAS  
for their dedication to  
helping children with  
learning differences  
reach their full  
potential.



TURNING **18** THE PERFECT REASON TO CELEBRATE

JURONGPOINT  
Love the Life!

8 NOVEMBER TO 29 DECEMBER 2013  
THE PERFECT  
PLACE TO BE

*Merry all Round*

**WIN BACK UP TO 18X OF YOUR SHOPPING**

**WIN BACK YOUR SHOPPING!**  
8 November - 29 December 2013

1 lucky shopper each month will stand a chance to win back 18x the amount spent, up to a maximum of \$18,000\*!

Simply spend a minimum of \$180\* in 3 combined same-day receipts to be eligible for the draw.

SHIOKI / Extra SHIOKI Members are entitled to double the chances.

**MACARON HUGS**  
8 November - 29 December 2013

Spend a minimum of \$250\* in 4 combined same-day receipts and receive a macaron-shaped cushion!

SHIOKI / Extra SHIOKI Members only need to spend \$200\*.



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

Age: 8+ years

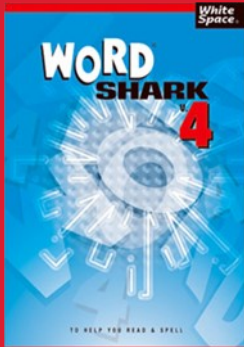
\$45.00 for single user license



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

Age: 5 – 15 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 45 carefully designed games, with over 500 topics to choose from.

Age: 5 – 16 years

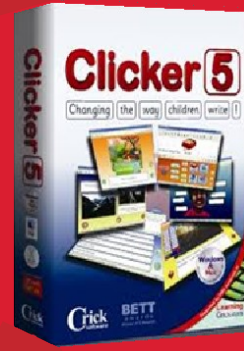
\$108.00 for single user license



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

Age: Above 12 years

\$135.00 for single user license



**Clicker 6** is an award winning literacy tool that enables students of all abilities to significantly develop their reading and writing skills.

Age: Above 5 years

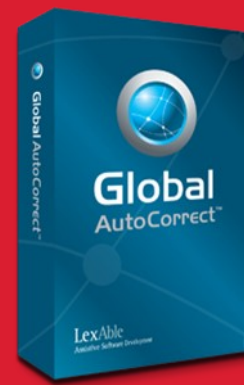
\$170.00 for single user license



**ClaroRead** is a text-to-speech software integrated closely with Microsoft Word that supports individuals struggling with reading and writing.

Age: Above 5 years

\$326.00 for single user license



**Global AutoCorrect** is a discreet software tool that assists people with literacy difficulties by automatically correcting your spelling as you type.

Age: All Ages

\$119.00 for single user license

Grab one today!

[www.dasint.org.sg/services/at-resources.html](http://www.dasint.org.sg/services/at-resources.html)

All DAS Parents will receive a 5% discount (All prices are subject to change)