

FACETS

A Publication of the Dyslexia Association of Singapore

Issue 1 — January to March 2014 MIC (P) 090/02/2014



*Celebrating the opening of our
13th Learning Centre*

FACETS

Dyslexia Association of Singapore

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

DAS Centres

Ang Mo Kio AMK	Anderson Primary School T: 6451 5582
Bedok BDK	Fengshan Primary School T: 6444 6910
Bishan BJ8	Bishan Junction 8, #06-03 T: 6250 0526
Chinatown Point CTP	Chinatown Point, #04-01 T: 6538 1658
Chua Chu Kang CCK	Blk 17, Teck Whye Lane #01-167 T: 6464 8609
Jurong Point JPT	Jurong Point, #05-01 T: 6444 5700/1
Parkway Parade PWP	Parkway Parade, #22-01/02 T: 6440 0716
Queenstown QTN	Queenstown Primary School T: 6475 9535
Rex House REX	73 Bukit Timah Road, #05-01 Rex House T 6643 9600/1
Sengkang SKG	Blk 257C Compassvale Rd, #01-545 T: 6881 2072
Tampines TPN	Blk 162,163, Tampines St 12, #01-257 T: 6786 0838
Woodlands WDL	Blk 165, Woodlands St 13, #01-567 T: 6260 0730
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Editor's Welcome Message

The start of 2014 has been both interesting and eventful for DAS. DAS continues to expand and has opened two more centres – one in Yishun and one in Chua Chu Kang. They are featured in this issue's cover story.

2014 will see DAS evolving and responding to the needs of our clients. Through the formation of the Specialised Educational Services (SES) division, DAS aims to deliver a comprehensive and holistic range of programmes for children with dyslexia and related learning differences.

Over and above the traditional emphasis on basic reading, writing and spelling instruction, we will be starting intervention earlier. Intervention is much more effective at a younger age. DAS strongly supports early intervention and has continued to expand our SES Preschool programme to support children who have literacy delay and to help prepare them for Primary One. In the words of the eminent researcher and author Joseph Torgesen, "we must catch them before they fall!"

DAS will provide additional services beyond the basic literacy programme. DAS has developed programmes to include higher order skills in terms of comprehension and composition. We are also looking into programmes for high functioning children and those who may not respond as well to a phonics-based programme.

To support our children who need help in other subject areas, DAS has started the SES Essential Maths programme and, in the past year, initiated the SES Chinese Programme and SES PSLE Exam Skills and Study Skills Programme.

SES Speech and Drama Arts programme, designed with the dyslexic child in mind, has helped students develop greater confidence and self esteem. We are also exploring Public Speaking Skills and other programmes that go beyond the academic realm.

As a mother of three children with learning differences, I can understand and empathise with the issues and struggles parents have in making it through the school year. Parenting children with learning differences is challenging and at times can be highly emotional. In this issue I share with you some of the strategies that helped me get through these times and I hope that it helps you in some way with your children.

As always, it is a pleasure to be able to bring an issue of FACETS to you. I hope there is something in this issue that interests you and that you can share with someone who may need this information. Join DAS in raising awareness about learning differences and together we can make a better future for our children.

Deborah Hewes



FACETS

CONTENTS



Fun and Features

DAS Goes to the Zoo	6
DAS at Chingay 2014	9
DAS Kids on TV—Bringing Art to the Heartlands	13
Tee up for Charity!	16
ACT TO WRITE—Creative Writing with an Edge	18
Does your Child Struggle at School	22
Wish Upon A Silver Star	23
Speech and Drama Arts	24
DAS on Channel 8—Frontline	26
We are on Board the Care and Share Movement	27
Reflections on SENIA—2014	28

Applause

Raising Awareness of Dyslexia in Singapore	32
Keshvinn—My Learning Journey with DAS	34
Kesh Takes It a Notch Higher	35
Top Grades for Maths	36
DAS—Where a Meaningful Career Begins	38

Cover Story

Celebrating the Opening of our 13th Learning Centre	44
Rosila, our Artist Up Close	48

CONTENTS

Page



Education Exchange

Occupational Therapy Research Study 50

Singapore Maths Word Problems: Looking for a "Magic Bullet" 52

Accommodating Students with Dyslexia 56

Dear Parents: Tips on Supporting Your Child at Home 62

Specialised Educational Services (SES) 64

SES Speech and Drama Arts Programme 65

SES Essential Maths Programme 66

SES Exam and Study Skills Programme 67

SES Bridging Programme 68

SES Chinese Programme 69

SES Specialist Tuition 70

SES Preschool Programme 71

SES Speech and Language Therapy 72

SES Occupational Therapy 73

DAS Launches Its First Journal 74



Talks and Tips

Smooth Talking Workshop 76

Act to Write Workshop 77

Social Skills Workshop 78

DAS Academy Courses and Workshops 80

Student Gallery

DAS Writers Corner 84

Student Artwork 88





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

Dear Friends

I am Jia Jia and I have dyslexia. I go to DAS so
that they help me to learn better.
I love DAS! Please help other kids who don't
have enough money to come to DAS.

Thank you.

Jia Jia



how YOU can HELP

Make a difference to the lives 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



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE



Fun & Features





DAS goes to the Zoo

By Gopalakrishnan Givanandam
DAS Centre Manager

Chua Chu Kang and Chinatown Point Learning Centres

The Adventure Begins Here... was the tagline for an event that was organised for DAS students at the Singapore Zoo on 7 December 2013.

It was a lovely day in which some 62 primary school students and volunteers embarked on an adventure at the Singapore Zoo.



To gear them up for the "adventure", the students received goodie bags, a colourful t-shirt and lunch. Volunteers from the National Institute of Education (NIE), DAS, DAS Alumni and Parents Support Group had fun taking care of the students and helping out during the event. NIE volunteers guided the students through the Zoo and shared knowledge of wildlife and the habitat through informative games.

After going through challenging and fun games organised by the volunteers, the students had a chance to laugh their hearts out at the cute antics of the animals in the Animal Show.

DAS would like to thank our partners in making this an unforgettable event for the students, and we look forward to more of such collaborations in future.





Chingay 2014

Fri 7-Sat 8 Feb 2014

COLOURS OF FABRIC, ONE PEOPLE
布海同心



DAS at Chingay 2014!

by Emilyn See, Stephanie Yeo and Nurliyana
Educational Therapists
Tampines Learning Centre

Thanks to the North-East Community Development Council (CDC), 17 bursary students and their parents, along with five staff members from Tampines Learning Centre, were able to enjoy the Chingay Parade at the F1 pit building on 7 February.

The students were really excited as they eagerly waited for their bus to take them to the parade. The bus journey to Chingay was a quiet one. However, this changed once we were seated and the parade began. The students quickly warmed up to each other as they enjoyed the performances.

Students, parents and our staff enjoyed themselves throughout the evening. Some of the highlights of the event included a beautiful ballet performance, a spectacular dragon dance and

fire performance, impressive parade of floats and remote-controlled kites. The finale was a breathtaking display of fireworks and confetti that left everyone in awe.

Everyone returned home with a balloon sculpture, a goodie bag and the memory of a wonderful night. It was truly an eye-opening experience for





*"I felt happy. My favourite parts were the flying horses, ballerinas and the very super long dragon!"
- Lim Han Yee, Primary 3*



everyone!

"The Chingay was good. I enjoyed myself and my favourite part was the fireworks."

- Lim Izz, Primary 6

"I feel happy because I got to watch Chingay live. My favourite part was the fireworks and the dragon dance with the fire."



Name: Benjamin Class: 7 Date: 7/ Feb/2014
 ON February 7/2014, MY mother accompanied me to the chingay parade with other DAS students. I was very excited about the parade because it is my first time. All of us took a bus there. There were a lot of people when we arrive. My favourite show was the lion dance and the dragon dance. There were many different culture dances. Everyone got a goody bag with many cool things inside. I hope to go again next year. Thank you DAS.
 The End!



Hosted by well-known celebrities

李国煌 (Mark Lee) / 有懿 (You Yi),
邻邻艺计划 (My HeARTland Carnival) promises to be
an "arty farty" party for old and young to enjoy.

Featuring: **Tan Sock Fong- Glass Art Installation**

When: **22 December (Sunday), 6pm**

Where: **Chua Chu Kang Community Centre**

Who: **For all ages**



MY HEARTLAND CARNIVAL

<http://video.xin.msn.com/watch/video/episode-4/2ege2rzsnn>

Telecast Period: 25/01/14 - 29/03/14





DAS kids on TV!

Bringing Arts to the Heartland

By Kristy Wong
Publicity and Publications Officer

“Lights, camera, action!”

Some 17 students from DAS had the privilege of participating in the filming of “My HeARTland Carnival”, a Channel 8 production that aims to bring the arts to Singapore heartlanders. The episode which DAS was invited to participate in was initiated by the programme’s producer, Zhu Yanling and a famous local glass artist, Tan Sock Fong.

The programme focused on Sock Fong and DAS students coming together to create a two metre tall glass sculpture that would be installed at Chua Chu Kang (CCK) Community Club.

Filming Day One – December 18

Despite the blazing hot and humid weather in the morning, Raphael Lee, 10 and Sheffey Lim, 11 were spotted going around the Chua Chu Kang

neighbourhood with happy smiles promoting My HeARTland Carnival. Accompanied by the programme host You Yi, the trio made their way to coffee shops and sidewalks to encourage Chua Chu Kang residents to join in the unveiling of the glass artwork on December 20, 2013.



At noon, Raphael and Sheffey were joined by another 14 DAS students at Jurong Point Learning

Centre. Led by DAS Senior Educational Therapist, Jeanne Tan and assisted by DAS Academy Senior Lecturer Albert Lee, the chatty and cheery students got their hands into paint and paper, producing beautiful artworks of banyan trees. After that, the glass artist Sock Fong began teaching the students on how to create the art pieces for the glass sculpture.



Filming Day Two – December 20

The DAS students, along with their parents, arrived in Chua Chu Kang Community Club in the afternoon, looking chirpy and excited. This day the glass sculpture will be presented to the public!



While Sock Fong and her helpers set up the glass sculpture, the DAS students were given the decorative parts of the glass sculpture, shaped like flowers, and asked to draw designs on the "petals". They were separated into groups and each group came up with their own creative design.

Towards the evening as the time for unveiling the glass sculpture drew near, the students placed the creative "flower petals" on the glass sculpture. Together with the Chua Chu Kang residents who turned up to watch the live filming

of the programme, the DAS students clapped and cheered as the colourful sculpture lights were switched on.

DAS favourite mini-spokesperson Dr Jiajia also made a special guest appearance and performed "Somewhere Over the Rainbow" on his ukulele after the unveiling of the glass



sculpture. The Chua Chu Kang public enjoyed his performance tremendously.

"I really enjoyed the creation process of the glass sculpture," said Raphael. "I learned the importance of teamwork and that every little bit of help from everyone counts. Together, we can make it happen."

The evening ended with Channel 8 interviewing some of the residents and DAS students and parents.



Special Thanks

We would like to thank the following people for giving their time to help out in this filming event:

Special Guest
Dr Jiajia

DAS Students
Sheffey Lim, Anson Cha, Rachel Ann Lau, Raphael Lee, Mark Ho, Lim Izz, Eirene Tan, Nadiya Melissa Madden, Jeevan Minachisundrum, Bryan Teo, Bevan Quek, Leslie Lim, Charisse, Tricia Lim, Sara Laws, Li Jiayi

DAS Staff
Jeanne Tan, Albert Lee and Alicia Thia and Kristy Wong



About the Programme

My HeARTland Carnival is a Mediacorp Channel 8 production that aims to bring the arts into Singapore's heartlands. The programme is hosted by Mark Lee and You Yi and airs every Saturday at 10.30pm.

Tee up for Charity



By Jacqueline Song
Senior Fundraising Officer

More than 120 golfers took the to the greens at the National Service Resort & Country Club on 7 February to do something good, while having fun!

The Goofy Golf founder, Mr Dick Lee, together with their group of regular golfers became members of National Service Resort Country Club in 1999. Since then, the group's membership of a mere 20 golfers has grown to more than 120 today!

In 2011, they started organising their annual social golfing event during Chinese New Year when most of their overseas members return home for the festive period. They took this opportunity to include a fundraising effort in raising donations for a good cause!

The Alzheimer's Disease Association was their first adopted beneficiary for two years running. In 2013, \$18,000 was raised for Villa Francis Home of the Aged.

In their continued efforts, DAS is honored to be their adopted beneficiary for 2014. Funds were raised during the Chinese New Year Lo Hei dinner at Jumbo Seafood Restaurant in the National Service Resort Country Club. The generosity of the participants helped to raise more than \$40,000 for DAS.



The organisers of the event have dedicated these funds in support of DAS students from lower-income families.

The Goofy Golf Group aspires to continue with this annual charity event to help raise funds for the underprivileged in Singapore. They believe that together as a team, they can make a difference in someone's life.

DAS would like to thank all the participants who came and supported the 2014 Goofy Golf Charity event and donated generously. The generous support of individuals like these makes it possible for DAS to continue in its mission to assist those who need financial support to continue their learning journey at DAS.





ACT TO WRITE

Creative Writing with an Edge

By Nicole Chua
Senior Educational Therapist
SES Language Arts Coordinator
Yishun Learning Centre

March holidays came and went so quickly! Thinking of better ways to keep your child occupied during the long June school holidays? Check out the quality workshops provided by DAS Specialised Educational Services for a fun-filled holiday.



DAS Specialised Educational Services (SES) launched its first two-day Creative Writing Workshop **ACT TO WRITE** from 18 to 19 March at the Sengkang Learning Centre.

ACT TO WRITE workshop targets the specific needs of young writers who require help in expressing themselves through writing. This unique workshop was developed from our the years of experience of teaching writing to children with specific learning needs.

ACT TO WRITE is a skill-based and problem-focused workshop. One of the many talents our children possess is the creative ideas they have for a story. However, they can be limited by the language that they can use to make their ideas vivid on the page. Some children may not understand the purpose of injecting 'drama' into their story; where everyday figurative language is derived from.

Our workshop writing theme was 'Fear and Haunted House'. The two objectives of the workshop were to teach children how to describe a character experiencing fear using figurative language and to teach children how to describe a scary scene using their five senses; sight, smell, hearing, taste and touch.

ACT TO WRITE makes use of acting as a bridging tool to teach students how colourful language comes about and how they can create their own. Our children learn how to create their very own phrases from watching how their friends and teachers express themselves when acting out an emotion such as fear.





Additionally, our children had the experience of the 'Imaginary Walk' where they took photographs of everyday objects and used them to describe a scene. An example of this was the red storeroom door in a carpark at Sengkang.



The photograph was cleverly taken by our participant Layan, 13, who made an ordinary door look like a dungeon that locked in frightened children. Another interesting photograph was of spilled chocolate milk along the road. However, the children compared it to a pool of splattered blood while some others thought it was more like a dried brown blood stain. These interesting phrases were used to write out a paragraph that described the surroundings of the haunted house later in the day.

After the children had experienced their imaginary walk, it was time to apply what they knew. During the 'ACT OUT' period, they were given vivid scenes of scary settings and had to prepare props to re-enact their given scene. By doing so, children began to understand that words are the result of images that writers create in their minds.

This was only part of the many activities that our children took part in during the two-day workshop. Our writing workshop is vastly different from the rest because the children we teach are different. The next **ACT TO WRITE** workshop will be during the June Holidays and we are coming to the East! Lock in these dates now!



ACT TO WRITE June School Holidays

ACT TO WRITE 2 for P5 & P6

Theme: Anger (Emotion) The Fire (Setting)
Date: 5 & 6 June 2014 (Thursday & Friday)
Time: 10am – 3pm

ACT TO WRITE for P3 & P4

Theme: Fear (Emotion) Haunted House (Setting)
Date: 2 & 3 June 2014 (Monday & Tuesday)
Time: 10am – 3pm

Venue: Parkway Parade Learning Centre

Contact: Nicole@das.org.sg
Phone: 9451 5582



ACT TO WRITE Creative Writing with an Edge

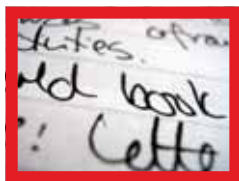




DOES YOUR CHILD STRUGGLE IN SCHOOL?



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
11.00am to 5.00pm	11.00am to 5.00pm	11.00am to 5.00pm	11.00am to 5.00pm
Tampines Regional Library 31 Tampines Ave 7 Singapore 529620	Woodlands Regional Library 900 South Woodlands Drive #01-03 Woodlands Civic Centre Singapore 730900	Jurong Regional Library 21 Jurong East Central 1 Singapore 609732	DAS Chinatown Point Learning Centre 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.



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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.

Wish Upon A Silver Star



Amidst our daily work routine, the staff from Tampines Learning Centre got together as a team to fold 1,000 stars in conjunction with the Wish Upon A Silver Star 2013, jointly organised by North East CDC and NTUC Fairprice Foundation.

A dollar would be donated for every 10 stars folded, contributing to the targeted amount of \$100,000 to help needy elderly residents in the North East.

By Halimah Yahaya
Educational Therapist
Tampines Learning Centre

This effort saw the best in our colleagues as those who have never folded stars came forward to learn and help contribute as best they could.

It is our wish that the residents greatly benefit from this project.



Pictured from left to right: Stephanie, Rahayu, Siti Asjamiah and Nurliyana

Speech and Drama Arts!

Specialised Educational Services

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

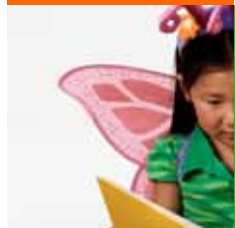
Enhance concentration skills

And above all have

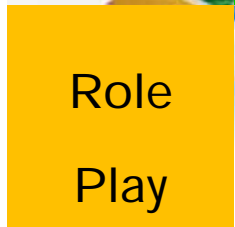
FUN!



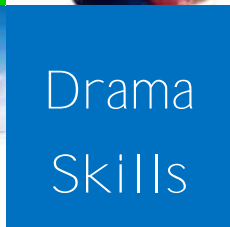
Dramatic
Play



Improvisation



Role
Play



Drama
Skills



Social
Skills



Confidence
Building



Language
Skills



Imagination



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Enquiries and Registration

Pushpaa: 6250 0526

For Primary School Students only

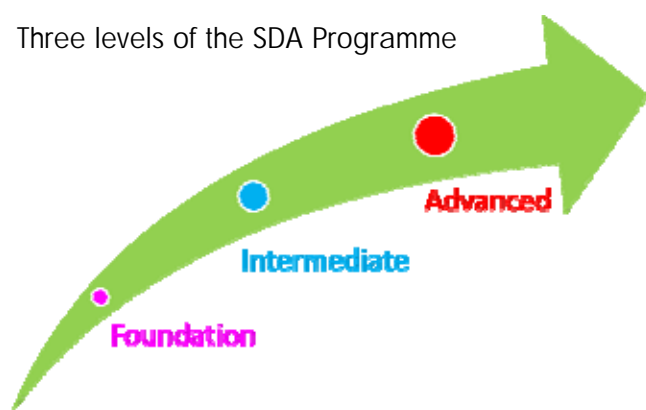
SPEECH AND DRAMA ARTS

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"

"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 for the public"

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



By Wee Yen Lynn
Publicity and Publications Officer

The staff of the Dyslexia Association of Singapore (DAS) have become mini celebrities among their friends and families with the recent slew of interviews and events that were featured on TV recently.

Experiencing her first television interview with Mediacorp's FRONTLINE is our Preschool Programme Manager, Ms Kah Lai, who spoke fluently in Chinese about the difficulties faced by young children with dyslexia. Emphasising the importance of early intervention, she pointed out that children learn faster when they are young and hence should be exposed to language learning techniques at an early age.



Our Chief Operating Officer, Mr Lee Siang, also had his turn with the camera and touched on topics such as the problems that students with dyslexia face, especially in school, as well as the support that the government provides.



On a positive note, Mr. Lee Siang pointed out that the public awareness of dyslexia has been increasing over the years and parents are now more accepting of their child's unique gifts. As DAS continues to progress and expand, Mr. Lee Siang truly hopes to reach out to more people with dyslexia and help them to achieve.

Mediacorp's FRONTLINE airs on Channel 8 every Friday at 8.00pm with repeat telecasts on Sundays at 11.30pm and Tuesdays at 1.30pm and it focuses on the current issues that Singaporeans face.

You can watch this episode that features DAS online at Channel 8 Catchup TV at this link:
video.xin.msn.com/browse/tv/show?tag=frontline+2013



A movement supported by over 200 voluntary welfare organisations



WE ARE ON BOARD THE CARE AND SHARE MOVEMENT

By Jacqueline Song
Senior Fundraising Officer

The Care & Share Movement is an initiative by the National Council of Social Service from 1 December 2013 to 31 December 2014 to mobilise Singaporeans to contribute to worthwhile causes and to give a big push to social services for the needy as Singapore approaches its 50th year of independence in 2015. This movement is dedicated to bringing to the nation together to show care and concern for the needy.

We are happy to announce that DAS is one of the Voluntary Welfare Organisations on board this movement and we encourage you to share this good news with your friends and loved ones.

The \$1 for \$1 matching grant by the Government is a very meaningful gift for the social service sector. It provides us with a good opportunity to serve the emerging and future needs of Singaporeans

Please join us in this meaningful movement to bring hope to the less-privileged and supporting critical services for the needy in our community. Every dollar donated to the DAS will be matched under The National

**DONATE
TO DAS**
[www.das.org.sg/
donate-to-das](http://www.das.org.sg/donate-to-das)

Care & Share


**RUN-UP TO
SINGAPORE'S
50TH
BIRTHDAY
IN 2015!**

**BOOST THE
CAPABILITY & CAPACITY
OF SOCIAL SERVICES**





Reflections on SENIA 2014

By Dr. Louise McCauley
Educational Psychologist

It is always an honour to be invited to speak at a conference, and even more so at a conference which has moved up the ranks in terms of prestige over the past few years.

SENIA – Special Education Network in Asia - is an organisation that advocates for children who have special needs across Asia. The 2014 conference was held at United World College of South East Asia (UWCSEA) East Campus in Singapore, and was fantastically organised by a team of dedicated people, who I have no doubt worked tirelessly to ensure that it all ran smoothly.

The speakers were top class (no bias here!), and the reports from the delegates were only positive. The conference was attended by a mixture of parents and professionals from different organisations across Asia, as well as from further afield. Teachers, doctors, psychologists and speech and language therapists all attended with the aim of networking, sharing good practice and evidence-based research and of course....chatting and catching up with colleagues in a relaxed and 'work free' environment.

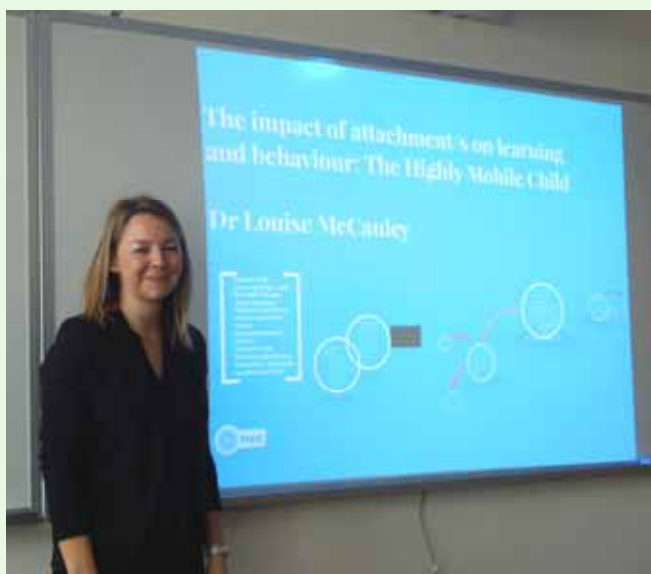
The SENIA group was key in ensuring that the achievements of professionals and children who have been instrumental in advocating for young people with Special Education Needs in the region were celebrated.

Awards were presented to professionals, and one very special little girl was presented with the



International Student SENIA award. Celeste Palmer, a grade 6 student, who is studying in Beijing, stood on the stage and talked to a conference hall of adults with confidence and grace. I do not think that there was a dry eye in

the audience. It is children like Celeste who remind us why we do what we do, and that our aim – no matter where we work or what we do – is to advocate for children and to ensure that they will be supported to be happy and healthy, build resilience and reach their full potential.



For me, where a work-life balance does not always exist, often feeling a bit like being in a 'hamster wheel,' it was an invaluable opportunity to stop, listen, take stock and remind myself that the work that we do can make such a difference in a child's life.



Being seated with so many people who share a similar vision was inspirational. It was a bit like putting fuel into a car and having an oil change! I left the SENIA conference feeling revitalised and excited about what the year ahead will bring.

It also reminded me that we are the only ones who have control over the ways in which we work and what we do. It is up to us to ensure that we are always ethical, professional and up to date with research and practice. We need to continue to develop and grow and ensure that we lean on each other for support and guidance.

It is not only the children with whom we work that need to be supported... we do too. The value of this conference to all who attended was clear, and I look forward to attending the conference again next year.

www.senia.asia



MY INNER WORLD

A CELEBRATION OF DYSLLEXIC MINDS



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.

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



Applause



Congratulations Surjati Raising Awareness of Dyslexia in Singapore

By Fanny Foo
Director of Learning Centres
and Outreach

Surjati was nominated for the SENIA Advocacy award due to her dedication and hard work in outreach efforts for the Dyslexia Association of Singapore (DAS).

In 2013, together with the DAS outreach team, she has conducted more than 50 dyslexia awareness talks and computerised screenings which has helped in the diagnosis of dyslexia for many students. This outreach activity has meant that the team have reached more than 2,500 teachers, 1,100 students and 800 parents.

Although, the DAS outreach efforts are a combined effort from a committed team, Surjati is able to work together with her colleagues and direct them to achieve the objectives the team has set.

In 2014, the Outreach Team will be working closely with the National Library Board to reach out to more public participants to help identify more children with learning differences.

See page 22 for awareness talks and computerised screenings that will be held in libraries this year.

DAS Outreach 2013



50 Awareness Talks and
Computerised Screenings





The SENIA Board recognizes
Surjati Soekraman
 as an Honorary Award Winner of the
2014 SENIA Advocacy Award
 for fulfilling SENIA's mission to raise awareness of
 and advocate for special needs in Asia

Awarded at the SENIA 12 Conference at United World College, East Campus in Singapore

[Signatures of SENIA Board Members]
 SENIA Board Members
 Matt Barker, Lori Boll, Catherine Deen, Tanya Farrol, Amy Narayan, Ericson Perez, Noel Simon

February 28, 2014
 Date

Testimonial for Surjati

"I have thoroughly enjoyed the working relationship that our school has with DAS Tampines Learning Centre, especially because of your Centre Manager, Surjati Soekraman, who has been so helpful. Surjati is to be commended for her outstanding work. We have been working with Surjati since 2011. We have invited DAS to conduct several programmes such as:

- ◆ Computerised Screening 2012 and 2013
- ◆ Awareness Talk for Parents 2013
- ◆ Awareness Talk for Teachers 2013

There have been two occasions where I requested Surjati to come down to school to brief parents on the DAS programme and bursary application. She agreed and did not hesitate to come down. The school had difficulties in persuading parents to refer their child for DAS programmes. Surjati was able to convince them to proceed with the referral. She delivered such heartfelt and sincere sharing which assisted in the referral.

She has also offered one-to-one Computerised Screening Results consultation for parents in DAS Tampines Centre. It was difficult to get parents to attend a mass consultation in school therefore Surjati is very accommodating in allowing parents to come down to DAS Tampines at their own free time. So far, 10 parents have been to DAS Tampines for a personal consultation.

I very much appreciate all the work that Surjati has done to help with parent enquiries and applications. I could feel her sincerity and willingness to help parents and dyslexic pupils. Our close working relationship has made me feel proud because I could contribute to DAS mission of helping dyslexic people achieve.

It has been a great pleasure to work with DAS Tampines and Surjati. Continue doing what you do!!"

- Azlina Binte Abdul Ghani,
 AED of Junyuan Primary School

MY learning journey with DAS

I came to DAS when I was in Primary 2 and at first I thought Dyslexia meant that there was something wrong with me, but when I met all the other dyslexic people in my class and all the new friends I made, I felt special. I wasn't different the way I thought I was. The thing I learned the most is how to truly express myself. When I started I was afraid and sad but now I am happy with all the new friends and all the teachers that have taught me. I am a better me for a better tomorrow.

I remember going to school for my N level exams, I remember it quite clearly. I was as nervous as a person could be. My fate was literally in this exam and when I got my N level results, I was more shocked than anyone for the fact that I was one of 2 people in my school that got A1 in English. This took some time to process. I mainly prepared for my exams by reading. I read everyday as I love to read. This really built up my grammar and vocabulary. I also watched a lot of movies and I listened to speech patterns while learning from them. From this I gained my fluency in my oral. But English is not a language you can develop overnight, it takes a long time to develop your own speech skills as well as your own answering techniques.

I aspire to be a lawyer as I want to uphold justice and use my speaking skills to argue and battle in court. I believe this will be a hard journey, but I am willing to reach my end goal of being a lawyer. And maybe someday be a judge!

Keshvinn Naidu



Keshvinn with Karen Wong his DAS Senior Educational Therapist from Bedok Learning Centre



Kesh takes it a notch higher

Achieving an 'A1' for GCE N level English!

Karen Wong Tsing Tsing
Senior Educational Therapist
Bedok Learning Centre

Keshvinn was in primary school when he first joined Bedok DAS Learning Centre. He has always been a polite and cheerful boy and got along well with his friends. When he was young, toys like 'Spiderman' and 'Lego Bionicle' had been his passion. I recall the days when he used to enthusiastically lug along his toys to DAS classes to show his friends and I and he would chatter animatedly about them while waiting for DAS lessons to start. Soon, he outgrew these in his teens and other passions like finger boarding and skate boarding took over.

Never missing a day of DAS classes, Keshvinn always had a positive attitude towards tasks assigned to him and this attitude saw him through his studies. His parents have also been extremely supportive and active in attending parent-teacher meet-ups over the years. In class, Keshvinn never failed to ask for clarification when in doubt and asked interesting questions that challenged his intellect. His love of language also helped. Keshvinn is gifted with a wonderful imagination but writing was a tedious task for him as the physical act of writing used to tire him. However, it has been persistently ingrained in him to write since young, and this helped give him a head start in school life.

Keshvinn did very well in his recent GCE N level examinations and achieved 'A1' in his English Paper. Well done Keshvinn!

Keshvinn is currently studying for his GCE O levels at Ping Yi Secondary. As Kesh continues to work hard for his dreams, we wish him all the best in his future undertakings!

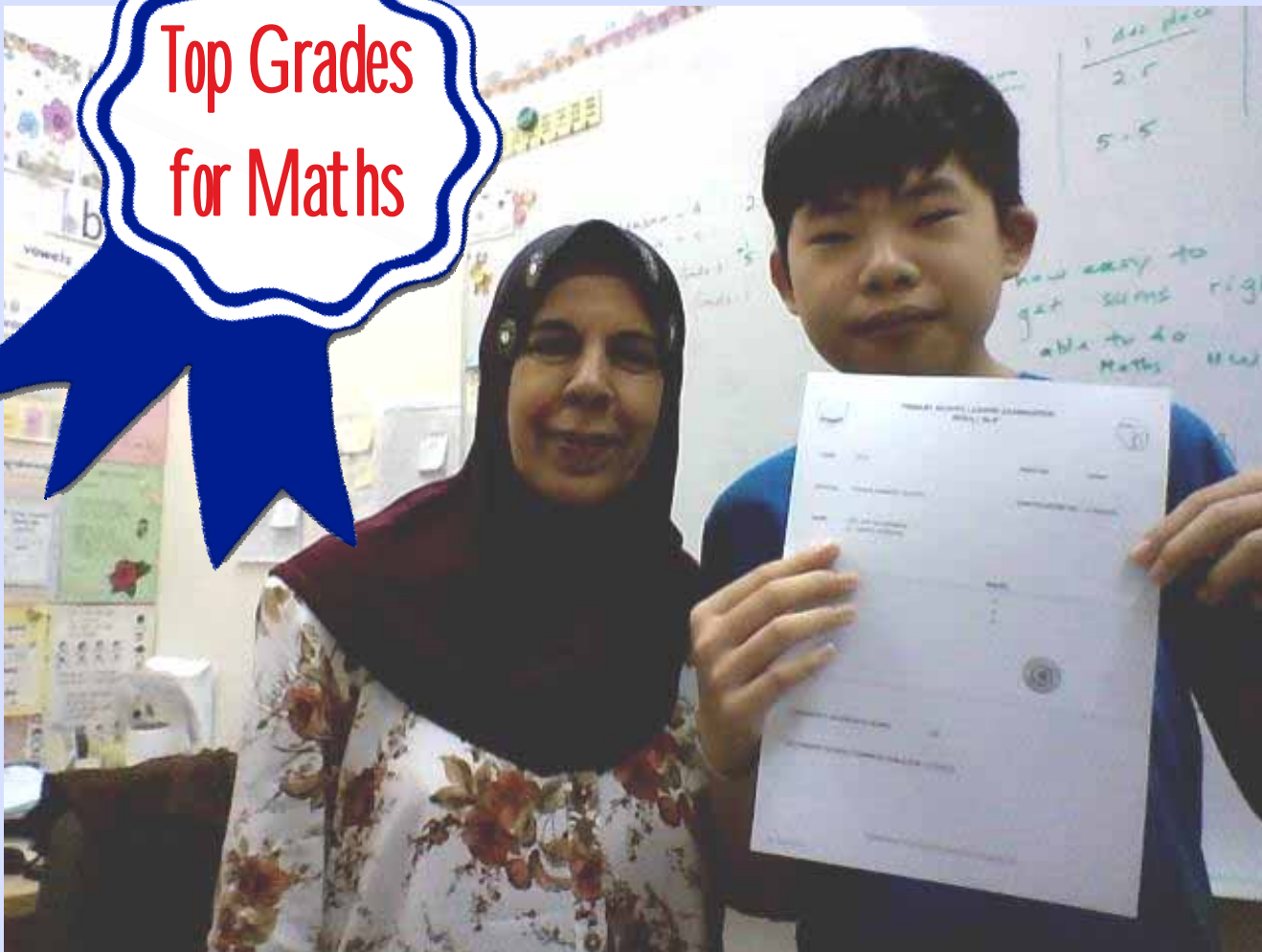
Parents play a vital role in their child's development. Keshvinn's parents reflect on how they supported their son in his successful learning journey in the letter below.

As parents we continued to push Keshvinn to the limit and challenge him. Constant reminders certainly helped him a lot but that means as parents, we repeated the same thing over and over again but it did help. We worked closely with his school teachers to ensure he wasn't dipping with his study and when he did that was a warning alarm for us and Keshvinn to pick up his act. We would like to share our tips to support your child:

Be patient, firm, forgiving and consistent to see your child down the path of success. It was frustrating many times but it paid off.

We are very proud parents of Keshvinn!

Top Grades for Maths



Congratulations to Henson

Standard Maths A at PSLE 2013

By Aishah Abdullah (Albel)*
Senior Educational Therapist
SES Maths Core Team
Bishan Learning Centre

Henson Lee started DAS Maths intervention with me in Term 3 at Bishan Learning Centre in 2012 after he failed his Mathematics in the Primary 4 mid-year examinations at school.

As he began to immerse himself in the Concrete, Representational and Abstract strategies that are used in DAS Maths lessons, he became more alert to applying these strategies when working out the complex sums that he faced in school workbooks, worksheets and assessment papers.

Henson now enjoys solving maths problems and said, "I am better able to picture and connect the information in word problems; then write out the right strategy, e.g., draw a model, branch out, make a list or work backwards to correctly arrive at the answer. When a method does not work, I will quickly change to another plan. I find solving Maths problems so interesting and fun now."

Through sheer determination and willpower he has confidently handled his math problems and has improved tremendously. Like a captain at the steering wheel he powered himself to his goal – to obtain an 'A' at PSLE Standard Maths.

Sweet success awaited him. On 23 November 2013, Henson humbly walked into my maths class with his PSLE result sheet. "Ms Albel, I scored an 'A' for Maths," he said gently. I couldn't have been more proud of my student for achieving his goal.

Henson is now attending a Secondary 1 Express class at Naval Base Secondary School.

Well done, Henson!

** Turn to page 52 to see how Albel teaches Maths in an article where she shares her experiences at SENIA 2014*

PRIMARY SCHOOL LEAVING EXAMINATION
RESULT SLIP

YEAR: 2013 INDEX NO.: 064647

SCHOOL:

NAME: LEE JUN KAI HENSON
(LI JUNKAI HENSON)

NAME LEE JUN KAI HENSON
(LI JUNKAI HENSON)

SUBJECT	GRADE
ENGLISH LANGUAGE +	B
MATHEMATICS +	A
SCIENCE +	B

"Ms Albel has taught me to picture and connect the information in word problems; then write out the right strategy, e.g., draw a model, branch out, make a list or work backwards to correctly arrive at the answer. When a method does not work, I will quickly change to another plan. I find solving Maths problems so interesting and fun now."

- Henson Lee

MINISTRY OF EDUCATION
REPUBLIC OF SINGAPORE

PRIMARY SCHOOL LEAVING EXAMINATION CERTIFICATE

This certifies that the candidate named below sat the Primary School Leaving Examination conducted by the Ministry of Education, Singapore and the Singapore Examinations and Assessment Board and obtained the following results:

YEAR OF EXAM: 2013
CANDIDATE: GEORGINA ONG RUN YI
IDENTIFICATION NO.:
SCHOOL:
INDEX NO.:
SUBJECT:

YEAR OF EXAM 2013
CANDIDATE GEORGINA ONG RUN YI
王润怡 (WANG RUNYI GEORGINA)
IDENTIFICATION NO.:
SCHOOL MEE TOH SCHOOL
INDEX NO. 39538A

SUBJECT	GRADE
FOUNDATION CHINESE +	1
FOUNDATION ENGLISH +	2
FOUNDATION MATHEMATICS +	1
FOUNDATION SCIENCE +	2

Congratulations to Georgina
Foundation Maths Grade 1 result at PSLE 2013



Georgina Ong Run Yi was channelled to do Foundation Maths in her PSLE year - 2013, after she had performed poorly in the Primary 5 Semester school exams.

Georgina is a sprightly, bubbly teenager and she worked hand in hand with me in understanding all the Maths concepts, applying meaningful strategies to correctly work out the sums. She found learning Maths enjoyable and a fun experience.

Said Georgina, "Wow, this sum looks so hard. But it is so easy to work out."

I often told Georgina that she was capable of obtaining a Grade 1 at PSLE Maths. Her confidence rose and she worked conscientiously, determined to achieve the 'unattainable'.

Her dream came true. When the PSLE results were released, she screamed out with whoops of joy, "Ms Albel, I've got Grade 1 for Maths."

Georgina Ong was eligible for the NA stream at secondary school. However she decided that she could perform better being in the NT stream and is now attending a Sec 1 NT class at Greendale Secondary School. Keep working hard at Maths, Georgina!

Well done, Georgina!



DYSLEXIA ASSOCIATION OF SINGAPORE

HELPING DYSLEXIC PEOPLE ACHIEVE

Where a Meaningful Career Begins

By Nurul 'Asyiqin
Human Resources Officer

In the job market, it is not just the jobseekers who have to stand out – organisations have to make themselves known as well.

At DAS, we seek to promote a happy, fair and open workplace, where staff can thrive while undertaking meaningful, professional work. While we strive to fulfil our mission of helping dyslexic people achieve, we place emphasis as well on the development of our core asset – our staff.

Why join DAS?

Potential for organisational growth

While the DAS provides support for over 2,600 students, it is estimated that there are 23,000 students from preschool to secondary school with dyslexia severe enough to warrant intervention. The DAS is therefore 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.

Commitment to fair employment practices

In 2013, DAS signed the Tripartite Alliance for Fair Employment Practices (TAFEP) pledge, signifying our commitment to foster an inclusive workplace and adopt fair employment practices. We strive to give employees equal employment opportunities, rewards according to merit, and fair and respectful treatment.

Need more reasons? Here's what our staff have to say about DAS!



DAS Staff development day at Marina Barrage—Let's go fly a kite!



Nick John Pajo
Student Service
Assistant
joined DAS in 2013

DAS is an "organisation with a heart", aiming to provide exceptional service to children who need support from a trusted organisation. Thus, it was without hesitation that I accepted the job offer from DAS.

I knew before I joined the organisation that this job is for me. Though my current jobscope involves mostly administrative tasks, I believe that there are opportunities available to me to try new things within the organisation and to put into practice what I've learned as a Psychology graduate. In fact, everyday is a unique day to look forward to in terms of learning. You learn how to listen and establish rapport with the students; with that you gain their trust, which is necessary in this line of work. These opportunities, together with supportive colleagues, motivate me to go to work every day.



Clement Nah
Head of IT
re-joined DAS in 2009

Being in the IT branch, I am involved in making things possible through the use of technology. The experience in itself is rewarding. But the factor that pulled me back to join DAS again was the management and colleagues in the organisation. They play a part in creating a nice environment to work in which makes working here enjoyable.

"DAS is an
organisation with
a heart"



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

Where a Meaningful Career Begins



**Roslan
bin Mohamed Saad**
Senior Educational
Therapist
re-joined DAS in 2013

My passion for helping students with learning difficulties and my years of teaching experience proved too strong for it to be extinguished. I left DAS for a social organisation with a great desire to help the community at large.

However, while serving the larger community in various aspects is noble, I realised that my love, expertise and career are truly in the field of education.

With this strong calling, I decided to come back to DAS. The many opportunities presented to me as an educational therapist in interacting with parents, guiding my students in their school work and overall self-being, provide me with a great sense of satisfaction.

With many happy years of teaching in mainstream schools and with DAS, I feel there are so much more teaching skills and strategies that I have yet to learn. I am most happy too to share ideas and experiences with colleagues and continue to contribute to DAS as much as I can. As always, DAS, as a fast growing organisation, offers many exciting projects for staff to take on. One of which is the teaching-project with the Jamiyah Children's Home, which I hope to be a part of.

For me, regardless of one's designation and post of responsibility, when the lives and future of students are entrusted to me, I will execute my duties to the best of my ability and at the highest professional level.

Perhaps, the secret to my staying happy and devoted to teaching all these years is the sincerity that one must have in guiding and moulding students under their charge. This way one will have a very meaningful and satisfying career.



Tey Ching Ching
Head of Logistics
reaching 18 years of
service with DAS

Although this is my 18th year working in DAS, I feel I am still learning and handling new things most of the time. As DAS expands and there is an increasing need to better meet our stakeholders' expectations, it gives me the opportunity to continue learning and to cope with demands and changes. In fact, with the busy work scheduling, there is never a dull moment!

What motivates me to work here all these years? The opportunities for learning and development. More importantly, I feel I have 'blend-in' with the way of operations and have fostered pleasant working relationships with both internal and external colleagues.

Some 'pearls of wisdom' for my fellow colleagues – do the best that you can. Nobody here belongs to the "Fantastic 4", everyone has a part to play. And sometimes we may need to go the extra mile and do more than what is needed, not for merits but for the sake of our colleagues.

**"DAS is a fast growing
organisation which offers
many exciting projects for
staff to take on."**



Kharyati Khamsani
Office Manager &
PA to General
Management
reaching 18 years of
service with DAS

Working in DAS provides me with the opportunity to be part of a meaningful organisation.

I still remember the early years – learning about dyslexia and then explaining to the parents were indeed eye-opening for me. It made me realised the mission of this organisation, and the significant role that we play in educating the public and helping the students.

It is heartening to receive positive feedback from parents regarding their children's progress; all this is a testament that the teachings at DAS work and we are making a difference to these students.

Over the years, I've had the experience of organising various events like flag day, staff events, and charity dinners. This is another highlight for me, to see everyone participating and bonding together as a family. Even my own family enjoys being part of these events!

Some words of advice for my colleagues - always remember that your actions will reflect on yourself and the organisation. Do your best, remain humble and be honest in your work, as these will be recognised. I'm proud to be part of DAS and I hope you will be too.

POSITIONS AVAILABLE

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

Career opportunities are currently available:

- ◆ Registered Psychologist
- ◆ Trainee Educational Therapists
- ◆ Sessional Educational Therapists
- ◆ Preschool Teachers
- ◆ Publicity and Publications Officer



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

Dyslexia Association of Singapore

www.facebook.com/dysSG

DAS Academy Ltd

www.facebook.com/dasacademy

DAS International Services

www.facebook.com/dasinternational

DAS Student Alumni

www.facebook.com/DasStudentAlumni

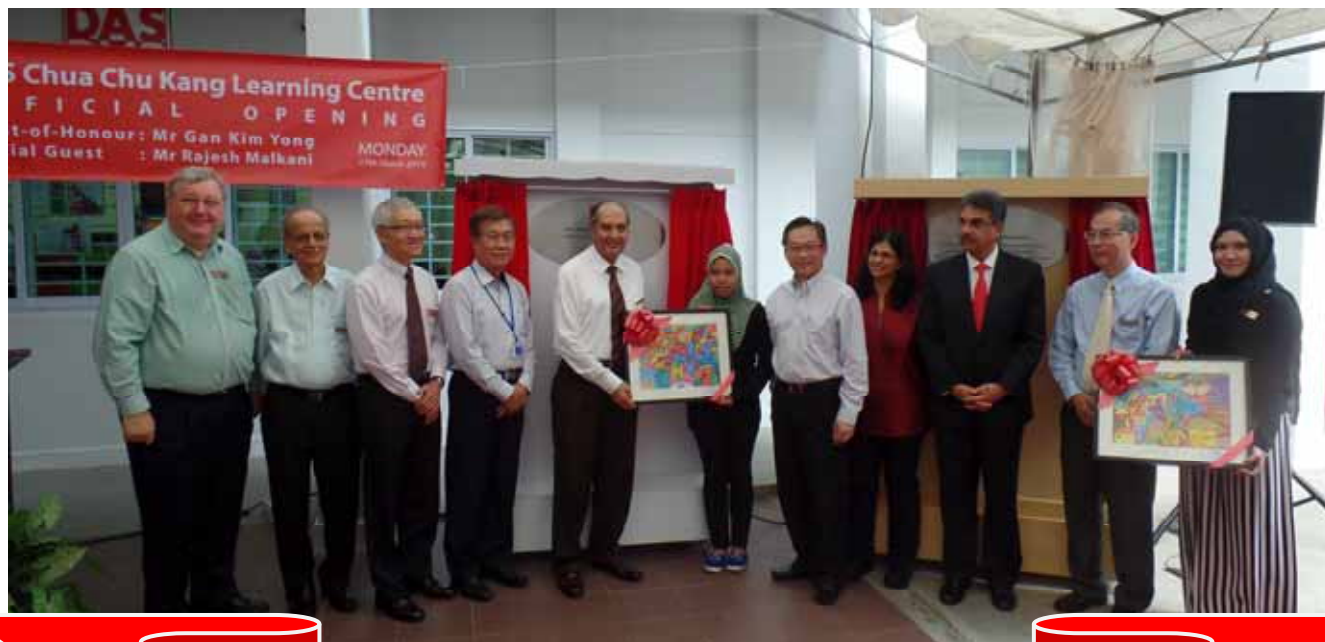




DAS Chua Chu Kang Lea
O F F I C I A L
Guest-of-Honour: Mr Gan Kim
Special Guest : Mr Rajesh Ma



Cover Story



Celebrating the Opening of our 13th Learning Centre

Situated in the heartland of Chua Chu Kang, DAS Chua Chu Kang Learning Centre will cater to the needs of dyslexic children in the north-western part of Singapore.

By Kristy Wong
Publicity and Publications Officer

"Giving back to society" is something that we were all taught at some point of our lives. However, putting it into action often requires someone truly determined and compassionate.

Inspired by his late mother to "give back" to society, Mr Rajesh Malkani donated funds to build DAS's 13th learning centre. Situated in the heartland of Chua Chu Kang (CCK), the centre will cater to the needs of dyslexic children in the north-western part of Singapore. Because of this centre's location, children in the vicinity no longer need to travel to Woodlands or Jurong for their lessons.

After months of preparation, the centre was officially opened on March 17, by Guest of Honour Mr Gan Kim Yong, Minister for Health and MP for Chua Chu Kang GRC. The occasion was also graced by other invited guests such as school principals, allied educators, resident committee members, social service workers and the media.

Pictured above: (Left to Right) Mr Robin Moseley DAS CEO, Mr Arun Desai DAS Honorary Asst. Secretary, Mr Eric Lee DAS Vice President, Mr Ng Hock Lye Chua Chu Kang CCC Chairman, Dr Jimmy Daruwalla DAS President, Miss Rosila Rahan DAS Student, Mr Gan Kim Yong Minister for Health and MP for Chua Chu Kang GRC, Special Guests Mrs & Mr Rajesh Malkani, Mr Vincent Chen DAS Treasurer and Nur Aisyah Hashim DAS Educational Therapist



Mr & Mrs Malkani (right) talking to DAS CEO Robin Moseley, (left) and Dr Jimmy Daruwalla, DAS President.

Open House Programmes

A mass computerised screening was conducted as part of Chua Chu Kang learning centre's open house programme. More than 70 parents enrolled their children for the mass screening and also had the opportunity for a one-to-one consultation session with DAS psychologists to discuss the screening results.



A young boy completing a free computerised screening to determine if he is at risk of having dyslexia

Besides the mass screening programme, there were several other booths that the guests, parents and children got to visit. DAS also showcased its Preschool, Maths, Chinese, Exam Skills and Speech and Drama Arts Programmes. Holiday workshops on grammar coding and creative writing using 'Toon doo' were also presented and very well-received. There were Awareness Talks given on Dyslexia for parents throughout the day.



(L to R) Educational Therapists from the SES Chinese Programme, Sha Lan, Pearlyn Neo and SES Chinese Programme Manager, Kong Yun Rui,



(L to R) Mr Vincent Chen, DAS Treasurer, Mr Eric Lee, DAS Vice President, Amrit Kaur Gill, Educational Therapist, Pushpaa Arumugam, Assistant Director, SES Enrichment Programme and Robin Moseley DAS CEO



(L to R) Ashraf Samsudin, Director of Specialised Educational Services (SES), Mr Gan Kim Yong, Minister for Health and MP for Chua Chu Kang GRC, Anaberta Oehlers Programme Director of SES Maths and Aishah Abdullah (Albel) Senior Educational Therapist



(L to R) Educational Therapists from the SES Preschool Programme, Joanne Tan, Lynette Ong, Shalini Sukumaran, SES Preschool Programme Manager, Kah Lai Wong, Esther Teo and Ashraf Samsudin, Director of Specialised Educational Services (SES)



(L to R) Director of MOE Aided DAS Literacy Programme (MAP), Geetha Shantha Ram, Assistant Director, Sujatha Nair, Quality Assurance MAP, DAS Educational Therapists, Camillia Churemi, Dawn Tan and Miranda Chng



(L to R) DAS Educational Therapists, Dawn Tan, Camillia Churemi and Sumathi Krishna Kumar



Pictured above (L to R): Mr Ng Hock Lye, Chua Chu Kang CCC Chairman, Dr Jimmy Daruwalla, DAS President, Miss Rosila Rahan DAS Student and artist, Mr Gan Kim Yong, Minister for Health and MP for Chua Chu Kang GRC



Pictured above: Reporter from Channel New Asia interviewing Jerry Chia and his mother Ms Ng Siow May about being a student at Chua Chu Kang Learning Centre

A Shorter Travelling Time

Fifteen minutes may not be a big deal to some people, but to a child with dyslexia, it is precious time that can be used in many ways. Jerry Chia, 12, is one of the students who transferred from Jurong Point learning centre to Chua Chu Kang learning centre, and 15 minutes is the amount of time he saved in travelling. And this makes him happy enough.

Jerry, who has been attending lessons at DAS for four years, explains, "DAS has helped me have a better understanding of English and my school work so that I can do better. I want to get better marks so that I can get into a good (secondary) school and have a better future ahead".

His mother, Ms Ng Siow May has a simple wish that resonates with many parents of children with learning differences: "I just hope that he is able to perform well in his life with whatever he learns."

And that too, is the wish that we have for every child at DAS.

"DAS has helped me have a better understanding of English and my school work so that I can do better. I want to get better marks so that I can get into a good (secondary) school and have a better future ahead," — Jerry Chia

Mr Rajesh Malkani's Story

I am honored to have the opportunity to make a humble contribution to a very noble cause.

I came from what one would call a lower middle class family. Sadly, my father had a stroke and was mostly bedridden at the young age of 50. My mother was thrown into the deep end with having to look after three almost teenage sons, an unwell husband, and a family business in debt. My mother took up the challenge and with her hard work and dedication put us all on our feet for which I am eternally grateful. I am very proud to be her son. She also did something else that had a very large and lasting impact on me.

One day I was sitting outside her one-room office when a Police Inspector entered and walked straight into her room. You can imagine the fright on my 13-year-old face (you imagine the worst when you see cops!), so I quietly peeped through the glass door of her office, only to see the police inspector bowing and touching her feet. I asked her later what that was about and she brushed it aside only saying, "I took care of his schooling because his parents couldn't afford to - he was promoted to Inspector of Police today so he came to get my blessing."

The seed to "giving back" was firmly planted in my young mind that day! Today, I am most indebted to my parents for their blessing, and



dedicate this contribution in the memory of my late mother Mrs Ratna Malkani.

I truly believe: "We are, what Society makes of us. Society, is what We make of it."

My best wishes to the Dyslexia Association of Singapore, to all the supporters, teachers, and to all of you.



"We are, what Society makes of us. Society, is what We make of it." Mr Rajesh Malkani



"It resembles a true side of life as it can be colourful, where happiness, sadness and disappointment exists together, all in one. That is what life is all about."



Rosila pictured with her DAS Educational Therapist, Nur Aisyah Hashim. Aisyah worked with Rosila on her art piece from sketch to finish.



Rosila presenting Mr Gan Kim Yong, Minister for Health and MP for Chua Chu Kang GRC, the Guest of Honour for the Chua Chu Kang Opening with her art piece being held by DAS President Dr Jimmy Daruwalla



Rosila is a talented and pleasant girl who has a flair for art.!

She has taken part in several art competitions and has won a few. Due to this, she was chosen to present her artwork to our Guest of Honour, Mr Gan Kim Yong, Minister for Health and MP for Chua Chu Kang GRC as well as our special guest, Mr Rajesh Malkani for the Chua Chu Kang Official Opening on 17 March.

Rosila is consistently creative, flexible and cooperative. She quickly understood the project she was asked to undertake and the necessity to complete it within 2 weeks. Her knowledge of abstract art and colours ensured the end product was imaginative and exciting. The range of materials used in her drawings are simply markers and colour pencils. I worked with her from sketch to finish on the pieces and found her attitude throughout the process pleasant and positive.

Rosila has enjoyed drawing and painting since she was a child. She still loves it and feels peacefulness whenever she starts to draw. She has ambitions to work in the art industry as it is a passion of hers and she has the talent for it.

Chua Chu Kang Official Opening 2014 Rosila our Artist Up Close

Nur Aisyah Hashim
Senior Educational Therapist
Tampines Learning Centre

Rosila explained the art pieces she created for the Chua Chu Kang opening, "I drew this picture because the bright colours make me happy. It also resembles a true side of life as it can be colourful, where happiness, sadness and disappointment exists together, all in one. That is what life is all about."



"Bright colours make me happy."

Occupational Therapy Research Study

FREE

Occupational Therapy Assessment

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

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. They will also provide you with a letter of participation and a consent form.

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

Email ashikin@das.org.sg

for more details.

Occupational Therapy Research

Study is conducted by our

Occupational Therapist, Titus.

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

Lim Mun Huang, Titus

Diploma in Occupational Therapy
Master of Science in Occupational Therapy
Handwriting Without Tears® specialist





Education Exchange

Singapore Maths Word Problems: Looking for a “Magic Bullet”



Primary 5 Maths Word Problem:

Alan had \$800 more than Bill on Day 1. On Day 2 Alan gave Bill 25% of his money. On Day 3 Bill gave 40% of his money to Alan. Then Alan had \$996 more than Bill. How much money did Bill give to Alan?

See how we solve this in our SES Math Programme using bar modelling...

By Aishah Abdullah (Albel)
Senior Educational Therapist
SES Essential Maths Team
Bishan Learning Centre

At the SENIA Conference held at the East Campus of United World College of South East Asia, Dr Tim Bunn and I had the pleasure of presenting a mathematics workshop to a small audience of very interested and enthusiastic teachers and Educational Therapists from across South East Asia.



Our workshop began by outlining some of the components of maths learning, such as math language (vocabulary, reading, background knowledge), calculation, number sense, some cognitive background factors such as working memory and processing speed, attitudes to maths (especially maths anxiety) and of course the

maths knowledge the student already knows so far.

We posed the question, “Is there a magic bullet?” In other words, how do we make maths easier to comprehend and what should we make as our main priority in teaching children who have difficulties with maths?

Our main focus was on Singapore bar modelling, a technique for making word problems clearer through diagrams and pictures.

Since word problems are very much language based, bar modelling is definitely an efficient heuristic to solve the problem, perhaps making it the much sought after ‘**magic bullet**’.

In bar modelling, rectangular boxes are drawn to represent models with given information from the word problem. This process transforms the abstract into a pictorial form (Abstract–Representational) making the abstract very visual for the student.

Students make connections between the given information, the unknowns and the goal. The solution then becomes clearer.

Our captivated audience were enthralled and awed with the bar modelling strategy to work out the complex maths word problems.

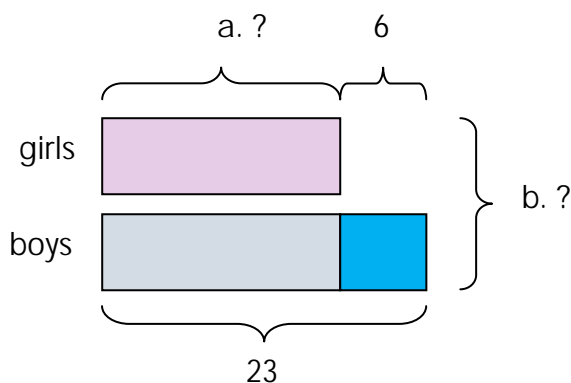
We were surprised at how unfamiliar these techniques were to the colleagues from other countries in the region.

The bar modeling 'magic bullet' had indeed made its mark on them! Follow the examples that we shared with them below and on the next pages.

Q1 COMPARISON CONCEPT
(Primary 2 / Primary 3)

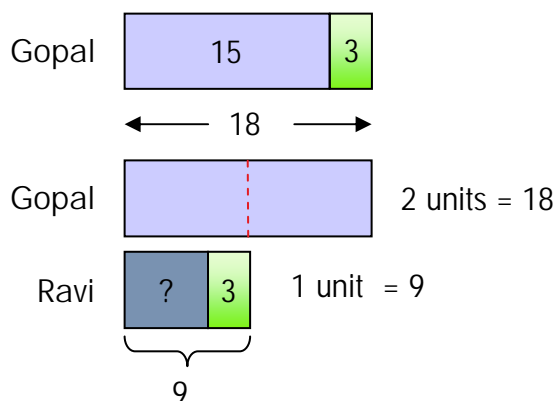
There are 23 boys in a class. There are 6 fewer girls than boys.

- a) How many girls are there in the class?
b) How many students are there in the class?



Q2 AGE CONCEPT
(Primary 3 / Primary 4)

Gopal is 15 years old. In 3 years time, he will be twice as old as Ravi. How old is Ravi now?

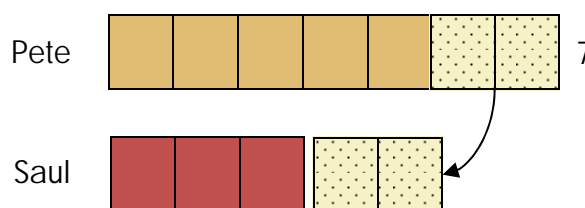


Ravi is $9 - 3 = 6$ years old now

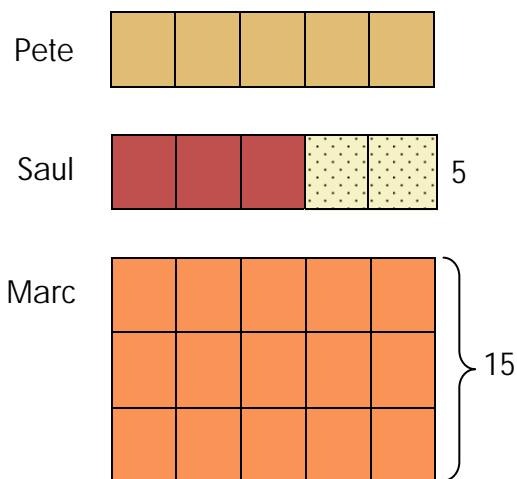
Q3 RATIO CONCEPT
(Primary 5 / Primary 6)

Pete, Saul and Marc had some stickers. The ratio of Pete's stickers to Saul's stickers is 7:3. After receiving $\frac{2}{7}$ of Pete's share, Saul now has $\frac{1}{3}$ of what Marc has. What was the ratio of Pete's stamps to Marc's stamps at first?

AT FIRST



AFTER



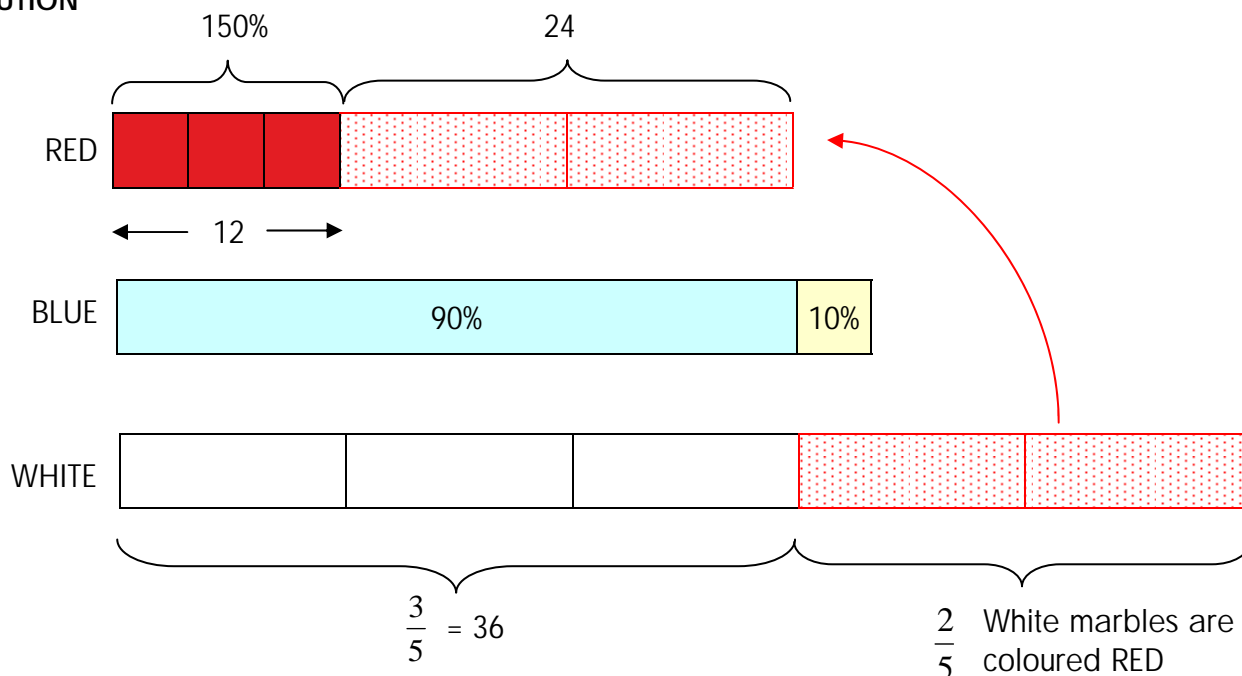
RATIO OF PETE TO MARC'S STAMPS
AT FIRST

ANSWER = 7 : 15

Q4 TRANSFER CONCEPT
(Primary 5 / Primary 6)

There are some red, white and blue marbles in a bag. After the red marbles are increased by 50% and the blue marbles are decreased by 10%, and $\frac{2}{5}$ of the white marbles are coloured red, there are 36 of each colour. How many marbles were there in the beginning?

SOLUTION



White Marbles: 1 whole $- \frac{2}{5}$ coloured red $= \frac{3}{5}$

$$\frac{3}{5} = 36 \text{ marbles}$$

$$\frac{1}{5} = 12 \text{ marbles}$$

$$\begin{aligned} 1 \text{ whole} &= 5 \times 12 \text{ marbles} \\ &= 60 \text{ white marbles at first} \end{aligned}$$

Blue Marbles: 90% = 36 marbles

$$100\% = \frac{100 \times 36}{90}$$

$$= 40 \text{ blue marbles at first}$$

Red Marbles: 36 - 24 = 12 marbles

$$12 \text{ marbles} = 100\% + 50\% = 3 \text{ units}$$

$$100\% = 2 \text{ units} = 8 \text{ red marbles at first}$$

Altogether there were 108 marbles in the beginning

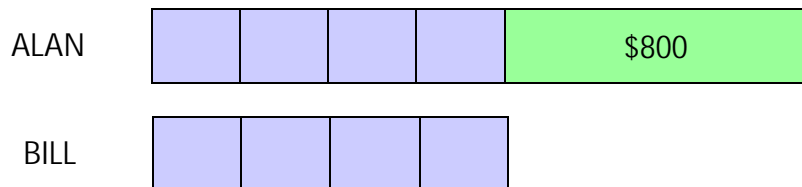
WHITE	60
BLUE	40
RED	8
<hr/>	
TOTAL	108

Q5 BEFORE AND AFTER CONCEPT
(Primary 5 / Primary 6)

Alan had \$800 more than Bill on Day 1. On Day 2 Alan gave Bill 25% of his money. On Day 3 Bill gave 40% of his money to Alan. Then Alan had \$996 more than Bill. How much money did Bill give to Alan ?

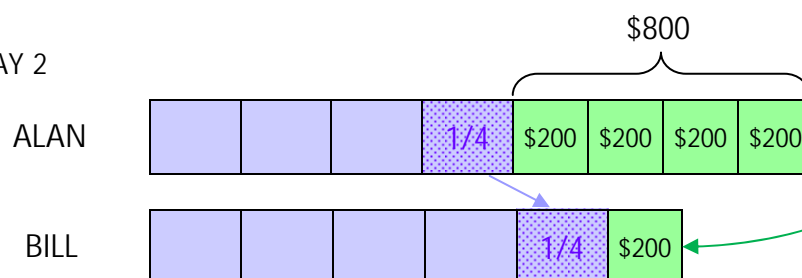
SOLUTION

DAY 1:



Alan had \$800
more than Bill

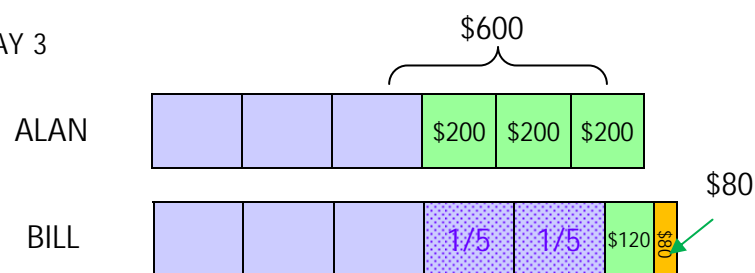
DAY 2



Alan gave 25% to Bill

One unit + \$200

DAY 3

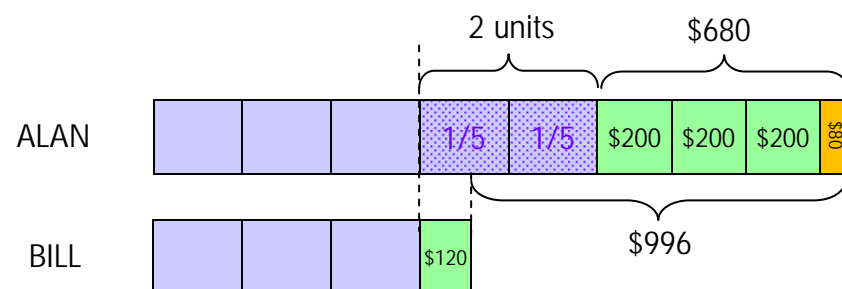


Bill gave 40% to Alan

$$40\% = \frac{2}{5} \quad 2 \text{ units} + \$80$$

$$40\% = \frac{2}{5} \text{ of } 5 \text{ units} = 2 \text{ units}$$

$$= \frac{2}{5} \text{ of } \$200 = \$80$$



Alan had \$996
more than Bill

$$2 \text{ units} + \$680 = \$120 + \$996 = \$1116$$

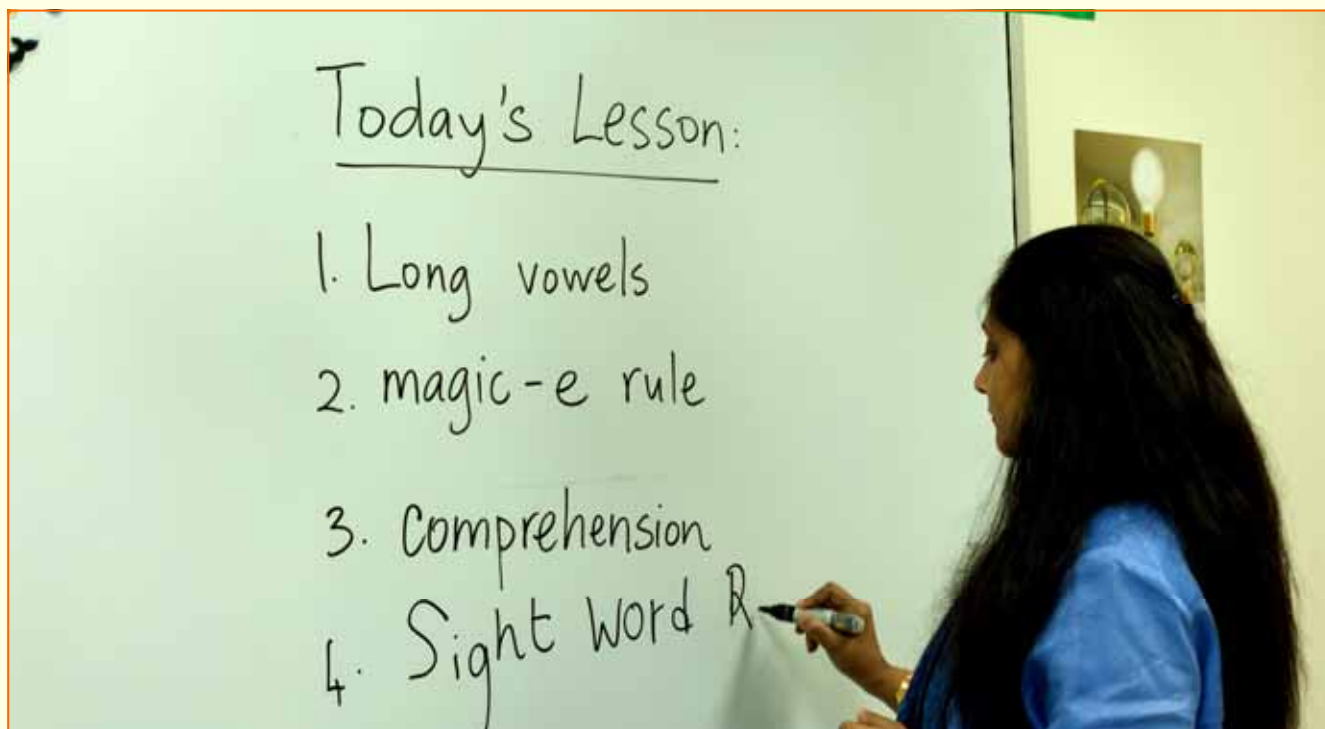
$$2 \text{ units} = \$1116 - \$680 = \$436$$

$$2 \text{ units} + \$80 = \$516$$

Bill gave Alan \$516

Bill gave 40% to Alan

$$2 \text{ units} + \$80 = \$516$$



ACCOMMODATING STUDENTS WITH

DYSLEXIA

By Deborah Hewes
Head of Publicity and
Publications

Teaching students with dyslexia can be challenging. However, when accommodations are made within the classroom this can help them to learn and navigate the day-to-day routine of the classroom. Remember - these accommodations work well for all students and not only those with learning differences.

CLASSROOM INSTRUCTIONS

Repeat, write, and follow up on classroom instructions! Students who have difficulty following your instructions will need to have them repeated. Asking the student to repeat the instructions back to you will ensure that they have acknowledged what they need to do. Always follow up with the student to ensure that they have understood your instructions. Write out sequential instructions to help them to remember what to do next after completing one task or step. Knowing what they have to do next can be difficult without clear reminders or visual cues.

STEP-BY-STEP INSTRUCTIONS

Important step-by-step instructions need to be provided in small sequential steps, especially where these steps are difficult or need to be completed in a particular way. Instructions should be provided in hand-outs with the steps numbered clearly and preferably with visual cues to identify clearly what is required with each step.



DAILY ROUTINES IN THE CLASSROOM

Tell students what is expected of their day.

Write up a timetable on the board so that they have a concept of time throughout the day. Structured days will help students to stay on track and it gives them a cue on how they should manage their time during the day.



ORGANISATION

Students with dyslexia can have problems with organisation. This means they can be forgetful and will not be prepared for a day of learning (See Partnership with Parents). Have extra stationery supplies available for them and before they go home each day, remind them of the things they may need for the following day. If it is important that they remember something – send home a note in their diary or email their parents so they can support you in making sure your student is prepared.

VISUAL AND VERBAL INFORMATION

Provide students with visual and verbal information simultaneously. Students with dyslexia tend to use visual cues to understand information. Using visual cues within the classroom either on the board or in a hand-out can help them to understand the verbal instruction you provide.

KEY POINTS AND KEY WORDS

Prior to your teaching make sure that new vocabulary words are displayed in the room. When talking about these words, show the class where they are in the classroom so that

they can access them at later times when they need to use them. Words should also have visual representations with them where possible.

MULTISENSORY TEACHING

Find ways in which information can be taught using as many senses as possible.

The more senses that are used while learning, the higher chance that information will be retained. The more interesting a lesson is, the higher likelihood that a student is engaged in learning and enjoys their educational journey.

STUDENT DIARY OR ORGANISER

Encourage students to use an organiser to plan their time, projects, homework, activities etc. Have them use different colouring systems for different subjects. Review their diaries regularly to ensure that they are using them effectively. Have a section where you can write notes to parents where necessary. Use a signature system to ensure that parents review the diary too.

ALLOW INSTRUCTIONAL AIDS

Students can be in control of their own learning if they have the aids to support them. Calculators, electronic dictionaries, counters, word cards, spelling lists, number lines are all ways in which a student can be successful in a classroom. If the child is allowed a laptop, iPad or other electronic devices then utilise assistive technology to support their learning.



REDUCE COPYING INFORMATION FROM THE BOARD

Copying from the board is a difficult activity for a student with dyslexia. It is time consuming and jeopardises the students' learning when they do not copy the information correctly or completely. Incomplete and inaccurate information hinders their review at a later date especially when studying for tests and exams. Create activities on handout sheets that includes information they need to have.



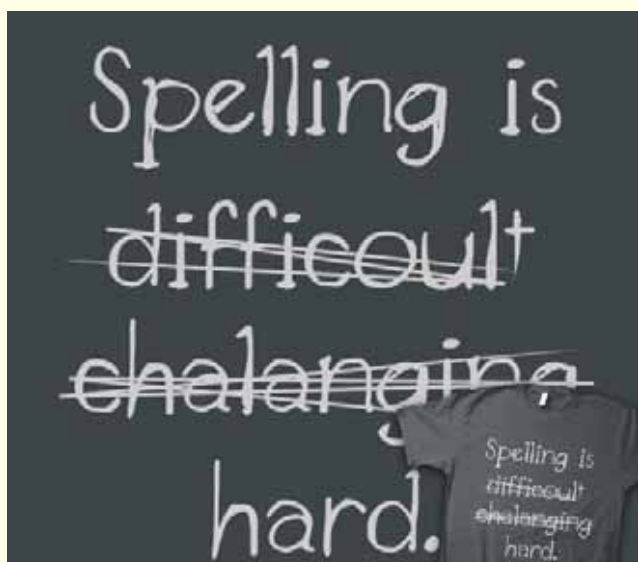
SPELLING

Avoid giving long spelling lists to students with dyslexia. Try to give them words in a word family eg, boil, coil, and spoil. Find a way that the child can learn words they have particular difficulty with. For example, make up a 'sentence' from the word:

because – Big Elephants Can't Always Use Small Exits

which – Which House Is Charlie's House?

For older learners – ensure that they are made aware of important curriculum words that they cannot spell incorrectly, provide them with a glossary of words so that they can refer to them during their lessons.



READING

Reading is challenging for students with dyslexia, it takes more time and they will not be reading as well as their peers, which makes it difficult for them to be accommodated in reading groups. They are also not accessing the same books that their peers are reading for pleasure. Make sure the students are reading daily to increase their exposure to texts and to support their progress in reading. Having a parent volunteer read with students every day is a good way to ensure students have supervised reading practice.



READING ALOUD TO THE CLASS

Reading out aloud to the class is a difficult task for a student with dyslexia. If they need to read in front of the class prepare them beforehand and provide them with the text they will be reading so that they can practice the passage. This should be done with enough time for them to feel confident in reading in front of class, preferably the day before it is to happen. Otherwise do not call on them to read. Let them listen, so they can concentrate on the text they need to understand.

COMPREHENSION

As reading is challenging for students with dyslexia it also takes longer for them to gain meaning from texts. Extra time to revise texts is important to ensure accurate comprehension. Providing extra time in exams as well as times when students need to extract information from texts is vital. Using text-to-speech

software will help with the speed of reading and help with comprehension. Sometimes a student with dyslexia needs to read and hear the text to gain meaning from it.

REINFORCE AND EMPHASISE IMPORTANT INFORMATION

Some students need to be told explicitly what information is important. Work on a method to let them know important information that must be remembered. Use a specific highlighter, or stamp, or asterisk points where this information occurs. Alternatively, create a revision sheet at the end of a lesson or subject to reinforce important points. Show students how to revise and study what they will be tested on.



PARTICIPATION IN CLASS

Students with dyslexia may find it difficult to participate in classroom discussions. This may be due to failures in the past, when trying to participate caused embarrassment. Allow them to be part of the classroom participation by preparing them beforehand. Tell them that they will never be called upon to answer questions without warning and allow them time to research answers they will need to give in class. Giving a student time to prepare answers will ensure success and make them more confident in putting up their hands to answer questions at other times.



HAVE HIGH EXPECTATIONS OF THEIR LEARNING

Students with dyslexia are not lazy or unable to perform. With additional support they will be valuable members of the classroom. Helping them to be organised, manage their time and show them ways in which they can make the best of information and learning time will help them to be confident learners. Teachers who have high expectations in learning for their students will bring out the best qualities of each student.

ACCESS ARRANGEMENTS (EXAMINATION ACCOMMODATIONS)

Students formally diagnosed with dyslexia typically have an official psychological report with a 3-year validity that details their profile of learning needs and recommendations on strategies or support for learning. Recommendations may also be made for access arrangements where necessary, by professionals such as psychologists, doctors, speech and language therapists and occupational therapists.

If the access arrangements or exam accommodations are approved, then it is beneficial to allow students to experience them in regular classroom situations before they sit for the actual examinations.



BULLYING AND TEASING

As students fail, sometimes at easy things, they can be bullied and teased by their classmates. Do your best to dispel negative connotations associated with dyslexia and talk about how everyone has different learning styles – we all have strengths and weaknesses.



SAMPLES OF WORK

Show students samples of expected output required from them. Modelling work to students with dyslexia provides them with your expectations of the output that is required for a piece of work. Taking away the unknown helps them to plan the time and effort required to complete their work. Where necessary help your student to plan what is involved in producing a piece of work. Reduce anxiety that occurs with larger pieces of work by breaking it down into manageable chunks.

OVERLEARNING

Overlearning is essential! You can never assume that teaching something once or twice will ensure the student with dyslexia has remembered important information. Practice and repetition is vital for them to understand concepts and acquire the right information. Research tells us that a student with dyslexia needs 10 times more practice than their classmates. Find ways in which information can be repeated in different ways to make this 'practice' interesting.

CORRECTING WORK

Take into account the content of the work rather than how it looks and the mistakes present. Do not correct every error. No student likes their work to be covered in red marks showing the errors they have made. Choose words that must be learned and add them to a spelling list. Where errors are highlighted there should be equal positive comments made on a student's work too!

PROMOTE THEIR STRENGTHS

Students who have dyslexia can have many strengths in other academic and non-academic areas. Promotion and integration of these strengths into their learning will help them to be confident learners and will build their self-esteem.

PARTNERSHIP BETWEEN TEACHERS AND PARENTS

Partner with parents in their child's learning journey. Be open and honest about their child's progress and gain their support for your teaching by having them support you in your efforts at home. To do this you need to stay in close contact with them, provide them with the aids they need to support their child at home. If you keep parents informed, then there will be a higher likelihood of the child being prepared for school and homework completed when required. Waiting to speak to the parents at the Parent-Teacher interview is too late. Get in contact with them early and stay in contact. Parents often hear a lot of the negative feedback – make sure you provide positive feedback to them too!



FLEXIBLE WORKING TIMES

Students with dyslexia need more time to complete activities. Be mindful of this and allow them to have more flexibility in completing tasks, ensure that the rest of the class is not waiting for the student to finish by differentiating work across the classroom. For those students who finish quickly, have additional tasks that they can do while slower students are finishing their work.

FAIRNESS

Fairness in the classroom does not mean that each child receives equal amounts of your time. Students who have difficulty in learning need more of your time. Teachers who want their students to be successful will provide the time necessary for each one to achieve their goals.

Teachers, you have a chance to make a difference in the life of a student with dyslexia. Many students with dyslexia find school a challenging and difficult place to be, some hate it while others will persevere with their studies. How a teacher supports a student with dyslexia has a direct effect on their learning outcomes. Make a difference in the life of a student with dyslexia and be the guiding light in their educational journey.



“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”

Carl Jung

Dear Parents,

Some tips on how you can support your child at home

By Deborah Hewes
Head of Publicity and Publications

As a mother of three children with learning differences, I needed to find strategies for home that would help make their learning journeys easier for them. I have listed some here.

Supporting a child with learning differences is not easy; to avoid conflict and frustration between you and your child you need to put into place some strategies to avoid this. Listed below are some of the things that I did to ensure that chaos was avoided in my home. However, we weren't always successful in being organised.

Homework

Discuss homework and its importance. Explain the need for revision and how important it is for them to do this. Be mindful of the time they spend on homework and be prepared to write to teachers when homework is taking too long to complete. Help them with their study, show them how they can do it – but don't do it for them.

Study Tools

Set up a stationary cupboard. Collect all the appropriate reference books – Dictionaries, Thesaurus, Atlas, Curriculum books and have them in the study space. Purchase a white board or chalkboard to use for activities like spelling or math. A notice board to pin up notes or their weekly schedules. Encourage them to write up information on colourful sheets and blu-tack them to the walls so they see them even when they are not studying.

List Folder

This folder will contain things that your child struggles with – times tables, maths concepts, days of the month, spelling rules etc. Make it as colourful and interesting as possible as you will want them to refer to it whenever they get stuck, and you will want them to do this for themselves.

Time Management

Introduce time management strategies. Have a large calendar available to mark out when important projects are due and make them plan out when things should be done. This is so they don't leave things to the last minute. Mark out their schedules – outside school activities, so they don't feel overwhelmed when a project comes along. Homework strategy is about planning. Make sure you sit down with them to do this as it is not an easy concept to learn—even adults need help with time management.

Be Organised

If you are organised then half the problem is solved. Most of our kids will need us to help them organise even to junior college and university, so get used to their schedules and what they need. Don't set them up for failure by being unaware of what they need on particular days, this is especially important when they are sitting for exams. Living in a stable and organised environment helps them to stay on track!

Study Space

Look at where they are doing their homework and see if this is a place that allows them to study without distraction. Pay attention to the lighting in the study space and make sure there isn't a TV or computer game in sight.

Parent/Teacher Interviews

Be prepared for interviews with teachers. You are the best person to pass on information about "What works" and "What doesn't work!". If necessary write down what you want to say

before the meeting so that you don't forget important points, it will also clarify what you want to say in the meeting. It is better to have your ideas clearly stated and not to dwell on mishaps of the past. This is not a time for blame and wasted emotions.

Listen to what the teacher has to say about your child. Consider options being proposed towards learning, be supportive of their initiatives and ensure that you give feedback on progress. Become an ally and supporter of your teacher. Let them know that you are there for them and together you will make a difference.

Parent/Teacher Interview Tips

- ✓ Write down points you want to discuss
- ✓ Ask your child about issues they may have
- ✓ If you don't understand the point that the teacher is making, ask for an example
- ✓ Be prepared to take notes during the interview
- ✓ Write praise in the same words used by the teacher
- ✓ Ask for tips for the coming term
- ✓ Encourage goal setting for your child in collaboration with the teacher
- ✓ Ensure the teacher knows you are supporting them
- ✓ Thank the teacher for their support

Tuition

Remember you are their parent and that you are there to love and support them. They need to know that when they come home, it is to a safe and loving place. If your child needs extra tuition, it is better that you seek someone who has the expertise to do this and not do it yourself as this can lead to conflict, tension and frustration. Be a parent and not a tutor.

My children, Katrina, Sean and Rachael. Both my daughters have graduated from University and Sean is currently in his second year at University



HOW PARENTS CAN HELP

Learn about your child's difficulty, acknowledge the challenges and stay positive.

Accept your child for who they are and don't impose your sense of who they should be.

Recognise, encourage and develop your child's abilities and talents, build their self-esteem.

Help them with their to stay organised with school work, show them how to plan their time.

Show interest in what they do, provide resources and support.

Involve yourself in the school community, be available to help and show support.

Be a partner with those who are helping your child, communicate effectively and provide feedback.

BE:

protective, organised, calm, relaxed, happy, supportive, imaginative, giving of your time and love, actively reading to and with them, ready to give lots of praise, a good listener.

DON'T:

judge, blame, be impatient, use sarcasm, give up, overload their time, stress out, do what they can do for themselves, ignore a problem.

SPECIALISED EDUCATIONAL SERVICES



Our Vision

Nurturing individuals with learning differences to achieve success and impact society positively.

Our Mission

Unlocking the potential of individuals with learning differences.

The Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore which aims to uncover the true strengths of individuals with learning differences and empower them with the necessary skills and strategies to succeed.

We are a dedicated team of professionals who are committed to delivering a quality service focusing on the needs of the individual and striving to bring out their very best.



- Bridging Programme
- Chinese Programme
- Exam and Study Skills Programme
- Essential Maths Programme
- Preschool Programme
- Specialist Tuition
- Speech and Drama Arts Programme

- Occupational Therapy
- Play Therapy
- Speech and Language Therapy

Programmes

Therapy

Specialised Educational Services

Assessments

Workshops
and Other
Services

- Multi-Professional Team Assessments
- Occupational Therapy Assessments
- Psycho-educational Assessments
- Speech and Language Therapy Assessments

- Holiday Workshops
- Professional Support Service



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HELPING DYSLXIC PEOPLE ACHIEVE

**Find out more at our website:
www.ses.org.sg**

Specialised Educational Services | 6444 5700

SPEECH AND DRAMA ARTS PROGRAMME

The aim of the SES Speech and Drama Arts Programme is to develop literacy, communication and presentation skills and boost the self-esteem of learners with dyslexia. Drama can be a powerful tool to help students with learning differences.

Our Approach

Using drama activities, students have the opportunity to enhance their persuasiveness and confidence in communication and is designed to help:

- Freedom of expression
- Use of imagination and creativity
- Communication skills
- Role-playing and stage performances
- Learn to understand, interpret and process script
- Exercise their working memory and processing speed

The students will also learn the fundamentals of stage directions, character dialogues, music and light cues. Class sizes are kept to a maximum of 10 students and are conducted once a week in a 1.5 hour session.



Recommended for

Students with low self-esteem or low self-confidence, students who have difficulties expressing themselves as well as students who enjoy drama.

Entry Criteria

All primary school students are welcome to enrol.



**DYSLEXIA ASSOCIATION
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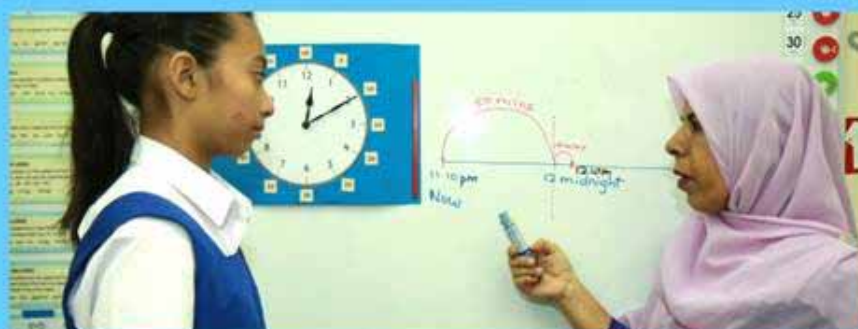
HELPING DYSLXIC PEOPLE ACHIEVE

**Find out more at our website:
www.ses.org.sg**

Specialised Educational Services | 6444 5700

ESSENTIAL MATHS PROGRAMME

The aim of the SES Essential Maths Programme is to effectively support students with dyslexia who have persistent difficulties in mathematics, particularly in maths word problems.



Our Approach

The programme helps to bridge the gap between your child's ability and the mainstream syllabus by addressing areas they are weaker in. This is done through a C-R-A (Concrete-Representational-Abstract) approach. Every stage of learning ensures that the child links mathematical ideas in a progressive and cumulative way, bridging the gap between the student's ability and mainstream syllabus.



C
Concrete

- Counters to add and subtract
- Fraction pies

R
Representational

- Number line
- Use of drawing

A
Abstract

- Numbers, notation, maths symbols
- Problem solving

Recommended for

Students with dyslexia who have specific areas of difficulty that can affect their mathematical performance such as poor short term and working memory, reversals in words and numbers, problem with sequencing and difficulty with reading word problems.



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EXAM AND STUDY SKILLS PROGRAMME

The aim of the SES Exam and Study Skills Programme is to provide students with direct support to better equip them with the knowledge, skills, strategies and attitudes to cope with the demands of the English language syllabus in school.



Our Approach

The programme provides an extension to what students have been taught in the MOE-Aided DAS Literacy Programme (MAP) and helps to put the skills learned into practical use in their examinations.

In class, students will be exposed to various language knowledge and related strategies to determine their needs in learning the language. Skills covered in a lesson will be reinforced in subsequent lessons to ensure consolidation of learning.

Components covered in a typical lesson:

1. Grammar
2. Comprehension
3. Editing
4. Synthesis & Transformation

Recommended for students with difficulties in grammar and comprehension.



Entry Criteria

Application is open only to:

- Primary 5 and 6 students who have been in MAP for at least a year
- Reasonably reading fluency (obtained from Educational Therapist's feedback)



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BRIDGING PROGRAMME



The key purpose of the programme is to provide intensive remediation in order to bridge the learning gap between your child and his or her mainstream peers.

The programme is delivered in small class groups or individually by our team of specialists:

- Specialist Tutors
- Occupational Therapist
- Speech and Language Therapists
- Educational Psychologists

Our aim is to support the development of essential literacy and numeracy skills that are required in the mainstream school curriculum to empower your child with greater confidence, self-esteem and academic competence.



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLIXIC PEOPLE ACHIEVE

**Find out more at our website:
www.ses.org.sg**

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CHINESE PROGRAMME

小学华文辅助课程

The aim of the SES Chinese Programme is to help students with dyslexia become independent, inquisitive learners in the Chinese language.

Chinese as a language is more complex than English as many words can be read the same way though each word has a different meaning. The strokes in Chinese words must also be written in sequence. This complexity causes reading and writing Chinese to be very tedious for children with dyslexia.



Our Approach

The programme helps to foster your child's interest in the language through thematic-based teaching. In this way, vocabulary that is covered is relatable and can be used on a daily basis, allowing them to express themselves better in the Chinese language. Students are taught interactively through the use of stories, educational games and hands-on activities to make language learning fun and memorable. Lessons are also structured in a way to increase efficiency in learning the language through the instruction of character structure, radicals, stroke pattern, word recognition strategies and understanding how words are combined together.



Components covered in a typical lesson

1. Word Recognition
2. Vocabulary Instruction
3. Teaching of Sentence Structures

Comprehension and writing activities are also carried out for students who have good oracy skills in the language.

Application is open only to primary school students. Priority will be given to students who are not exempted from Chinese.



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

**Find out more at our website:
www.ses.org.sg**

Specialised Educational Services | 6444 5700

SPECIALIST TUITION

SES has a team of specialist tutors who have extensive experience in supporting students with specific learning differences and other learning needs.



Individualised tuition is tailored based on the profile of the child, which is obtained from our multi-disciplinary team of educational psychologists, speech and language therapists, occupational therapist, and in consultation with parents and educators. Tuition has an individualised problem solving approach where skills focused include:

- Literacy, Numeracy, Oracy, & Writing Skills
- Individual Curriculum support
- Study skills and Exam preparation
- Behaviour and Social support



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PRESCHOOL PROGRAMME

The aim of the SES Preschool Programme is to help preschoolers who are potentially at risk of dyslexia, or have developmental delay in early literacy, develop skills and strategies to become confident achievers when they enter primary school.



Our Approach

The programme helps preschoolers acquire a good foundation in alphabet knowledge and phonograms, leading up to learning sight words essential for reading. These abilities gear them towards reading and spelling readiness. In class, your child will be taught rules, facts and generalisations about the English language, enabling them to read and spell more effectively. They will also be taught strategies to cope with letter reversals. The programme follows a prescribed scope and sequence for systematic, sequential and cumulative teaching.

Components covered in a typical lesson

- Alphabet Knowledge
- Phonograms
- Learnt Word Knowledge (e.g. said)
- Reading
- Spelling

Preschoolers will be advised to go for a Full Aged Psychological Assessment when they turn six. Children diagnosed with dyslexia have the option to continue with the MOE-Assisted DAS Literacy Programme.

Recommended for

Preschoolers in Kindergarten One and Two who are at risk of dyslexia or having difficulties with reading, spelling and/or writing.



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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

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.ses.org.sg 6444 5700

Specialised Educational Services

133 New Bridge Road
#04-01 Chinatown Point
Singapore 059413

Phone: 6538 1658

Occupational Therapy

Occupational 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



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6444 5700

Asia Pacific Journal of Developmental Differences

Volume 1 • Number 1 • January 2014



DAS Launches Its First Journal

By Professor Angela Fawcett
DAS Academic Director
Emeritus Professor
Swansea University, UK
Honorary Professor,
University of Sheffield, UK

The Asia Pacific Journal of Developmental Differences is unique in addressing a range of special educational needs including dyslexia, autism, dyspraxia, dyscalculia, and ADHD in the Asian Pacific context. The journal covers theory into practice and will provide a showcase for research in the Asia Pacific region as well as highlighting research areas which have implications for further research within Asia and beyond.

The brief of the journal is to include research papers based on sound methodology, reviews of developments in the area, and case studies of theory into practice. We will publish controlled studies, longitudinal studies, and simple accounts of approaches that have worked in the Asia Pacific context. There is also a strong commitment to recognising the need for greater understanding for children with developmental differences, and this will be a theme running through the journal, starting from this first issue. This journal should be a showcase for publishing material from well established and highly regarded authors right through to post-doctoral students and teachers who have never prepared an article before. The editor is committed to developing the skills of her contributors, where appropriate, to facilitate the growth of a new generation of researchers and practitioners. The peer review process will ensure that all the material published is worthy of publication in this journal.

We are confident that we can maintain this standard of submission for the next issue that will be published in July 2014. In this issue, we will be calling for papers for the International conference on Developmental Differences, which is planned for 2015. We also plan to make articles available on the new DAS website for early view, following acceptance for issue 2 onwards.

Asia Pacific Journal of Developmental Differences

Volume 1 • Number 1 • January 2014

Contents

- 1 Editorial Comment
Angela Fawcett
- 4 Pragmatic Skills in Chinese Dyslexic Children: Evidence from a Parental Checklist
Kwan-Hung Lam & Connie Suk-Han Ho
- 20 The Impact of Teaching Methods on Learning of Chinese Characters among English-Chinese Bilingual Children with Dyslexia
Alvina Hui Shan Lee and Kenneth K Poon
- 30 The Literacy Performance of Young Adults who had Reading Difficulties in School: New Zealand Data from the International Adult Literacy and Lifestyle Survey
James W Chapman and William E Turner
- 44 The Identification of Dyslexia in Preschool Children in a Multilingual Society
See Shuhui Jacey and Koay Poy Sun
- 62 Sustained Benefits of a Multi-skill Intervention for Preschool Children at Risk of Literacy Difficulties
Angela Fawcett, Ray Lee, Rod Nicolson
- 78 "Amazing Shortcomings, Amazing Strengths" - Beginning to Understand the Hidden Talents of Dyslexics
Thomas G. West
- 90 Mathematical Difficulties in Singapore: A Case Study Approach
Tim Bunn



www.das.org.sg



Talks and Training

Smooth Talking Workshop

**For children aged
4 to 7 years old
and their parents.**

Parent participation is required throughout the week and the workshop is open to both DAS students and the public.

Child's age: 4 to 7 years old

Dates: Monday to Friday, 16 to 20 June 2014
(5-day workshop)

Time: 10.00am to 11.30am

Location: Bishan Learning Centre
9 Bishan Place
#06-03 Bishan Junction 8
Singapore 579837

Group size: 6 participants in each session

Fees: \$321.00 per student (including GST)



Please call **6444 5700** or email ashikin@das.org.sg to register.

Registration closes on
Friday, 16th May.

Please complete the registration form and make payment at any DAS Learning Centre within 3 days of your registration to ensure confirmation of your child's placement in the workshop.

Hearing your child stammer or stutter can be a worrying time for both parents and children. Support in the early years offers your child the best chance of recovery from stammering, and parents play an essential role in the process. This workshop provides:

- Effective strategies for daily use by you and your child
- Motivating and engaging activities
- Help for children to monitor their own talking
- Methods for parents to understand fully how to help

Smooth Talking Workshop is held over 5 days during the June school holidays at our DAS Bishan Learning Centre.

Register now! Call **6444 5700**.



**DYSLEXIA ASSOCIATION
OF SINGAPORE**
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ACT TO WRITE!

FEAR

Haunted House



Creative Writing Holiday Workshop for Primary 3 and 4!

- WHO:** Open to both DAS and non-DAS students
- WHY:** The best way to learn is through fun and laughter!
- WHAT:** Creative Writing for Primary 3 & 4
\$128.40 (lunch provided)
- WHEN:** Monday, 2 June 2014 to
Tuesday, 3 June 2014,
10.00am to 3.00pm
- WHERE:** DAS Parkway Parade Learning Centre
80 Marine Parade Road
#22-01/02 Parkway Parade
Singapore 449269
- HOW:** Register by email to nicole@das.org.sg
or call 9451 5582

ANGER

Fire



Creative Writing Holiday Workshop for Primary 5 and 6!

- WHO:** Open to both DAS and non-DAS students
- WHY:** The best way to learn is through fun and laughter!
- WHAT:** Creative Writing for Primary 5 & 6
\$128.40 (lunch provided)
- WHEN:** Thursday, 5 June 2014 to
Friday, 6 June 2014,
10.00am to 3.00pm
- WHERE:** DAS Parkway Parade Learning Centre
80 Marine Parade Road
#22-01/02 Parkway Parade
Singapore 449269
- HOW:** Register by email to nicole@das.org.sg
or call 9451 5582

OUR TOPICS:

BODY LANGUAGE:

Eye contact, social distance and touch

CONVERSATION SKILLS:

Being a good listener, being relevant, initiate and end a conversation

BULLY MANAGEMENT:

What to do when you get bullied, how to avoid being bullied

ANGER MANAGEMENT:

What to do when you get angry

FRIENDSHIP SKILLS:

How to make and keep friends

TEAMWORK:

Cooperation, compromise and taking turns



Dyslexia Association of Singapore presents an intensive social skills workshop catering to two different age groups, Primary 1 to 2 and Primary 3 to 6. Participants will develop their social skills through a variety of hands on and fun-filled activities in a group of a maximum of six students.

Open to all students from mainstream schools.

DAS students and students who are not attending DAS classes are welcome!

Social Skills Workshop

Kindergarten 2
to Primary 2

Date:

10 to 13 June 2014
Tuesday — Friday
(4-day Workshop)

Time:

10.30am to 12.00noon

Fees:

\$360 (Subject to GST)

Venue:

DAS Parkway Parade
Learning Centre
80 Marine Parade Road
#22-01/02
Parkway Parade
Singapore 449269

AREA MAP



Registration:

Please call **6444 5700** or email ashikin@das.org.sg
Registration closes on **Friday, 9 May 2014**

Please complete the registration form and make payment at any DAS Learning Centre within 3 days of your registration to ensure confirmation of your child's placement in the workshop.



DAS Academy

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vocabulary
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WORKSHOPS
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CPE Registration No.: 201003689Z | Validity: 30 December 2013 - 29 December 2017

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T 6336 2555 | F 6643 9643 | www.dasacademy.edu.sg

***“Education is the most powerful weapon
which you can use to change the world.”***

Nelson Mandela

WORKSHOPS

Study Smart: Effective Study Skills for Your Child

To understand how we learn and why dyslexic learners need effective study skills. Parents and educators will also become aware of techniques to understand texts and make notes as well as memory and revision techniques. Participants will consequentially gain understanding of how to improve test / examination.

3 May 2014, 9.30am to 12.30pm

It's NESSYairly fun!

Computer-assisted learning has been shown to motivate a student with dyslexia to succeed in tasks. The software programmes, Nessy Learning Programme and Nessy Fingers, encourage the use of computers to aid the child's learning.

24 May 2014, 9.30am to 12.30pm

Developing Comprehension Skills

To enable attendees to explore the process of comprehension, as well as develop strategies and instruction that will aid the student in deciphering a longer text.

19 July 2014, 9.30am to 12.30pm

Preparing Your Child for English Language Paper 2 (Primary)

To understand the components of the paper and the specific skills required. Parents and educators will learn strategies to support the child in various components and be aware of general examination tips.

26 July 2014, 9.30am to 12.30pm



COURSES

Certificate in Educational Psychology

To equip participants with an understanding of educational psychology and its impact on parenting, teaching, and learning styles.

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

To provide parents, teachers and teaching assistants with an understanding of pupils with Speech and Language Impairment and their learning needs.

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

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

Certificate in Dyscalculia and Numeracy Teaching

To enable parents and educators to understand and support learners who have difficulties in learning Mathematics, including those with dyslexia. Participants will be introduced to the theoretical and practical implications of Mathematical learning, and understand how individual differences affect the learning of Mathematics. Participants will also learn the skills of identifying and assessing individual needs, as well as practical strategies in supporting struggling learners in Mathematics.

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

2nd run: 1 & 2 Dec 2014 (Mon & Thu, 9.30am to 4.30pm), 3 Dec 2014 (Wed, 9.30am to 12.30pm)



Signposts for Building Better Behaviour - NEW COURSE!

To help families manage difficult behaviour (for e.g. throwing tantrums and not following instructions) in children. This programme aims to build family skills before children's behaviour escalates to levels that require intensive intervention. We hope to promote positive behaviour and reduce difficult in children.

1st run: 30 April and 7, 14, 21, 28 May 2014, 6.30pm to 9.00pm

2nd run: 22, 29 Oct and 5, 12, 19 Dec 2014, 6.30pm to 9.00pm



Sign up now at www.dasacademy.com.sg



Are you an Educational
Therapist who would like
professional recognition?

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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

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RETA

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

www.reta.sg
info@reta.sg

RETA PANEL OF ADVISORS



ANGELA FAWCETT

DAS Academic Director

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
DAS Director of Partnerships,

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



Ian Koh Xin Jie
Submitted by Ms Chan Po Kuan
Bedok Learning Centre



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!

*Three students from Sengkang Learning Centre reflect on the Anton Casey incident.
Submitted by their Educational Therapist, Andy Wang, Sengkang Learning Centre.*

That One Comment

In a recent event, Anton Casey made two comments on Facebook which offended Singaporeans. He got kicked out from his job and Singaporeans were flaming him non-stop. He could not take it anymore so he fled to Australia with his family.

We must sympathise with him as he is under a lot of pressure, especially because he is jobless. Law Minister K. Shamugan really put him down by condemning him together with the Singaporean community. If I was the Law Minister, I would encourage the public to understand him. He also has feelings like us.

I recommend the citizens of Singapore to forgive him instead. Anton Casey's wrongdoing is somewhat minor. Even prisoners are not insulted that much. I bet there are other people who say the same thing. The Straits Times should not have made an article about him. How would you feel if you were on the front page of the newspaper for doing something wrong?

Benjamin Thong, Sec 2

Anton Casey Incident

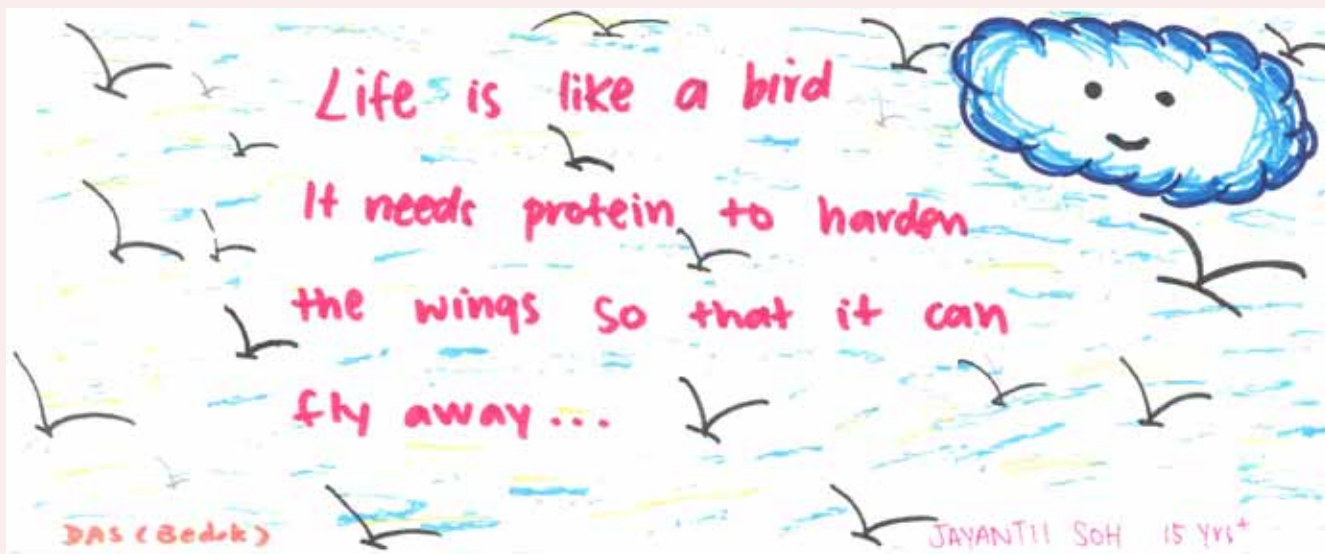
The recent incident involving Anton Casey, husband of Miss Singapore, had caused an uproar in Singapore after his post on Facebook. Anton Casey said that people who take public transport are poor and he also mocked people who take public transport. After that, people started to scold him and send him death threats and ultimately he lost his job.

I think that he should have just kept quiet if he disliked riding the public transport. Our public transport are quite clean and cosy compared to other countries and what he said is really outrageous. He should have tried taking public transport in other countries and compare it with Singapore.

I feel very angry and offended by his comment. He is living in our country, yet he did not respect us and thought that being rich, he could do what he wants. In addition, he had earlier posted a video discriminating us as well.

Anton Casey should have selected his words before posting and he should do an apology video. His latest apology sounded insincere and it is almost equal to not even apologizing at all. I hope that he would keep all the mean comments to himself.

Ong Yuan Hao, Sec 4



Why I Don't Accept This Apology

I strictly do not accept this apology because in the recent case of Mr Anton Casey, he posted unkind comments about public transport in Singapore and its commuters. Just because he has a Porsche, he should not comment that the public transport or train service is smelly.

This really ticked me off as just because he is a rich man, it does not mean he can do this kind of things. There are also other rich people in Singapore too but they do not comment on the public transport. This is very unbecoming, especially for an adult with a good job and a family. He should be more mature to know this.

The other thing which caused me to be upset is him making this unnecessary comment. It may cause many disruptions in society and can lead to the separation between the well off and those that are in need. Those who are well off should be looking out for those who are in need.

What I would recommend is that he repent for what he did and a sack is not only needed as a consequence. We should also consider if Anton Casey deserves to keep his permanent residency in Singapore.

Joshua Tang, Sec 3



The Legend of Chang'E

Long ago in ancient China, there were ten suns. It was so hot that the crops all died. There was no food. All the animals died too.

One day, there was a man called Hou Yi. Hou Yi shot nine suns, so only one sun was alive.

One day, Hou Yi married Chang'E. Then he climbed a mountain and someone gave him the elixir of immortality. If you drink it, you will be alive forever. He gave it to Chang'E and did not drink it.

One day, Feng Meng heard that Hou Yi got the elixir, and he wanted the elixir. Chang'E was so worried that Feng Meng will have it that Chang'E drink it then Chang'E flew to the moon with her pet rabbit.

Written by Russell Tan

Submitted by Rosalyn Wee, Senior Educational Therapist, Bishan Learning Centre

My Chinese New Year Experience

Submitted by Rosalyn Wee, Senior Educational Therapist, Bishan Learning Centre

Broom swept.

House cleaned.

Traditional food
prepared.

New clothes
bought.

Food snatched.

Clothes worn.

Ang pao received

Extended family
visits.

Family reunites.

Family prays.

Relatives chat.

Poker, Mahjong, and
Blackjack played.

Money spent.

Stomach filled.

Mind sleepy.

Heads heavy.

House cleaning
starts again!

By Darryl Ang

Broom sweeps.

House cleaned.

New clothes
bought.

Food bought.

Bakkwa eaten.

Extended family
visits.

Family reunites

Ang Pao
received.

Relatives eat.

Poker and
Blackjack
played.

Money spent.

Stomach filled.

House cleaned.

Minds sleepy.

Heads heavy.

By Clovis Fong

Broom sweeps.

House cleaned.

New clothes and
bakkwa bought.

Steamboat food
bought.

Ang pao received.

Extended family
visits.

Family reunites.

I visit.

FPS played.

Money spent.

Stomach filled.

Mind sleepy.

House cleaning
starts.

Heads heavy.

By Khant Z in
Tun

Brooms sweeps

Bakkwa bought.

Food bought.

House decorated.

New clothes
bought.

House cleaned.

Ang pao received.

Poker played.

Traditional Food
eaten.

Relatives wishes.

Relatives chat.

Oranges received.

Money saved.

Weight increased.

Oranges eaten.

Food finished.

Decoration packed.

House cleaned.

By Ian Yeo

新年快樂

Happy Chinese New Year

THE DAS TIMES

Firecrackers banned in Singapore

Saturday, 20 March 1972

by Mandy Oh, Zachary Hong, Tomy Tan



Singapore – These firecrackers will no longer be sold in Singapore due to the several incidents causing death and injuries starting from 19 March, 1972.

The sale and burning of firecrackers will no longer be allowed in Singapore. This governmental issued ban is a result of the many incidences of dangerous firecracker accidents that hurt, killed people, and cause property damages that amount to at least a few million dollars worth in the last few years.

The government which issued the Dangerous Fireworks Act, that includes the lighting and sale of firearms, and firecrackers, state that if anyone is found to be in possession of firecrackers and discharge of fireworks, will be fined

up to a maximum of \$5,000 and/or imprisoned of up to two years.

The Dangerous Fireworks Act was passed due to several incidences that happened to help reduce the risk of injuries and houses being burnt.

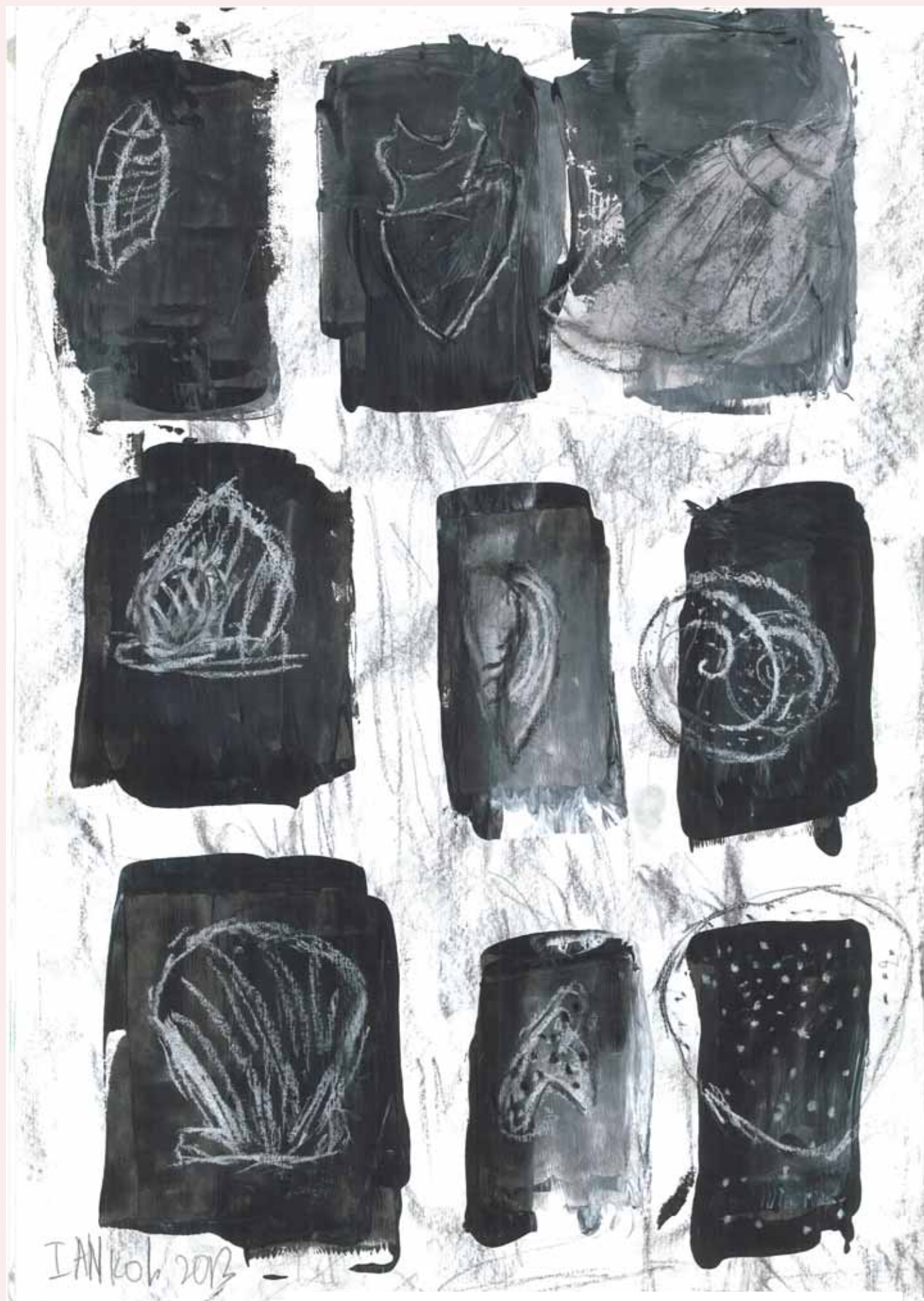
The first major one was during Chap Goh Meh, which is the 15th day of the Lunar New Year. 11 people were injured, three seriously, and 14 more homeless, \$1 million worth of property destroyed, 8 shops burnt down, near Hilton Hotel Singapore during the festive time were injured, and amounted to \$400,000 in damages.

“These deaths by firecrackers are a ‘sheer waste’ of human lives”, Prime Minister Lee Kuan Yew said.

People of the public are supposed to return their firecrackers to the nearest police station in the next two months. The police will be conducting a raid and anyone found in possession of the firecracker will be arrested or fine up to \$10,000 , and/or jailed for 4 years.

This story might have some inaccuracies and the story has been used for entertainment and educational purposes.

Submitted by Rosalyn Wee, Senior Educational Therapist, Bishan Learning Centre



Ian Koh Xin Jie Submitted by Ms Chan Po Kuan Bedok Learning Centre

Just

ould be a smooth ride ...

Joanna Kung
14+Life is like water
It never stops flowing

Bedok (DAS)

Javier Leong
15+

Life is like salad in thousand island dressing.

It is a mixture of family friends and surroundings.

Most of the times life is sweet but at times, sour.



DAS (Bedok)

(Larence Hoon
13+

Life is like a wheel.



We do almost the same thing every day.



DAS (Bedok)



Give a gift of education
to children with
dyslexia.

We need your **help!** Please donate.



Many children are still struggling with dyslexia and attending classes at DAS. Many of these children come from low-income families and receive financial aid from DAS. Although our main remediation programme is co-funded by the Ministry of Education (MOE), we still need to raise more than \$600,000.00 this year to run services and programmes that are not funded by MOE.

We hope that you will support us in raising awareness about dyslexia and funds for DAS programmes. The donations raised will be used to subsidise the fees of programmes or services for low-income families. Eligible students currently receive bursaries between 30% and 100%, depending on the family's household income.

Dyslexia Association of Singapore: 1 Jurong West Central 2 #05-01 Jurong Point Singapore 648886
T 6444 5700 | F 6444 7900 | Hotline 6444 5700 | www.das.org.sg



**DYSLEXIA ASSOCIATION
OF SINGAPORE**
HELPING DYSLEXIC 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: DYSLEXIA ASSOCIATION OF SINGAPORE		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.
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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.



Donation Form – GIRO Application

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

Billing Organisation: DYSLEXIA ASSOCIATION OF SINGAPORE		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. 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 (as 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

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





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2014

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¹Please refer to list at Customer Service Counters for the outlets.

²Redemption is limited to the first 150 per day from Mondays to Fridays and the first 250 per day on Saturdays and Sundays. Redemption is only available at JP2 Customer Service Counter, Level 3.



*Terms and conditions apply. Pictures are for illustration purposes only.
For more information, please visit Customer Service Counters located at JP1, Level 1 and JP2, Level 3 or log on to www.jurongpoint.com.sg

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Tel: 6792 5662 | www.jurongpoint.com.sg | Opening Hours: 10am - 10pm

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