

FACETS

A PUBLICATION OF THE DYSLEXIA ASSOCIATION OF SINGAPORE
ISSUE 3—JULY TO SEPTEMBER 2017 MIC (P) 108/02/2017



Youth for Causes 2017
RAISES \$37,000



FACETS

Dyslexia Association of Singapore

1 Jurong West Central 2
#05-01, Jurong Point Singapore 648886
T: 6444 5700
F: 6444 7900

www.das.org.sg info@das.org.sg

DAS Patron: Mrs Goh Chok Tong

DAS Executive Committee 2017–2018

President: Mr Eric Lee
Vice-President: Mr Rajaram
Honorary Treasurer: Mr Kaka Singh
Honorary Asst. Treasurer: Mr Vincent Chen
Honorary Secretary: Mr Kevin Kwek
Honorary Asst. Secretary: Mr Paul Lim

Executive Committee Members:

Ms Connie Yang Kong-Nee
Mr K Kesavapany
Mrs Cynthia Tan
Dr Zubin J Daruwalla

Editor: Deborah Hewes
Proofreading: Cheryl Cheong
Kristy Wong

Design and Layout: Deborah Hewes
Cover Photo: Nan Chiau High School
Published by: Dyslexia Association of Singapore

Contributors:

Hannah Alkaff, Ang Seow Li, Camillia Churemi, Sylvia Foo, Deborah Hewes, Shenmee Lau, Deon Poh, Anaberta Oehlers-Jaen, Gerard Ong, Geetha Shantha Ram Jacqueline Song, Kavitha Tiruchelvam, Karen Wong Tshing Tsing.



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

DAS Learning Centres

Ang Mo Kio AMK	Anderson Primary School T: 6452 1186
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: 6594 0331/2
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
Serangoon SRN	Blk 411 Serangoon Central T: 6444 5700 (Opening 2018)
Tampines TPN	Blk 162,163, Tampines St 12, #01-257 T: 6786 0838
Woodlands WDL	Blk 165, Woodlands St 13, #01-567 T: 6269 0730
Yishun YSH	Blk 932 Yishun Central 1 #01-101 T: 6451 5582
DAS Academy	73 Bukit Timah Road #05-01 Rex House T: 6336 2555 www.dasacademy.edu.sg
DAS International Services	73 Bukit Timah Road #05-01 Rex House T: 6643 9600/1 www.dasint.org.sg
DAS SpLD Assessment Services	73 Bukit Timah Road #05-01 Rex House T: 6643 9600/1



Welcome

This month we celebrated World Dyslexia Awareness Week which presented many opportunities to raise awareness about dyslexia and learning differences. At

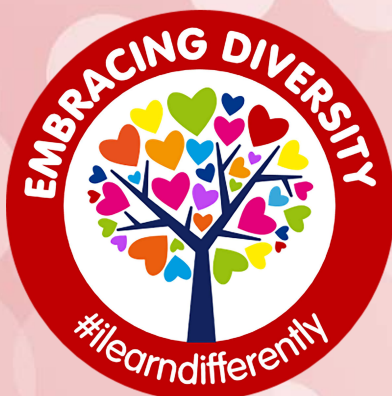
DAS we were busy decorating our learning centres with our students and parents! We have posted the many photos and videos of events and those trying our Tongue Twister Challenge on Facebook.

DAS also announced this week that we are extending our Assessment services to cover other learning differences than just dyslexia, this is in response to the wide learning needs of students that come through our doors.

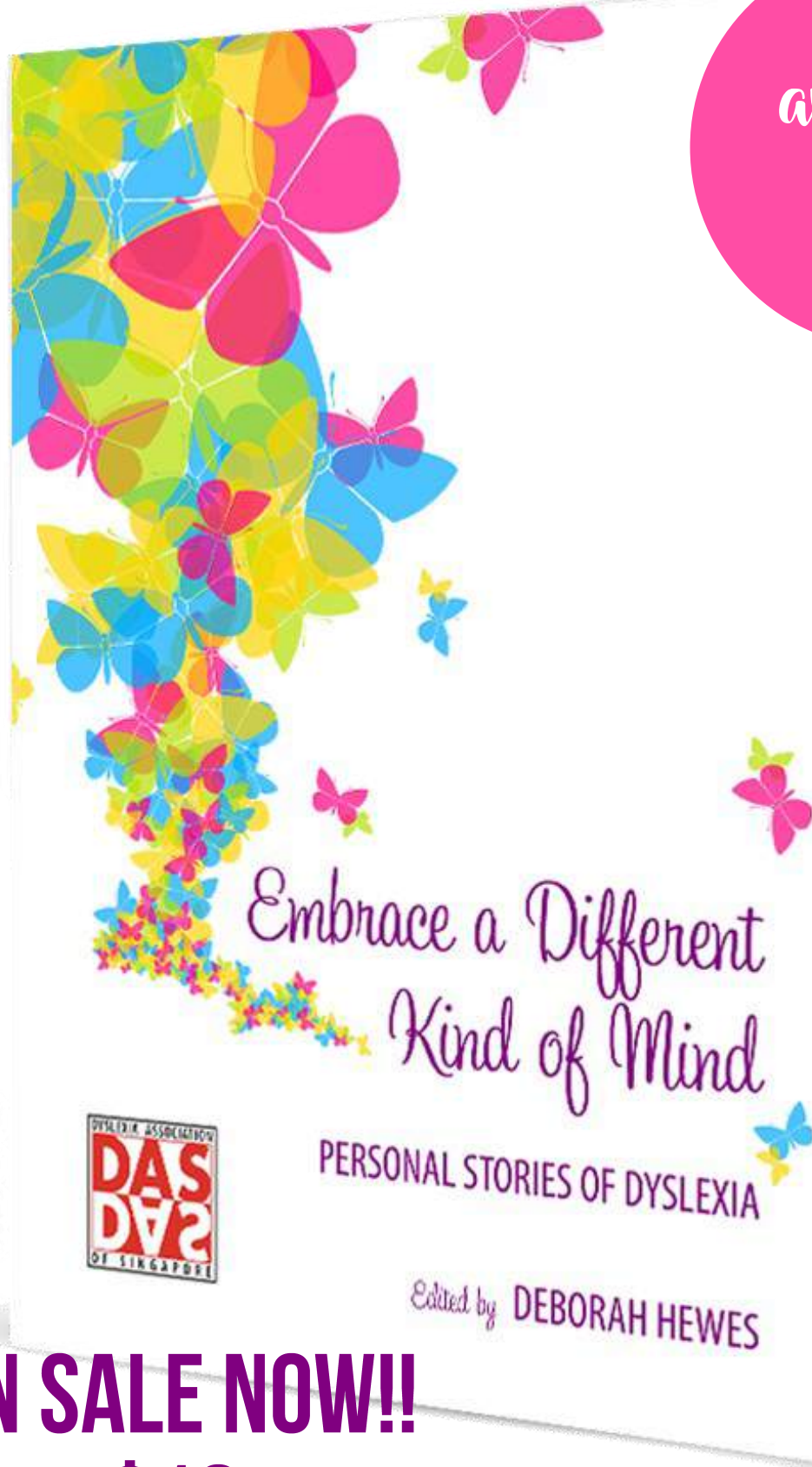
I always enjoy creating FACETS and I hope you find the information we bring to you enlightening. Please share this with someone you think will benefit from it when you are finished!

Best wishes

Deborah Hewes



Now
available
as an
ebook



ON SALE NOW!!
\$18

AT ALL DAS LEARNING CENTRES
20% DISCOUNT FOR DAS MEMBERS

FACETS

FUN AND FEATURES



APPLAUSE



- 32** Speed Skater, Amelia Chua
- 34** Hannah Alkaff, "if I can do it you can too!"
- 38** Our son scored an A for English! English Exams Skills
- 40** DAS Academy 2017 Graduation
- 46** DAS Academy 2017 Graduation

COVER STORY



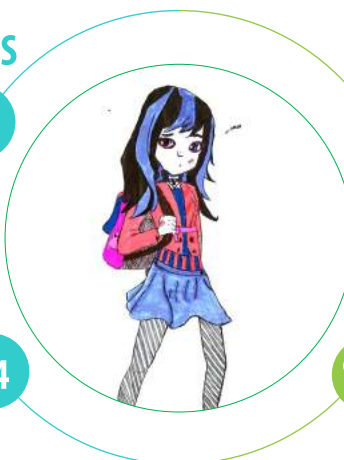
- 50** YFC raises \$37,000
- 52** Nan Chiau High School Raised \$11,333.34
- 56** Hwa Chong Institution Raised \$9,758.40
- 58** Cedar Girls Secondary School Raised \$9,433.14
- 60** Hong Kah Secondary School Raised \$7,088
- 62** UNITE SpLD 2018

EDUCATION EXCHANGE

- 66** Start them Young Good Decision-making
- 68** NEW! SpLD Assessments
- 70** DAS International Specialist Tutoring
- 74** Dyslexia Research Volunteers Needed

TIPS

- 78** School Holiday Workshop
- 82** Dyslexia on a Bicycle
- 84** Dyslexia Screening Dates for November



STUDENT GALLERY

- 90** Writer's Corner
- 93** Student Gallery Artwork from BEDOK Learning Centre
- 95** Donate to DAS

EMBRACE DYSLEXIA

RAISE AWARENESS

Sharing information about dyslexia in the workplace.



Inviting DAS to conduct Awareness Talks.

CHAMPION DYSLEXIC INDIVIDUALS

Recognising their strengths and understand their weaknesses.

Providing appropriate support and encouragement.

DONATE



Donate to DAS Programmes to help low-income families with bursaries.

DID YOU KNOW...



One in 10 people will have some form of learning difference.



Dyslexics use the **right brain** more than the left when learning.



Many dyslexics can **see unique solutions** to problems.



They can see things from different angles and have **strong visualisation skills**.



Around **40%** of people with dyslexia also have ADHD.



Many dyslexics are **talented and creative** and they can be "big picture" thinkers.



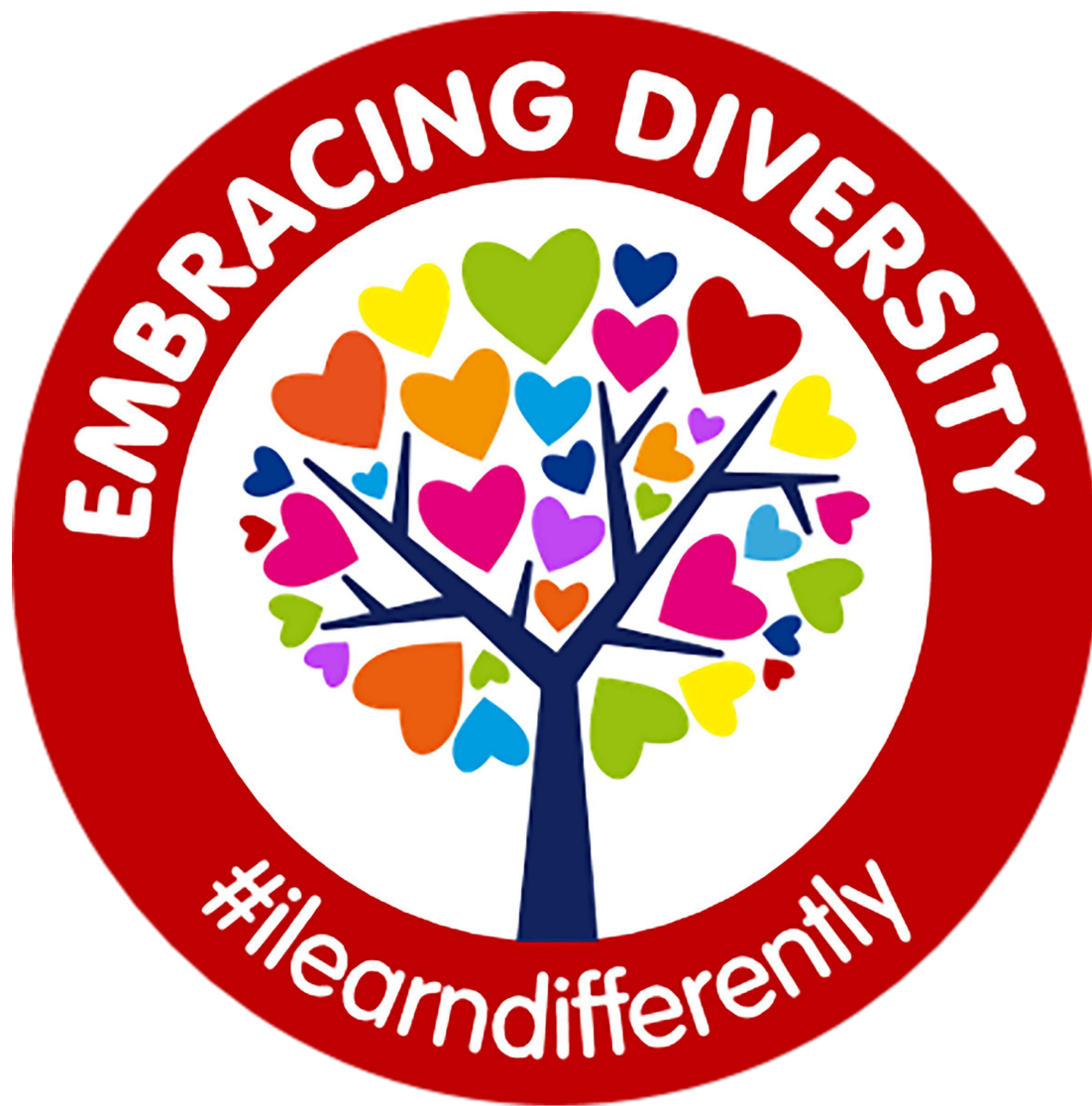
Dyslexia runs in families. Children have a **50%** chance of having dyslexia if one parent has it.

Research has found that around **35%** of **entrepreneurs** in the United States are dyslexic.



Dyslexics do not "see" words in reverse. The "b" & "d" **letter reversal** occurs when they are unable to name the letter.





WORLD DYSLEXIA AWARENESS WEEK

Embracing Diversity #ilearndifferently

By Deborah Hewes
Head of Publicity and Publications

World Dyslexia Awareness Week (WDAW) was celebrated in the first week of October. DAS and international partners celebrated the week raising awareness about dyslexia and other leaning differences. The tag line for the week was "ILEARNDIFFERENTLY". DAS would like to thank everyone who helped to celebrate this week.

World Dyslexia Awareness Week saw many come together to celebrate and raise awareness about learning differently. International partners joined us in the weeks celebrations.

- ★ British Dyslexia Association, UK
- ★ Dyslexia Association of Indonesia
- ★ Dyslexia Association of Sarawak
- ★ International Dyslexia Association, USA
- ★ Madras Dyslexia Association, India and
- ★ SPELD Victoria, Australia

Throughout the week, DAS will invited local and overseas individuals and organisations to participate in a fun and easy Tongue Twister Challenge. Participants were encouraged to attempt the tongue twisters as a way of showing

their support for people with dyslexia as well as help promote awareness for learning differences.

Did you have a go at the Tongue Twisters?



EMBRACING DIVERSITY
#ilearndifferently

World Dyslexia Awareness Week
2 to 8 October

KIDS TONGUE TWISTER CHALLENGE

Some days RED
Some days BLUE
Different Days
I'm different too!

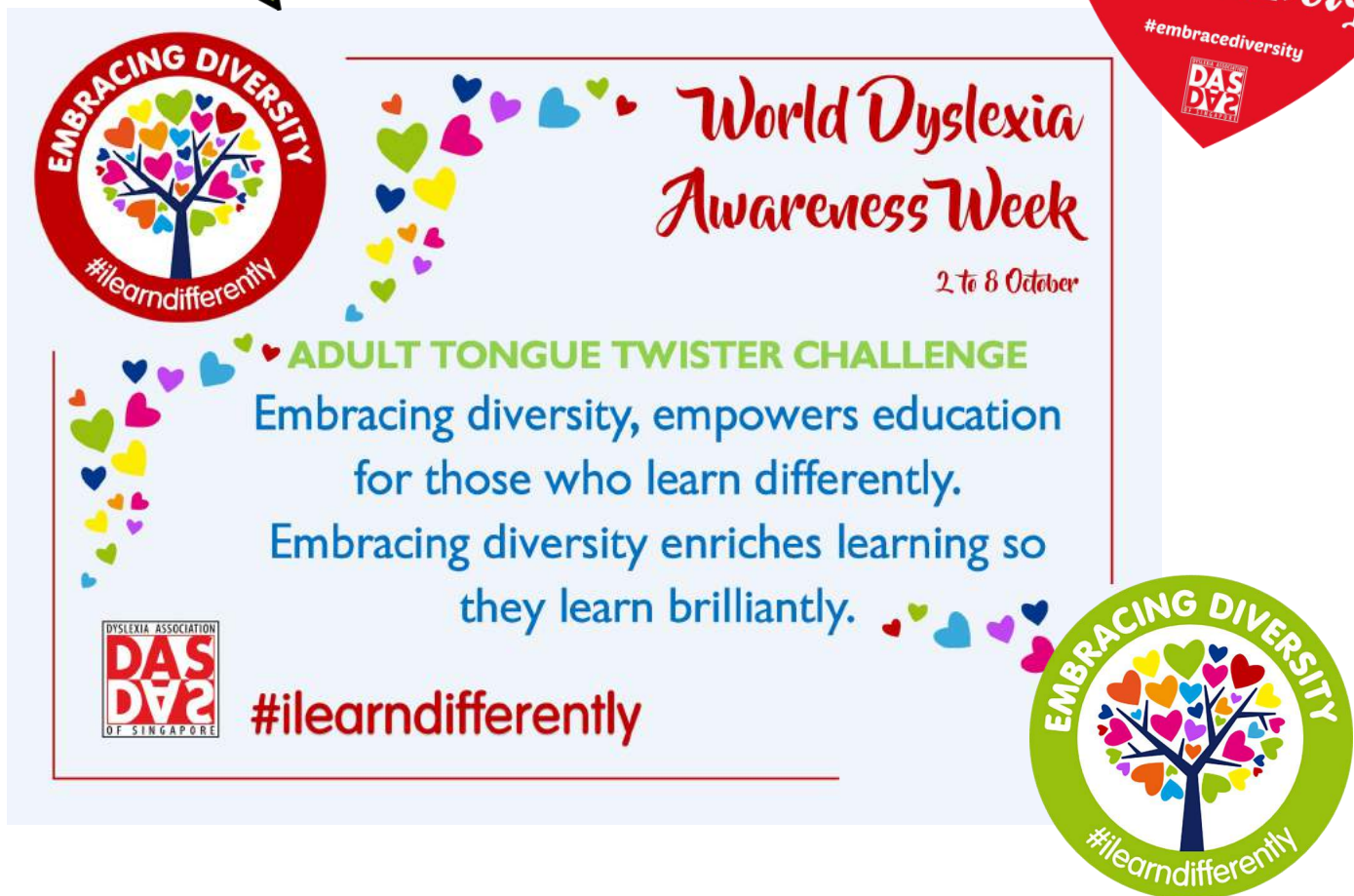
DAS DYSLEXIA ASSOCIATION OF SINGAPORE
#ilearndifferently



Get Tongue Twisted
#ilearndifferently



i learn differently
#embracediversity



EMBRACING DIVERSITY
#ilearndifferently

World Dyslexia Awareness Week
2 to 8 October

ADULT TONGUE TWISTER CHALLENGE

Embracing diversity, empowers education for those who learn differently.
Embracing diversity enriches learning so they learn brilliantly.

DAS DYSLEXIA ASSOCIATION OF SINGAPORE
#ilearndifferently

EMBRACING DIVERSITY
#ilearndifferently





Pictured above: ISCOS Staff attempting the Tongue Twister Challenge in support of World Dyslexia Awareness Week

Each DAS Learning Centre was given \$100 to dress their centre up according to the theme: Embracing Diversity.

The dress-up involved students, staff and parents and we saw a flurry of activity in our centres as they dressed up to celebrate WDAW!

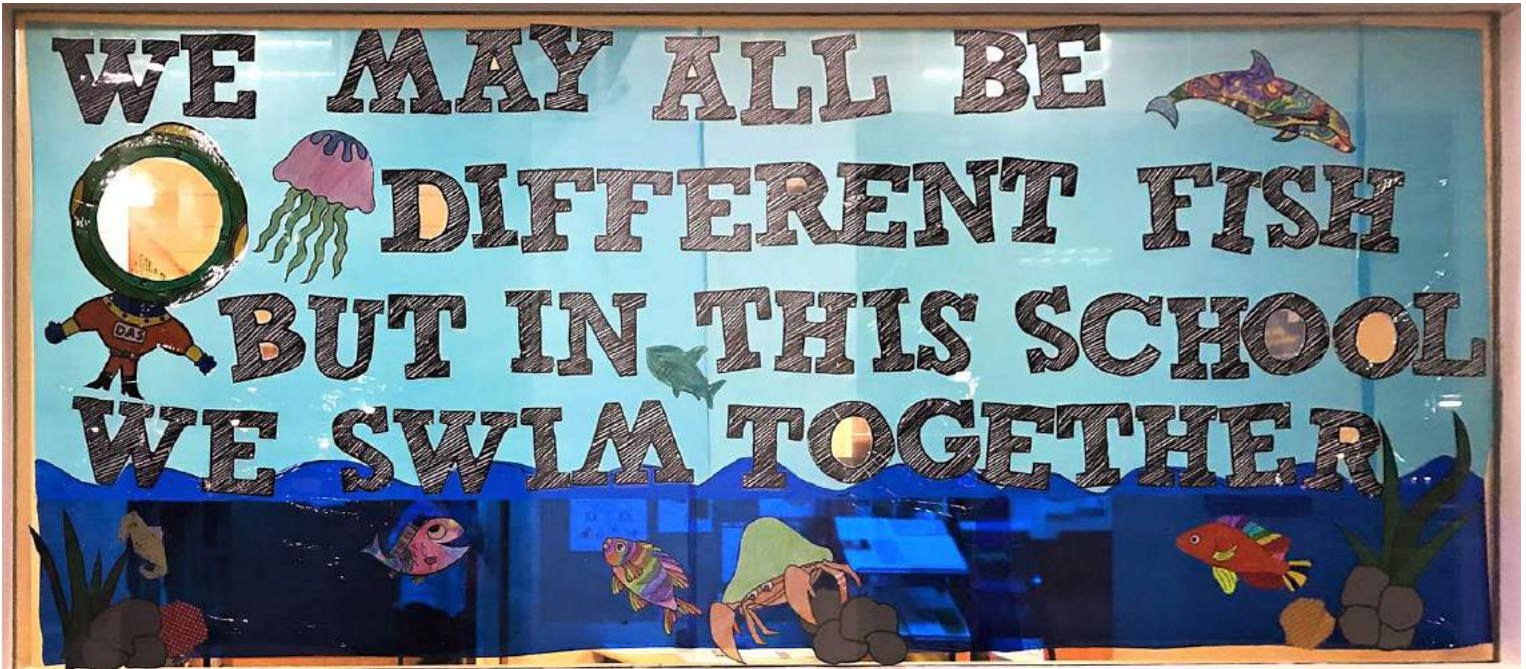
All 13 Learning Centres worked away to decorate their centres. In the end there was only one winner and this award went to Tampines Learning Centre with a close runner up being Chinatown Point Learning Centre.

DAS CEO, Lee Siang, commented in his BLOG, "the response of DAS colleagues was incredible

to see, reflecting the passion and commitment to our cause for dyslexia. The centre displays were wonderful and unique. It was a wonderful testament to the spirit of DAS Staff!"







TAMPINES LEARNING CENTRE
LEARNING CENTRE DRESS UP
WINNER









DAS ANNOUNCES THE LAUNCH OF SPLD ASSESSMENT SERVICES

By Deborah Hewes
Head of Publicity and Publications

In commemoration of World Dyslexia Awareness Week 2017, the Dyslexia Association of Singapore (DAS) announced the launch of their new Specific Learning Differences (SpLD) Assessment Services (SAS) to cater to the growing number of students with multiple learning needs besides dyslexia.

The range of assessments will enable a thorough investigation into the various needs of an individual learner, help identify the comorbid learning needs in students and allow educators to maximise the development of each student through an awareness of these needs and how

they impact each other.

In Singapore, it is estimated that about 23,000 preschool, primary and secondary students have dyslexia severe enough to warrant intervention. Over the last few years, DAS recognises that a significant number of students have dyslexia and co-occurring difficulties and a review of comorbid rates suggest that about half of all learners with dyslexia have co-occurring learning difficulties. These learning difficulties include dyspraxia, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), obsessive compulsive disorder (OCD) and Tourette's syndrome.

Above: Geetha Shantha Ram, Director of SpLD Assessments, MOE-aided DAS Literacy Programme and Staff Professional Development with some of the DAS Specialist Psychologists, (L to R) Natalia Lew, Tan Shi Jia and Winston Quek

World Dyslexia Awareness week was packed with activities surrounding the main theme, "Embracing Diversity: Dyslexia and other SpLDs!", which DAS hoped to correct common misconceptions about dyslexia and SpLDs, while providing solutions and guidance to the public on ways to manage and overcome these challenges.

"Over the years, DAS has been tirelessly raising awareness for dyslexia and other learning differences by conducting talks in schools and professional organisations, holding annual conferences and publishing research. The emphasis on SpLD's came about because we noticed an increasing number of students coming through our doors with comorbid issues. The need for us to first and foremost identify and help these students became important and this prompted us to expand our assessment services to go beyond diagnosing just for dyslexia. By joining hands with other local and international dyslexia organisations, we hope that together as one voice, we can advocate for greater awareness and support for people with different, coexisting learning needs. In time to come, we hope more dyslexia organisations from around the world will also come on board to collaborate with us to create a greater impact for World Dyslexia Awareness Week," said Lee Siang, Chief Executive Officer, DAS.



SPLD ASSESSMENT SERVICES



BENEFITS OF A PSYCHO-EDUCATIONAL ASSESSMENT

Early identification and intervention of learning differences or developmental challenges is vital for an individual's well-being and educational progress. A psycho-educational assessment in the area of Specific Learning Differences, provides useful information about an individual's learning profile or behavioural challenges and helps to identify the presence of a learning or developmental difficulty. Specifically, it helps to illuminate an individual's strengths and weaknesses in terms of cognitive abilities (e.g., verbal and non-verbal abilities, processing speed, and memory) and academic skills (e.g., reading, writing, and mathematics abilities). Behavioural or socio-emotional issues, which are interfering with learning or development, can also be identified.

DAS can assess for:

- ◆ Dyslexia
- ◆ Dyscalculia
- ◆ Giftedness
- ◆ Visual processing
- ◆ School Readiness
- ◆ Dysgraphia/Dyspraxia
- ◆ Autism Spectrum Disorder (ASD)
- ◆ Intellectual Disability (ID)
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)

www.das.org.sg/services/assessments



"Gee-Raf" Presents...

DAS LEARNING DIFFERENCES VIDEOS

By Deborah Hewes
Head of Publicity and Publications

During World Dyslexia Awareness Week, Geetha and Ashraf, Directors at DAS, took some time to share three videos about learning differences to help raise awareness about learning differently.

All three videos are available on our YouTube channel as well as our Facebook page.

They are titled:

1. What is Dyslexia?
2. Are Assessments Important?
3. Six Key Principles behind Successful Intervention

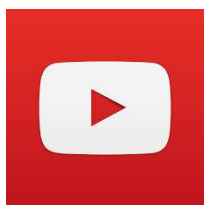
Geetha Shantha Ram is the Director of SpLD Assessments, MOE-aided DAS Literacy Programme and Staff Professional Development and Ashraf Samsudin is the Director of Specialist Educational Services at DAS.

To find out more about Geetha and Ashraf their bio's are published on the DAS website under the "Staff Directory".

www.das.org.sg/about-das/staff-directory.html



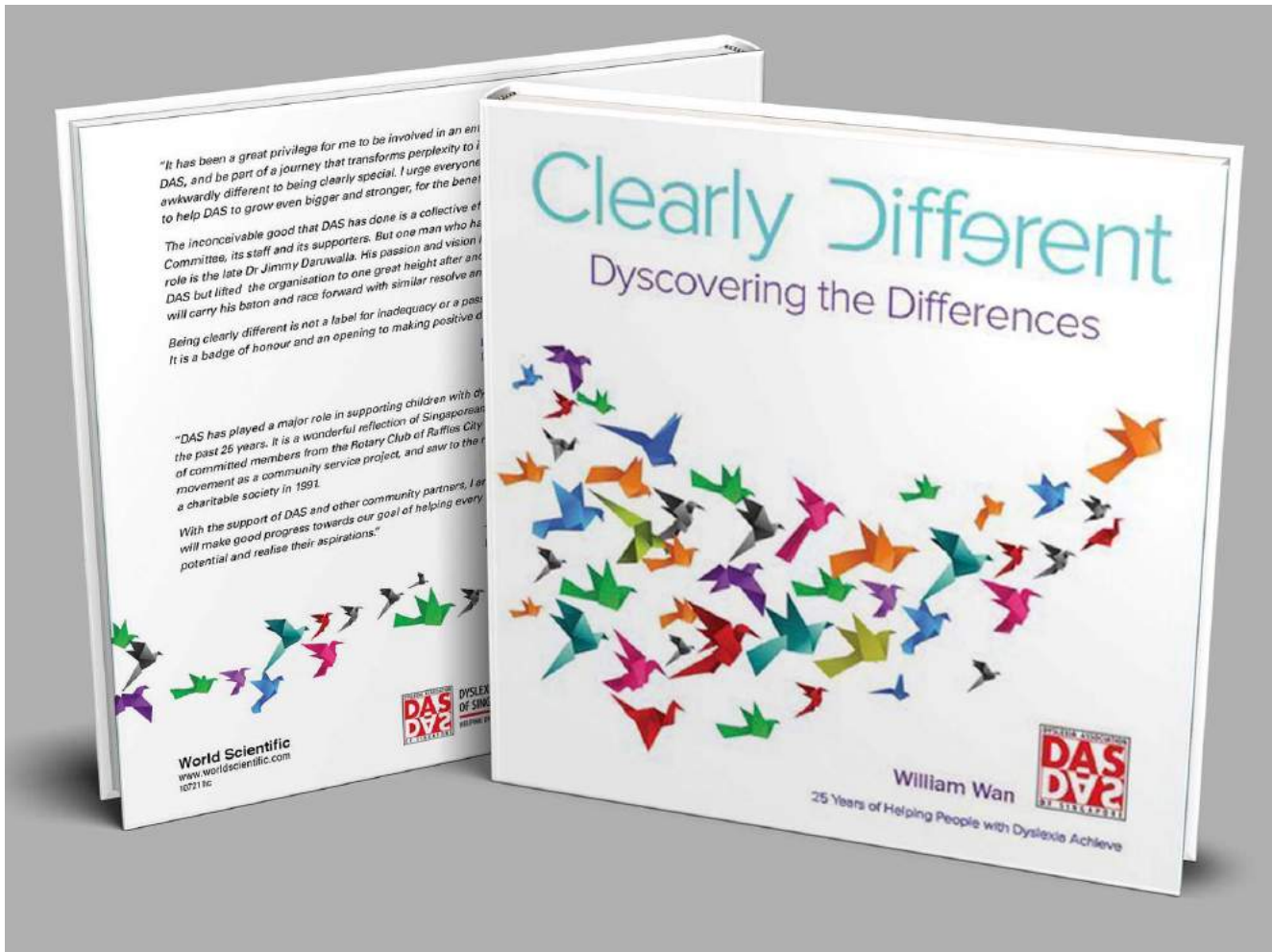
You Tube



Watch our videos on the
DAS YouTube Channel

WWW.YOUTUBE.COM/USER/DYSSG





CLEARLY DIFFERENT BOOK—\$200 EACH

Raising Funds for Bursaries

By Deborah Hewes
Head of Publicity and Publications

Celebrating 25 years of supporting children with learning differences, DAS has published this unique book documenting its history and the individuals who have played a key role in championing dyslexia support in Singapore.

DAS is undertaking a fundraising opportunity to raise much needed funds for low income families needing access to bursaries for the services provided by DAS. A preview video of the book is available on our Facebook page.

We have asked the author Dr William Wan to personally autograph a limited number of hardback copies of the book to be sold at \$200 each. If you would like one of these books they can be purchased from the **DAS SHOP** on our new website at this link:

www.das.org.sg/shop/das-publications/clearly-different-dyscovering-the-differences-hardcover-detail.html



2013 Award by Ngee Ann, 17 years old

Clearly Different – Discovering the Differences

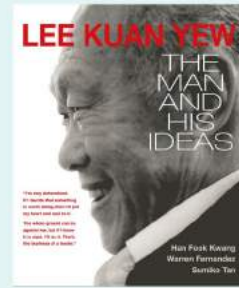
THE TURNING POINT

Back in 1991, Dr Daruwalla had already been told by Dr Lee Wei Ling that her father was dyslexic. Only in 1996 did the then Senior Minister Lee Kuan Yew announce that he was mildly dyslexic. In word and in deed, his support for DAS was unwavering. He went on to donate to DAS over S190,000 that he had received in royalties for his book *Lee Kuan Yew – The Man and His Ideas*.

It was the single largest individual donation to the DAS in the first decade of its existence. That generous act opened the floodgates of public interest in dyslexia.

That month alone, DAS received a thousand phone calls from parents who thought their children were dyslexic. More than the money, as Dr Daruwalla said in an interview, "The greatest thing he did for us was to remove the stigma".

With greater awareness came more opportunities to provide help where it was needed. Dyslexia Awareness Courses were organised for selected teachers from various primary schools so that the work of seeding the education system with early intervention "detectors" could begin in earnest.



Quotes from the book, 'Lee Kuan Yew – The Man and his Ideas' were donated by Lee Kuan Yew to DAS. All Lee Kuan Yew posts a long-term supporter of DAS and his books regarding the personal development.

Permissions to print the cover design of the book, Lee Kuan Yew: The Man and His Ideas, ISBN 981 907 612 2, 1995, Hansi Editions, Pte Ltd and The Straits Times Press. The paper back edition published in 2013 by Marshall Cavendish Education. An edition of Marshall Cavendish Education and The Straits Times Press is a member of Singapore Press Holdings.

Milestones in the past 23 years

1996

- MAR DAS appointed its first Executive Director, Mrs Linda Low.
- APR The stigma of having a learning difficulty was considerably lessened when Mr Lee Kuan Yew, former Prime Minister of Singapore, announced that he had mild dyslexia and donated a large sum of money to DAS. This created more public awareness, and there was a flood of enquiries. A symposium on dyslexia, sponsored by the British Association of Singapore, was held to increase public awareness of this learning difficulty.
- DAS Patron, Mrs Goh Chok Tong, was the Guest of Honour at the opening ceremony of DAS Learning Centre in Ping Yi Primary School.



- JUL 60 teachers from various primary schools attended a Dyslexia Awareness Course jointly organised by the MOE and DAS.
- OCT DAS organised a Gala Dinner to celebrate its 5th Anniversary on 27 October 1996.



2017 Award by Ngee Ann, 12 years old



2016 Award by Ngee Ann, 15 years old

Milestones in the past 23 years



CASTING CALL

Would you like
to help DAS?

Be seen on the
small screen?



DAS CASTING CALL

LOOKING FOR YOUR HELP

By Deborah Hewes
Head of Publicity and Publications

DAS is looking for students, families and others to be willing to act, be interviewed and photographed for videos and photos that will help promote our services as well as raise awareness about learning differences.

There are many opportunities during the year where we would like to ask for your help. We plan to do a number of videos to promote our services and specifically to raise awareness about learning differences.

We are also approached by the media on many occasions and need families to be spokespersons for DAS. Your experiences in working with us and your child's progress at DAS is of interest to us as well as the public. Your sharing helps to raise awareness of learning differences and helps to reduce negative stigma held by the public.

If you are interested in helping us with these projects then please contact:

Deborah Hewes

Deborah.hewes@das.org.sg

WHO ARE WE LOOKING FOR?

DAS STUDENTS OF ALL AGES, DAS FAMILIES WILLING TO BE INTERVIEWED ABOUT THEIR EXPERIENCES WITH DAS & OTHERS, FRIENDS AND INTERESTED EXTRAS!

SOME VIDEOS WILL BE SCRIPTED
SO THERE WILL BE LINES TO LEARN



DYSLEXIA ASSOCIATION
OF SINGAPORE
HELPING DYSLEXIC PEOPLE ACHIEVE

ABOUT DYSLEXIA

SERVICES

NEWS & EVE



DAS LAUNCHES NEW WEBSITE *Visit us on the Web!*

By Deborah Hewes
Head of Publicity and Publications

EVENTS

GET INVOLVED

CENTRES

PUBLICATIONS

CONTACT



DONATE

WELCOME TO DAS

The Dyslexia Association of Singapore provides a wide range of services catered for individuals with dyslexia and other specific learning differences.

[LEARN MORE](#)

DAS has launched a new website so that we are mobile and other device friendly. Revamping the website gave us an opportunity to reconnect with our audience with fresh content and new initiatives such as the Shop, DAS Blog and Publications.

We encourage you to have a look at our new site it is the best way for us to spread awareness about dyslexia and other learning differences.

If you think we should be telling you more, or would like to let us know what you think of the new website please email: info@das.org.sg



Republic Polytechnic Students led by DAS Alumni, Hannah Alkaff RUNNERS UP IN SINGAPORE MICE CHALLENGE 2017

by Hannah Alkaff
DAS Student Alumni and Republic Polytechnic Student

The Singapore MICE Challenge is an annual nationwide competition that is hosted by SACEOS for all tertiary students that are majoring in MICE or Business Events, Business Management, Hospitality and Tourism related fields, in which the students are to conceptualise a MICE event from scratch in relation to the selected industries and sectors.

We are a team of students from Republic Polytechnic, pursuing a Diploma in Integrated Events Management. The team consists of Hannah Alkaff, Law Chian Thye, Ong Wen Xiang, and Muhammad Haikal bin Ahmad Samar.

The topic that we chose for this challenge was under the Social and Community Sector. We knew that this sector covered a wide range of topics, but we settled down with a focus on Learning Differences. To bring awareness regarding Learning Differences, to make adjustments to the

current system, and most importantly, to accept those that majority may deem as different.

In all honesty, we had no idea what such a conference included, as none of us had ever attended such a conference before. However, along the way, we managed to get the various inputs of experienced organisations such as SPD, DAS, our industry mentor, and even our facilitators. With everyone's guiding hand, we managed to clinch the position of 1st runner up, and won a fully sponsored trip to Nashville, Tennessee, and to attend the PCMA Convening Leaders 2018 conference.

The whole journey was definitely worthwhile. We managed to discover and learn things that we otherwise would not have. We even managed to attend a DAS Conference, which really helped us on how we should structure our project. We would like to thank DAS CEO, Mr Lee Siang, and Deborah Hewes, the Conference Manager for allowing us to attend free of charge, this gave us valuable insights to what a real conference should look like.

The days leading up to the finals were long and hard, and we could not have achieved what we had without the help and support of our peers, facilitators, and those that gave us a helping hand.

We would like to give our thanks to all of those that have supported us, and we hope that everyone will continue to give a helping hand to students in such an initiative.



BE A PART OF THE DAS PARENTS' SUPPORT GROUP



Benefits of 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 knowledge

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 the Centre Managers.



www.facebook.com/groups/dasparents

CHINESE PROGRAMME

小学华文辅助课程

**Specialised
Educational
Services**

UNLOCKING POTENTIAL

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.



Find out more at www.ses.org.sg or 6444 5700

Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore.



Dyslexia Awareness Exhibition at WOODLANDS LIBRARY

By Deborah Hewes
Head of Publicity and Publications

Part of our dyslexia awareness outreach efforts this year is a positive partnership with community libraries. This year we will see four dyslexia awareness exhibitions held at libraries

The third exhibition was held at Woodlands Library for the month of August. Along with a poster exhibition, DAS was given space to display its publications and dyslexia information.

The exhibition was well received and we look forward to setting up the exhibition again at Bishan Library in November.





DAS in the News

VIEWS FROM THE TOP

By Deborah Hewes
Head of Publicity and Publications

DAS CEO, Lee Siang contributes to the Business Times, Views from the Top. This section is published every Monday and contains CEO's views on a wide range of topics. Two of his contributions are below:

WILL TAX HIT THE SWEET SPOT?

28 AUGUST 2017

Should Singapore introduce a sugar tax? How effective will the move be in the battle against diabetes?

A SUGAR tax, if implemented, should be just one of the policies to tackle diabetes and improve health in general. In addition to fiscal policies by government, the fight against diabetes requires a whole nation approach involving the participation and support of individuals and organisations.

At the Dyslexia Association of Singapore (DAS), we believe the first step to good health is awareness and that employers can play a role in staff's well-being. As such, we have organised a free health screening for staff and yoga sessions to encourage them to keep active. To keep the momentum going, we will be holding outdoor sports activities at our annual staff event this year.

Mr Lee Siang, CEO
Dyslexia Association of Singapore

SCALING GREATER HEIGHTS

4 SEPTEMBER 2017

How has your organisation been supportive of national service? Why is corporate support important?

PASSION is a strong trait valued by the Dyslexia Association of Singapore. Without passion, it will be difficult for our staff to help people with dyslexia, as it is not an easy journey. We also draw inspiration from the dyslexic community - many of them driven by passion to achieve success despite their learning difference. Besides passion, we see determination as another key factor in tackling challenges. According to a research by Julie Logan of the John Cass Business School, a good percentage of entrepreneurs in the UK and the US are dyslexic. The repeated failure they experienced from young could have given them the grit required in the entrepreneurial route.

Mr Lee Siang, CEO
Dyslexia Association of Singapore

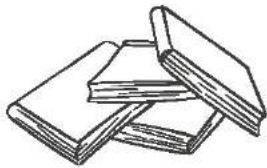
WWW.DAS.ORG.SG/NEWS-EVENTS/NEWS

Preschool Literacy Profiling Test For K1 - K2 Students 2017

Free!

Does your child have difficulty with reading, spelling or writing?

teh or the?
saw or was?



Is your child creatively avoiding activities related directly to reading, spelling and writing? Has difficulty in learning letters of the alphabet or even sight words?



Is your child having problems with letter formation or sequencing, or learning of sight words? Does he/she have poor handwriting or have trouble following multi-step directions or routines?

Come for our **FREE Literacy Profiling Test***!

The screening will be conducted by our preschool early literacy intervention team. Our professionals will address your concerns about your child's literacy development and share with you help that is available.

To register, call 6444 5700

(Office hours: Monday to Friday, 9am - 5:30pm)

Limited slots available! Registration is required.

Screening details:

Monday, 13 March 2017

9:00am - 5:00pm

Tampines Learning Centre

Block 163 Tampines Street 12, #01-257

Singapore 521163

COMPLETED

Wednesday, 31 May 2017

9:00am - 5:00pm

Chua Chu Kang Learning Centre

Block 17 Teck Whye Lane

#01-167 Singapore 680017

Wednesday, 22 November 2017

9:00am - 5:00pm

Bishan Learning Centre

9 Bishan Place, #06-03

Bishan Junction 8

Singapore 579837

**This screening test is not meant to serve as a diagnosis for dyslexia but it will give you a picture on the learning needs of your child.*



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLXIC PEOPLE ACHIEVE



DONATING TO DAS

DAS believes that no child should be left behind because he or she cannot afford the cost of DAS services.

Besides the main literacy programme, DAS also offers support in Mathematics, Chinese, English Exam Skills and Speech and Drama Arts. Increasingly, DAS will provide support for dyslexics who also suffer from other specific learning differences such as attention deficit hyperactivity disorder (ADHD), dyspraxia, dyscalculia and non-verbal learning differences.

WE RELY HEAVILY ON PUBLIC DONATIONS TO SUSTAIN OUR DAILY OPERATIONS.

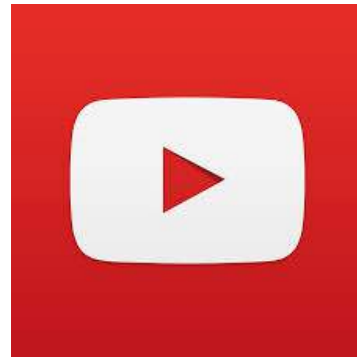
Donations received will go towards our increasing operational expenses.

The 2.5 times tax deduction for qualifying donations will be extended for another three years from 1 Jan 2016 to 31 Dec 2018.

Cheque donations may be made out to "**Dyslexia Association of Singapore**" and posted to:

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

Kindly include your full name and NRIC/FIN to facilitate with tax exemption.



**Watch our videos
on the
DAS YouTube Channel**

WWW.YOUTUBE.COM/USER/DYSSG





A

APPLAUSE

SINGAPORE SHORT TRACK SPEED SKATING NATIONAL CHAMPIONSHIPS

Amelia Chua



Speed Skater—Amelia Chua

SETS TWO SHORT TRACK NATIONAL RECORDS!

By Deborah Hewes
Head of Publicity and Publications



Amelia competed at the Singapore National Short Track Speed Skating Championships on 3 September 2017, and re-wrote the national age group records she had set earlier. More significantly, with her new 500m timing of 54.912 sec, she has advanced from the National Development Team into the National Team, becoming the youngest-ever skater to earn a spot on the National Team!



Here is a list of her awards that Amelia won at the Nationals:

Junior E Girls 777m - Gold
Junior E Girls 500m - Gold
Junior E Girls 333m - Gold
Junior Championship Girls U12 - Silver

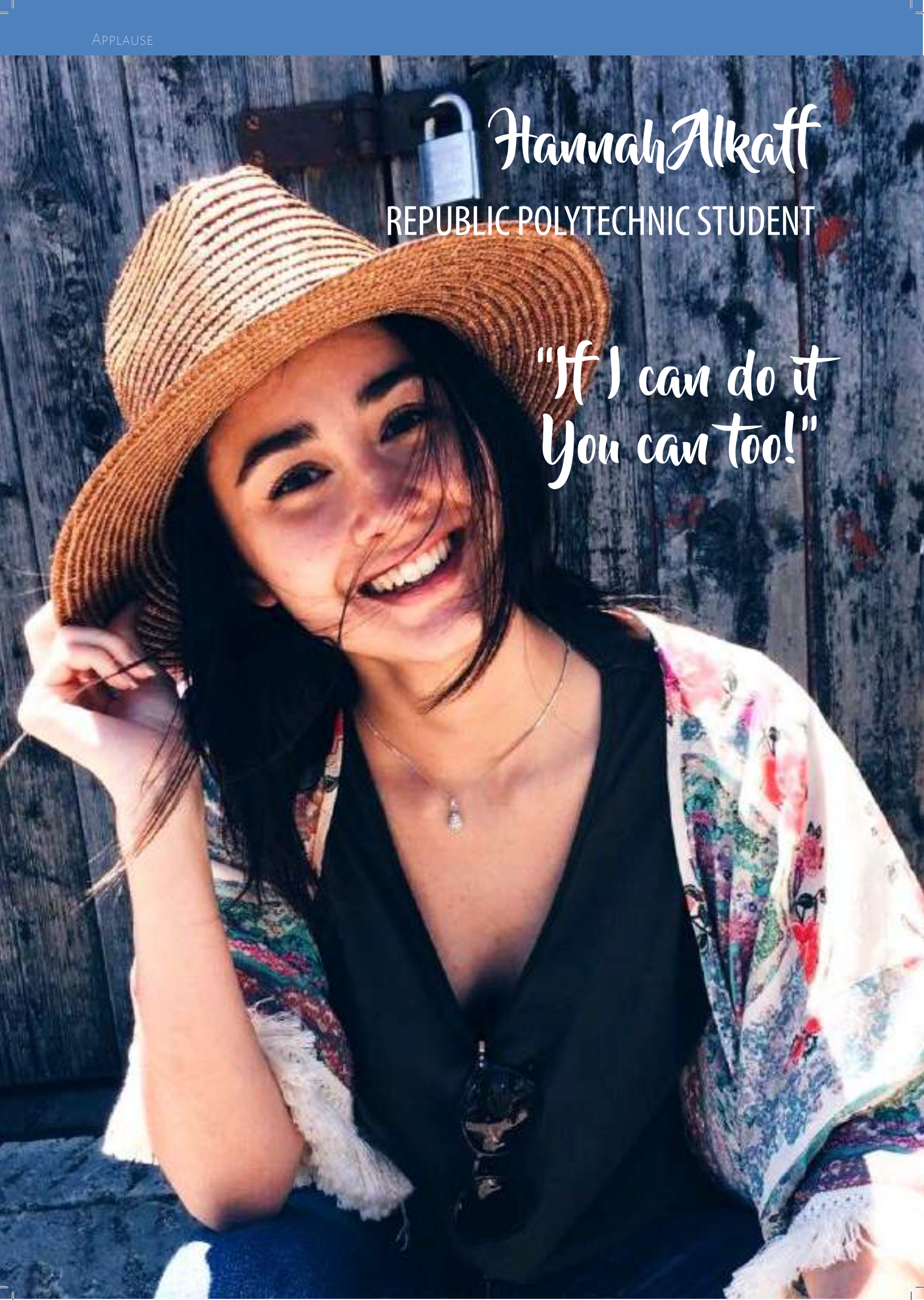
She has also set new national records for Junior E Girls 500m and 333m.



Hannah Alkaff

REPUBLIC POLYTECHNIC STUDENT

*"If I can do it
You can too!"*



“I am Hannah and I’m dyslexic. And if I can do it, you can too.” On 28 July 2017 – a day I’ll never forget, I stood on a stage in front of an audience of about 500 and said those exact words. I had nothing to be ashamed of. Yes, I may have a learning difference but that doesn’t put boundaries on me.

Rewind to 2004, my mum has realised I was reading Tamil words as English words. That was when she knew something was wrong. Of course, there were other signs too. So, she took me for an assessment and I was diagnosed with Dyslexia at an early age of 6.

At that time, I was DAS’ youngest student. I was at the centre for 5 enjoyable years. I enjoyed every second of it. I still remember having to do read the stack of cards and they’d get thicker as the years went by, I remember doing spelling and reading and many other fun activities. Learning was fun at DAS. A lot more fun than normal school. I’d always look forward to class twice a week.

In 2009, I graduated from DAS as valedictorian. It was a proud moment for me and my family as I had come a long way since I started off at DAS. After graduating, I felt a little empty. I looked forward to classes there but I didn’t have anymore.

One of my few achievements in primary school would be my prelims in P6, I was the only student in my cohort that got full marks for our Oral Examination. I was never top for anything but that little thing made me feel extremely proud of myself for accomplishing something I never thought I could.

Lessons at DAS was fun but I still struggled in primary and secondary school. I just couldn’t find a style of studying that suited me. Everything was so fast paced and pressurising that I just gave up. I couldn’t keep up with my peers or my teachers. I had people who supported me and helped me get through it but I also had people who didn’t really bother. It’s sad to say but it is the truth.

I went to school for the sake of going. I was a Normal Academic student. So, I sat for my N levels and then O’s. I was lucky to have passed my O levels considering I only passed 5 subjects. I met the minimum requirement to get into a polytechnic.

I couldn’t get into the school of my choice but to me, the school didn’t matter as much as my passion. If you’re passionate about something, it doesn’t matter where you go because you will make it work somehow.

I made the cut off point for Republic Polytechnic’s (RP) Diploma in Integrated Events Management. I wanted to study Events Management because that was what I wanted to do and I wasn’t going to do anything else. I told myself that this would be a new beginning, that I was going to work hard and prove to myself (not to anyone else) that I can achieve good things. And so, I did. At the end of my first semester of Year 1, I had a GPA of 3.4. something I would’ve never dreamt of before entering this school. I worked extremely hard to get the grades I have gotten. I know that I take a longer time to process things and understand things so I put in that extra effort. My friends may not need to put in as much effort to achieve the same grades as I do but that’s fine because we are all different and we learn differently. The day I found my style of learning, was the day I knew that I could do it.

RP has given me countless opportunities. I was given the opportunity to be the face of not only my diploma but also my school. Again, something I never thought would happen coming into RP. I received a scholarship which covers my school fees for my second academic year. I was also given a leadership role which I gave up after a few months because it was affecting my grades and I just couldn’t cope. It was a difficult decision for me because I felt that it was selfish of me to do that but then I thought to myself, what is my purpose for coming to school? If I can’t get decent grades in school then why take on other responsibilities.



So, I wrote in to my advisors and told them that I had to step down from my position. Thankfully, they were extremely understanding. Around this time as well, I was offered to be a part of the MICE Challenge. A competition that I had no clue about when I first joined but we did it anyway. My team and I went in to this competition representing our school. We wanted to do our lecturers proud and so we tried our best. What made it special for me was the topic we chose - "Learning Differences". Something I have myself. It was a topic very close to my heart and I was glad that I could bring it out, speak more about it and share my knowledge.

We made it through the preliminary round and into the top 6. The top 6 teams had to do a presentation. For our team, we decided to just send one person up - I was the chosen one. I was the chosen one because it was like me representing people with 'learning differences' - "my people". It was like a real-life example. It was a chance for me to show the people that we are capable.

We were the last team to present. Of course, I was freaking out, I was extremely nervous. Our turn finally came. I went up on stage alone with a spot light on me and many eyes looking at me. I started my presentation with a little interactive bit where we had the words jumbled up and gave the audience about 5 to 7 seconds to read it. I managed to get the crowd going and a little more excited. My voice was shaky and I was breathing heavily throughout. Then it came to an end. Well, sort of. After I concluded the presentation, I walked to the end of the runway and paused for a few seconds. I ended of the presentation with something very personal...

"to end off, I would just like to share that I myself am dyslexic. I have come a long way. Without the support from my family, friends and teachers, I wouldn't be standing up on this stage, alone on behalf of my team to give this presentation. I am Hannah and I am Dyslexic. And if I can do it, you can too. Thank you."



Singapore MICE Challenge—Singapore Republic Polytechnic Team. Hannah with her team mates, Law Chian Thye, Ong Wen Xiang, and Muhammad Haikal bin Ahmad Samar.

Half way through that, my voice started to crack and I burst into tears. I took a short pause and carried on. The audience applauded me when I started crying. Very embarrassing but I was touched. It is safe to say that I may have made some people cry as well. After an emotional presentation, we had to wait what felt like a very long time before the results came out - it was only about 30 minutes but it definitely felt longer. They announced the 4th, 5th and 6th position first.

They didn't call us which meant we were already in the top 3! I turned to my lecturers and my dad, who had surprised me by attending the presentation, and I had the biggest smile on my face. No matter what position we came in, it wouldn't matter because that was already our biggest achievement yet. Then we went up on stage and they announced the 2nd runner ups and it wasn't us again which meant we were already top 2. Then finally they announced the winners and it wasn't us but we were extremely happy. I was in shock. I never saw this coming but I'm thankful for the entire journey and the opportunity to share with people about learning differences. We're headed to Nashville next year to attend a conference and share with others over there our concept. We are excited to not only represent our school but also our country.

In the last 6 months, I have made many sacrifices. While others are out having fun, or going home to relax, I'm working hard. It was hard to watch sometimes. I even questioned myself if it was worth the effort. There were times where I'd just want to give up but I'm happy I didn't because now I get to reap the rewards. There will be times where it will get tough but if everything was easy, there'd be no fun or joy in that. When you work hard and reap the rewards, you'll feel accomplished and motivated. It'll make you want to strive for bigger and better things.

This is just the beginning for me. I'm excited to see what's in store for me. I am extremely grateful for everything that has brought me to this day. It wasn't easy but I did it. So, like I said, if I can do it, you can too and to all family, friends and teachers of someone with a learning difference; believe in them, support them and guide them. We may take a longer time than others but it doesn't mean we're any less than everyone else.

For me personally, I have always had a strong support system. From family, to friends to teachers. I am lucky to have the people around me, understand me.

Thank you for everything.



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



"Our son scored an A' for English!"

INTERVIEWS WITH PARENTS AND STUDENTS FROM THE ENGLISH EXAM SKILLS PROGRAMME

By Kavitha Tiruchelvam and Camillia Churemi
Senior Educational Therapists and English Exam Skills Dual Specialists
Woodlands Learning Centre

Examinations have always been the bane of every student. As parents of children with dyslexia, Mrs Chan and Mrs Chia have always wondered how else their children could be supported so that their performance in their school's English Exams could be improved.

After talking to two Educational Therapists (EdTs)

from Woodlands Learning Centre - Ms Kavitha and Ms Camillia, they learned that other than the MOE-aided DAS Literacy programme (MAP), DAS also offers other programmes that provide students with dyslexia, specialised support that caters to their unique learning needs, one of which was the English Exams Skills Programme (EESP).

EESP provides support for students attending mainstream schools from Primary 3 to Primary 6 by equipping them with the knowledge, skills,

strategies and attitudes to cope with the demands of the English Language syllabus and examination needs in school.

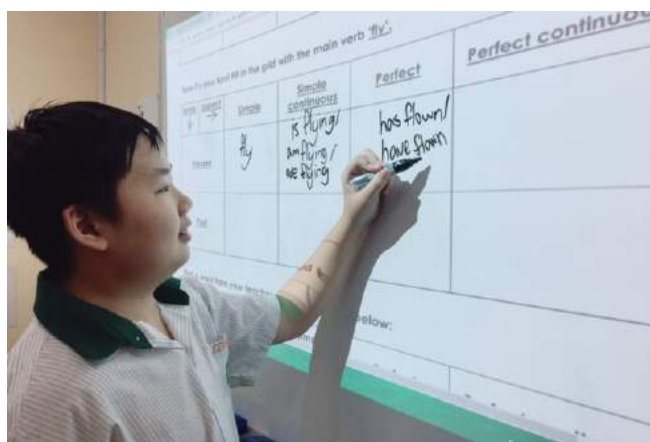
Considering the strong emphasis on doing well in school and national examinations such as the PSLE, it aims to build up basic language skills through English Exam components that students with dyslexia commonly struggle in such as:

- ◆ Grammar,
- ◆ Comprehension,
- ◆ Synthesis & Transformation and
- ◆ Editing.



Above: Kavitha Tiruchelvam and Camillia Churemi, Senior Educational Therapists teaching on the English Exam Skills Programme as well as the main MOE-aided DAS Literacy Programme at Woodlands Learning Centre.

Below: Jervis in his English Exams Skills Class at Woodlands Learning Centre



Upon the encouragement of Ms Kavitha and Ms Camillia, they enrolled their children in the English Exam Skills programme. Since then, it has been a rewarding journey for them, their children and their Educational Therapists.

JERVIS (STUDENT OF MS CAMILLIA)

'I joined EESP in late March 2016. My English result has improved from C grade to B. I can now do Open-Ended Comprehension questions more confidently. The 3-step method Ms Camillia taught me helped me answer True and False questions. I am also more confident in answering Synthesis and Transformation questions as I am exposed to different types of sentence patterns. Before joining the programme, I would not even try answering the harder questions but now, I have more confidence when answering such questions.'

MS CAMILLIA ON JERVIS:

Jervis has always been very enthusiastic about learning new skills and concepts in the English Exam Skills class. It has certainly been a privilege teaching him and with such positive attitude, I believe he will be able to do well in his exams. All the best for your PSLE, Jervis!

MRS CHAN (MOTHER OF CHAN RAYZ)

'I was concerned about my son's English grade. He had scored 58.8% which was a grade 'C' when he was in Primary 5. We understood the increasing demands of the primary school English curriculum and examinations and wanted to support him as much as possible. Upon the advice of my son's MAP teacher, Ms Kavitha, we enrolled him in the English Exam Skills Programme. Over a period of one year, I have seen his English Exam results improve tremendously. He has recently attained a score of 75.3%, which is a grade 'A' for his P6 mid-year examinations! We were very delighted and thankful for the great effort put in by Ms Kavitha and the English Exam Skills Team to enable our son to achieve such commendable progress. We believe that the unique approach of the English Exam Skills programme and Ms Kavitha's relentless efforts in providing our son with the skills and strategies that he needed most have given him an extra boost of confidence and the ability to keep up with his school's learning tempo. Thank you Ms Kavitha!'

MS KAVITHA ON RAYZ' PERFORMANCE:

Overall, Rayz has been making good progress in the 3 key components – Editing, Synthesis & Transformation and Comprehension. He has learned many skills and concepts that I believe, could help him do well in his English Exams. I am confident that Rayz is capable of achieving good results for his PSLE!



"Top in English!"

HIS HARD WORK CAME TO FRUITION!

By Ms Ang Seow Li
Educational Therapist, Bishan Learning Centre

Jun Hong is a Primary 6 boy who joined DAS in July 2015. Since Primary 1, Jun Hong has never passed any of his subjects. He had received remedial support for all subjects but his parents expressed that minimal improvement was made.

Learning for him was a constant uphill challenge over the years and coupled with the increasing demands of the education system, the difficulty for him grew exponentially.

When Jun Hong first joined the DAS literacy programme, it was apparent that he lacked confidence and would either shrug his shoulders or give up at the slightest spelling and reading task. When asked about aspirations, his classmates would chirp excitedly while Jun Hong would reply sheepishly that he did not know.

After being taught the skill to decode and encode words, his ability to read and spell improved tremendously. He was also taught to question concepts in class critically. Empowered with these new abilities, he could contribute actively to the harder tasks such as comprehension and



composition. He has also come to impress when we discuss about Information Technology (IT) in class and he will not hesitate to share his knowledge about the creation of online games, computers and the latest IT fairs in Singapore. Jun Hong has an earnest attitude and will take pride in all the tasks given to him.

From Jun Hong's Mother

"His hard work came to fruition when he was presented with the "Top in English (Foundation)" award in Primary 5. In an interview with Jun Hong's mother, she exclaimed heartily, "Never would I imagine that I would be seated in the audience watching my son receive this award on stage. I hope to have the chance to witness this moment again. From young, Jun Hong has not been able to read longer words and now, it is evident to him and me that his progress has been truly remarkable." His increased ability to read and spell has also translated to other areas of improvements such as in Mathematics and Science.

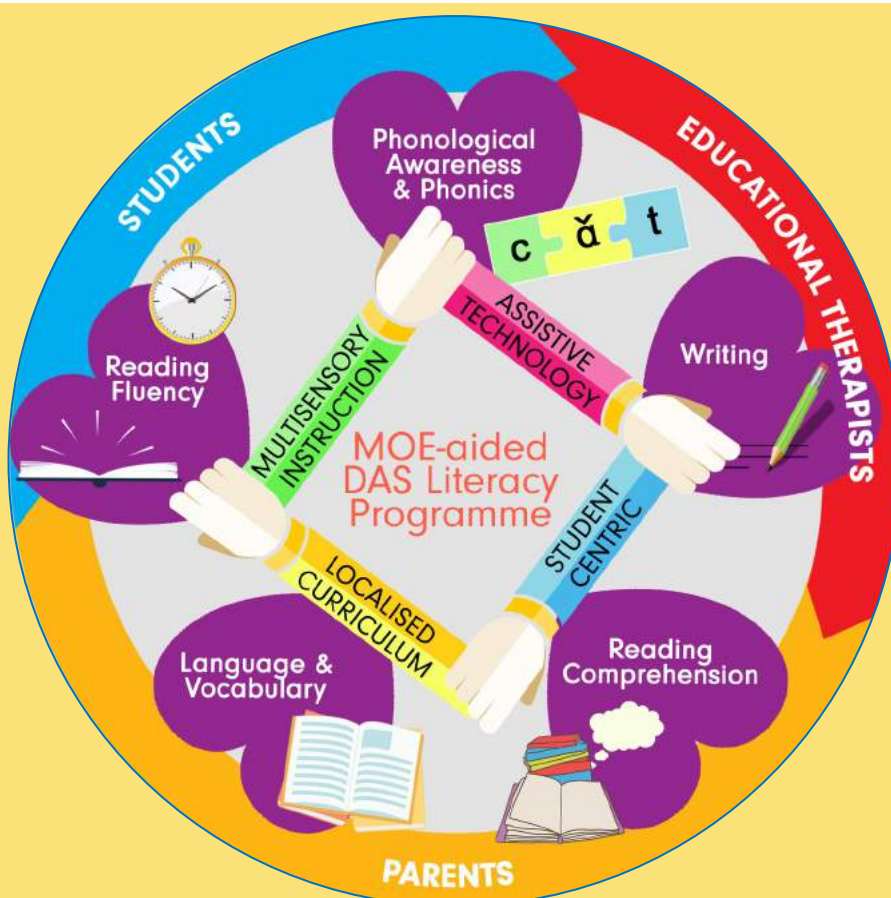
When recently asked about what he aspires to be, he replied shyly that he actually hopes to become an IT engineer. From someone who did not vocalize his goals to an achiever who has now set his eyes on a bigger dream, Jun Hong has endured an arduous but rewarding journey. It is never a moment too late to succeed and I am certain more successes in life will come his way and to any child who dares to dream and dares to try."

DAS LITERACY PROGRAMME

provides a comprehensive and quality curriculum to support students with dyslexia facing literacy challenges, delivered by highly trained professionals.

Our literacy classes target for success in: .

- ✓ Phonemic Awareness and Phonics
- ✓ Reading Fluency
- ✓ Reading Comprehension
- ✓ Language and Vocabulary
- ✓ Writing





DAS Academy Academic Staff: (L to R) Sylvia Foo, Amanda Kelland, June Siew, Shirley Egley, Priscillia Shen, Siti Mariam, Joanne Tan and Albert Lee.

Congratulations DAS ACADEMY GRADUATION 2017

By Sylvia Foo
Senior Lecturer, DAS Academy

Each year the DAS Academy holds its graduation ceremony to celebrate and formally acknowledge the achievements of its many students on its training programmes.

I approach Graduation Day with a myriad of thoughts and emotions. As Master of Ceremony for this important occasion for the last two years, I feel extremely stressed by the onerous duty of having to navigate the proceedings from the start

to the end. Beneath the dignified gown of learned authority is a wobbly jelly.

As a lecturer, I feel like a proud parent to see the students whom I have helped to train and mentor, receive the final fruit of their hard work and sacrifice. It is like the delectable dessert at the end of a 12, 24 or 36 month meal. There is also the pleasure of catching up with past students and sharing their joy on this special day.



Above: Sylvia Foo, Senior Lecturer and Master of Ceremonies for the DAS Academy Graduation

As I look at the sea of therapists and specialist teachers from the rostrum, I feel a sense of nostalgia. I recall the first flush of excitement during my first encounter with the Orton Gillingham approach during my initial training at the DAS. I was already not so young then but no less eager to embrace a new set of teaching principles to helping struggling learners. I did not know very much about dyslexia and literacy intervention at that time but I knew that I was being empowered to do something important and life-changing for the learners under my care.

I also think about my own learning journey in this vocation and fraternity. When I first joined the DAS as an educational therapist in September 1999, the organisation was but a fledgling. 25 years later, DAS and DAS Academy have grown in size, scope and depth in their work. I ponder if I too have



Three Masters Graduates: (L to R) Soleha Binte Razali, Sharyfah Nur Fitriya Saleh, Weng Yiyao.



Above: Adjunct Lecturers at DAS Academy, (L to R) Siti Mariam and Joanne Tan

grown in the size, scope and depth in my understanding and practice of educational therapy.

Finally, graduation day fills me with thoughts of hope for the graduates:

Hope that as they continue on their individual learning journeys, they would always remember the passion which led them to embark on their course of study and calling.

Hope that as they help their learners to discover their potential, they too would discover themselves as professionals and the unique persons they are.

Hope that they would see educational therapy as more than mechanically following a lesson plan.

And hope that they will remember that it is alright to feel inadequate at times. Even seasoned teachers and lecturers doubt themselves when the going is tough.

There is a Latin proverb: By learning you will teach, by teaching you will learn. On graduation day, I am grateful to all the students in the class of 2017 who have contributed to my learning journey as a lecturer with DAS Academy.







Mr Thomas G. West presenting at the DAS Embrace Dyslexia Seminar in 2014

THOMAS G. WEST

Warm congratulations to DAS at 25! I have been so honoured to be a part of the DAS story. May you long show your light to the world!

Mr Thomas G. West

Author of *Thinking Like Einstein*, *In the Mind's Eye* and *Seeing What Others Cannot See*.

This book is a 25-year milestone celebration of DAS's efforts in creating awareness for dyslexia and providing quality support for people with dyslexia in Singapore. It showcases an overview of how the association developed over the years and the key role DAS has played in shaping dyslexia intervention. Today, DAS is one of the forerunners in dyslexia support in Asia, and experts around the world have taken interest in the way they help dyslexics tackle the unique multilingual culture and high education standard. Also featured are personal stories of individuals who struggle with learning differences, as well as passionate advocates, educators and supporters whose efforts have paved the way for dyslexics to achieve success in life.

Clearly Different

Dyscovering the Differences



William Wan



25 Years of Helping People with Dyslexia Achieve

Books are on sale in book stores and on the DAS website.

WWW.DAS.ORG.SG

Until stocks last you can purchase an autographed first edition hardback copy for \$200 per book. All proceeds of the sale of this book are donated to the DAS Bursary Fund.

FOR MORE INFORMATION PLEASE CONTACT

Deborah Hewes: deborah.hewes@das.org.sg

ON SALE
\$25

BE **RECOGNISED** FOR YOUR **EXPERTISE** IN THE FIELD OF **SPECIAL EDUCATIONAL NEEDS**

Join the Register of Educational Therapists Asia (RETA)

Benefits:

- Bi-annual RETA Chronicles, an exclusive members only magazine
- Bi-annual Asia Pacific Journal of Developmental Differences (APJDD)
- 10% discount on the resources sold by DAS
- 10% discount on courses and workshops conducted by DAS Academy
- 10% discount on full age assessments for dyslexia
- Access to DAS Academy library & e-journals
- Invitation to workshops/talks/sharing sessions by guest speakers
- Invitation to speak at conferences, workshops and courses
- Research consultancy
- Opportunity to be listed on RETA website for private consultation (not applicable to DAS Staff & AEDs)

Please note:

- Membership fee will be charged for 2017 (free for 2018). Your membership will be valid till 31 December 2018
- If you renew your membership between 30 November 2016 and 30 June 2017, the fee should be paid in full as per your membership level and no admin fee will be charged (full 2 years membership)
- If you renew your membership between 31 July 2017 and 31 December 2017, the fee will be prorated by 50%, but membership will only be valid till 31 December 2018 (less than 2 years membership)
- In the case where you decide to upgrade your membership level, an additional admin fee of \$20 will apply and your new membership level will still be valid till 31 December 2018.

6643 9600 | www.reta.sg | info@reta.sg



**Register of Educational
Therapists (Asia)**

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







CITI-YMCA YOUTH FOR CAUSES

Raises more than

\$37,000

By Jacqueline Song and Gerard Ong
DAS Fundraising Team

Thanks to school initiatives such as the Values in Action (VIA), students of today have taken to volunteerism amidst their busy study schedules of juggling curriculum activities with classroom learning. Such volunteer initiatives help groom them into big-hearted individuals with a passion for serving the community.

The Dyslexia Association of Singapore (DAS), for the fifth time running, was once again presented with the opportunity of meeting and working with a bunch of young altruistic students who approached us with the objective of raising funds and awareness for the education of our DAS students. Citibank-YMCA's Youth for Causes (YFC) 2017 project provides student teams with a \$1,600 seed funding to champion the cause of their chosen VWO.

This year, DAS had four teams championing our cause after acing the selection phase for YFC. They were returning junior teams from Nan Chiau High School and Hwa Chong Institution, while Cedar Girls Secondary School and Hong Kah Secondary School were new schools to us this year.

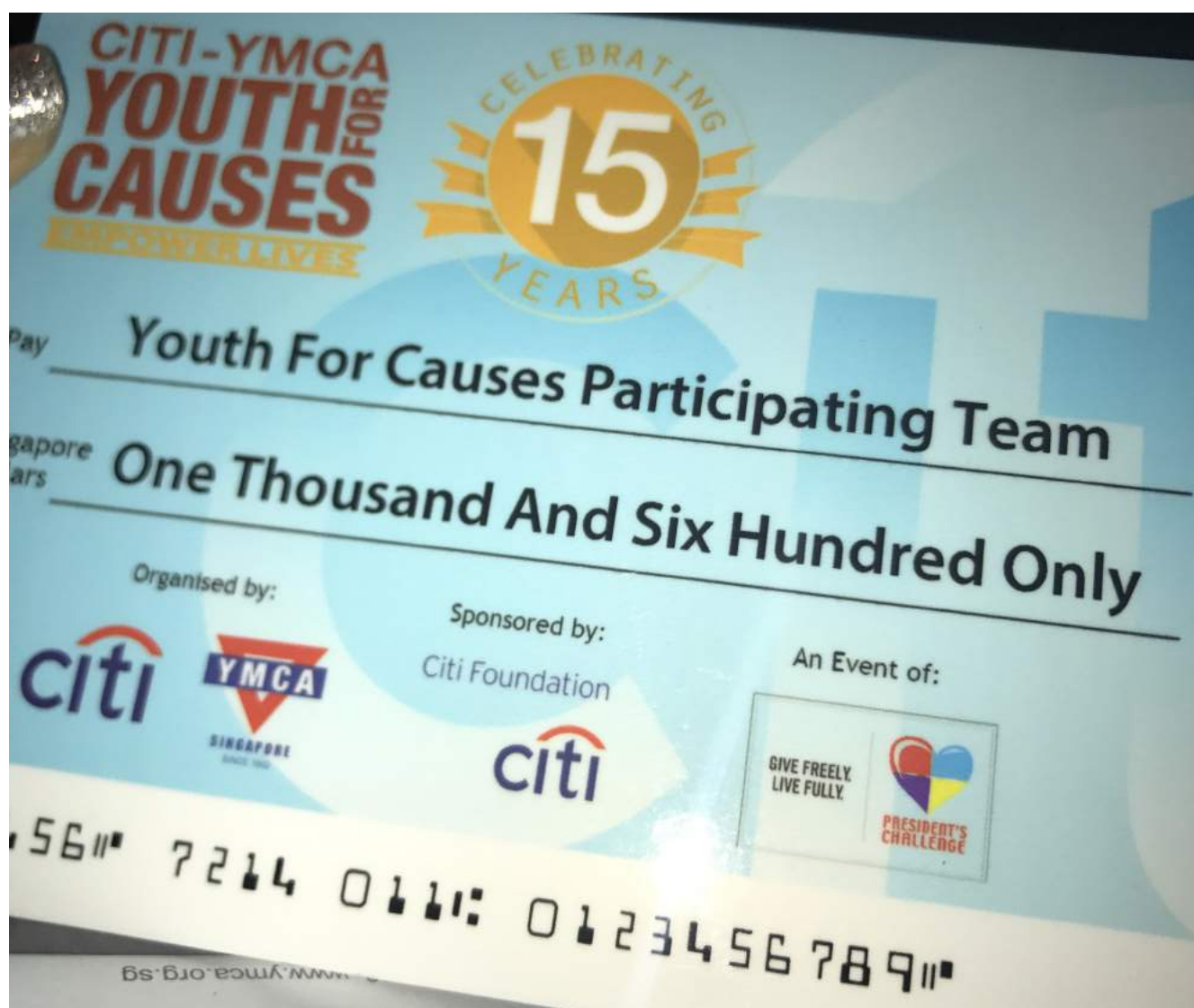
At the beginning of the project, we held meetings with the individual teams to discuss ideas and aspirations and we were heartened to see the passion for our cause in their eyes when they shared their opinions about their initiatives.

Thus, armed with an initial seed funding of \$1,600 and creative entrepreneurial plans in mind, the months of June to August saw the students spring into action as they overcame obstacles (and logistical nightmares!) and held exciting activities from street sales to hosting a haunted house and movie gala just to name a few fundraising activities.

Awareness about DAS and dyslexia was raised through the distribution of flyers and sales of DAS's very own student publication, My Inner World, a book containing art works and short stories contributed by our dyslexic students that sold very well.

DAS is proud and grateful for the efforts undertaken by the students and would like to share their exciting experiences from their individual perspectives in the upcoming pages.

Do read on to learn more about their exciting journeys!





TEAM TYE (THROUGH YOUR EYES)

NAN CHIAU HIGH SCHOOL

Raised: \$11,333.34

We were delighted when we were chosen as one of the teams to participate in this year's Citi-YMCA Youth for Causes programme.

One of the main reasons for choosing the Dyslexia Association of Singapore (DAS) as our VWO is that dyslexia is a common learning disability, affecting one in 10 people and we hoped to be able to spread the awareness of this learning difference to create a more inclusive society in Singapore.

Another reason would be that DAS had a good track record of being a very supportive beneficiary for last year's team; hence we felt comfortable and looked forward to working with them once again.

Team TYE planned and executed the internal fundraising by conducting our very own haunted house tour during the Shines-In-Harmony event which is our school's annual carnival. We reached out to 1300 Nan Chiau High students and staff, Nan Chiau Primary School students and staff as well as previous students, alumni, parents' support groups and finally the community.

3C's haunted BALLHOUSE

level 4 dance studio







Our team raised a total of \$8,682.34 through street sales, as well as total of \$2,651 was donated by Nan Chiau High School to DAS from our internal school fundraising efforts.

Our external public outreach efforts on the other hand, aimed to raise awareness about DAS and dyslexia. Apart from a mobile photo booth, we sold handmade tassel paper clips and self-designed notebooks.

Six street sales were conducted in various locations in Singapore with two shifts lasting three hours each. Our teacher-in-charge, Ms Chney Chen, accompanied us at the various venues to assist and boost our morale by sharing words of encouragement during the street sales.

One of our memorable experiences encountered was when a sweet lady donated \$10 without knowledge of our sales and when she was told that she entitled to two sets of tassel paper clips, she simply took one and thanked us instead.

However, not all moments were sweet. There was one such worrying instance, when a strange man approached some volunteers and demanded



money from the tin claiming he was homeless and needed money to go home. Fortunately, one of us calmly responded that we had no money and that the money was not to be taken out from the tin without consent as it would be illegal to do so. We immediately gathered the rest of the volunteers to inform them about the incident and as well as to warn them about the man and against such future occurrences.

On the whole, the YFC project has taught us countless of things. We learned to step out of our comfort zone and randomly approach and interact with members of the public with confidence.

We also found that as the old adage goes, one should not judge a book by its cover as members of the public who might look approachable and kind may reject us while people who seem stern-looking might be more willing to donate a lot instead. It also taught us to be wary of our surroundings and to be able to make wise decisions on the spot in the case of emergencies.

Most importantly we learned to count our blessings and to help others to the best of our abilities when given the opportunity to. Once again, we would like to thank DAS and Citibank-YMCA for this priceless learning journey for ourselves and our volunteers!





PROJECT GUARDIAN HWA CHONG INSTITUTION

Raised: \$9,758.40

Project Guardian is a group that has been through many years, and handed down from a batch of seniors to their juniors. We hope to empower dyslexic children and teenagers through raising awareness of dyslexia in Singapore and are glad to have had the help of DAS to partner us in our efforts to help the dyslexic community.

Our journey began by identifying the DAS's needs and their areas of concern, thus we finally settled

on raising awareness as well as funds for the needy children in the learning centres. As part of our project, we held multiple street sales and sold stuffed bears to the public to raise funds amount to a total of \$7734.40.

The sales were held at multiple locations in Singapore, namely Jurong East, Serangoon, Bedok, Tanjong Pagar, and Chua Chu Kang from morning to evening. The response from the public was overwhelming with many kind Samaritans who were happy to donate to DAS and purchase the toys.

In August, we held our movie gala for the Emoji Movie, which had a turnout of 120 members of the public. Through the movie gala, we raised a total of \$2,024. Thanks to RBS Bank for their support and sponsorship.

The Guardian Gala was an immense success as many people turned up to lend their support and even penned down some encouraging words for the dyslexic children at DAS. Through the course of the project, DAS helped us immensely, from managing the finances to liaising with potential sponsors for our Movie Gala. Without their help, we would not have gotten this far.

We have learned many skills throughout this YFC project. For example, a key skill learnt is proper time management and scheduling. Throughout the first half of our project, we had procrastinated on the planning of our project. This raised many obstacles in the logistical part of our project such as not getting the merchandise for our street sales, unforeseen delays to our movie gala due to booking issues in time, et cetera.

We also learned to manage our various commitments properly, such as our academics and our CCA, in tandem with this project.

We would like to express our heartfelt gratitude to DAS and our mentor for their support throughout the journey. Through the course of the project, DAS has helped us immensely.

Without their help, we would not have gotten this far. They also provided various publicity materials such as the flyers for the street sales and as well as pull-up banners for the Movie Gala. They have assisted us in more ways than one to which we are truly grateful for.

Our YFC mentors and our teacher-in-charge, Ms Joyce too provided us with support and guidance along the way. They looked through our proposals, plans and presentations and gave invaluable advice. Without them, we would not have achieved as much and come this far in our YFC journey.

A big and heartfelt thank you to everyone involved in our success!



Above: Emoji Movie gala saw 120 people turn up for the fundraiser, Thanks to RBS Bank for their sponsorship of this event!





TEAMDASMYDREAM

CEDAR GIRLS SECONDARY SCHOOL

Raised: \$9,433.14

A fact known to many is that the paper chase is important in Singapore. Dyslexic children who are unable to afford tailored lessons run the risk of being left behind while being unable to keep up with the rest of their peers due to their learning disability.

At present, DAS is the only organization in Singapore that helps this group of people. The gift of education is the greatest gift to give to someone; it can change their life forever. With guidance and support towards their learning, many dyslexics can also achieve success.

Thus, TeamDASmydream, consisting of Saashtika, Kelly, Iris and Siew Ning from Cedar Girls' Secondary School, decided to adopt DAS as our beneficiary with the hope that by raising funds and creating awareness for DAS, we would be able to help as many dyslexic children from lower income as much as possible.

We set our plans into motion by conducting street sales during the month of June (school holidays!) and a bit of July. Our primary sale items were Oreos and Mamee snacks. Additionally, we sold origami hearts and the DAS's publication, My Inner World, that were books showcasing the written and drawn works of the dyslexic children.

We gathered volunteers from school to help out

with our street sales whom in turn brought their friends along to help out. The volunteers were briefed on the do's and don'ts of street sales and given DAS stickers to give those who kindly purchased our items.

The street sales were conducted at many different locations such as Raffles, Serangoon and Toa Payoh as part of our strategy to maximize sales. This was to avoid other YFC teams who would have been conducting their street sales during the same period. Hence, in order to avoid subjecting the public to being repeatedly approached and asked to help different organizations, we decided to spread out our street sales as much as possible. Ultimately, the goal of the street sales was to raise as much money as possible as all proceeds would be going towards helping our young beneficiaries.

The general response from the street sales was mainly positive and there were many members of the public who were curious about DAS and dyslexia. We were happy to explain the organization's main role in helping children with dyslexia and the difficulties that these children go through while growing up. It heartens us to know that we also helped to spread awareness about dyslexia to members of the public while during the street sales.

Although the process of conducting the street sales was physically draining, seeing the public's generosity truly motivated us to continue the street sales and help DAS raise money to support their beneficiaries. Through street sales and usage of an amount of \$192.80 from the seed funding provided to us, we raised an amount of \$8,057.14.

The My Inner World books also received tremendous positive response from the public. On this part, our mentor paid a crucial role in helping us spread the sales of the books to her office and we sincerely thank her for her endless support in this.

We were glad that we were able to sell the books that were sponsored by DAS. We sold a total of 130 books and raised \$1376. We are very grateful to our mentor, Ms Nathalie Leung, for helping us promote and sell the books. She also provided us with endless amounts of guidance and support. Whenever we felt disheartened and stressed during the project, she was there to motivate and encourage us. Her passion towards our project truly gave us the drive to continue and raise as

much money and awareness as possible for the project.

From this YFC journey, we learned how to plan and manage events. As we had to plan the street sales, gather volunteers and create a subcommittee, we improved in our leadership and organizational skills during event planning to ensure that matters ran smoothly without a glitch.

We also learned to step out of our comfort zones and gain confidence when interacting with adults on the streets and from organizations as in school, we mostly just interacted with our peers. We also had to be more confident and proactive when approaching people for donations and informing them that it's for a good cause.

Most importantly, we learned the importance of resilience. Throughout the project, we were faced with numerous setbacks such as plans that failed to materialize, but nevertheless, learned to better organize our plans to prevent disappointments.

Lastly, we would like to extend our gratitude to the DAS for their constant guidance and moral support, to our YFC mentor for her assistance and meaningful advice and finally to our volunteers who kindly spared us their time to help out in our YFC campaign.

Thank you all for your valued contributions to our wonderful learning journey!





TEAM HONG KAH IN A DIFFERENT LIGHT

HONG KAH SECONDARY SCHOOLS

Raised: \$7,088

When we were informed that we had been accepted into this project, we had mixed emotions. On one hand, we were elated to learn that our idea for Youth for Causes was accepted and that we would receive the \$1,600 seed funding to carry out our project.

On the other hand, we were downright nervous as this was the largest fund-raising project that we had ever planned for.

The responsibilities and commitments became more pronounced as we attended the opening

ceremony for Youth for Causes 2017. It was then that the thought of not being able to juggle our studies and this project petrified us.

Thankfully, our VWO, the Dyslexia Association of Singapore (DAS) was there throughout our journey to render help and advice to us whenever we needed it.

We had chosen this VWO for personal reasons. Our team leader, Ethan has a brother who is dyslexic but had received help from DAS and is coping well today. Salsa, a Class Leader Coordinator from our school who is also a volunteer for this project, was in a similar

situation. She has dyslexia that once again, DAS had helped her with.

Thus, our team felt that it was now our turn to give back to those who allowed for our dear ones to overcome their problems in their education.

Our plan for our YFC project was simple; to raise funds with a simple product but to also raise awareness at the same time. Hence, we decided to sell custom tote bags. These tote bags were special because they had a custom design that replicates how a dyslexic person reads as opposed to a non-dyslexic individual. The objective was to inform the user the difficulties faced by those with dyslexia.

Along with the bags, we sold Harvest Box snack packs and homemade brownies in our school as part of our fundraising efforts. Our principal was a big help as she managed to arrange for sponsors for the Marvel superhero cushions and Kracks Potato chips for us to sell.

We also contacted the community centre near our school to enquire if we could set up a booth to sell our products. The CC agreed and waived the fee to set up a booth for us. We were eventually involved with three events and even met the MP for our area, Mr Ang Wei Neng. He commended us for doing our part in giving back to the community.

The response for the sales at the CC was overwhelming! Many people flocked to our booths and also responded well to our student volunteers selling the items as they were interested in the tote bags and were willing to buy it for charity. On the occasion of one of the street sales, we managed to sell all our stocks for the day! It was definitely heartwarming to witness the willingness of the public in supporting our cause.

We would like to take this time to express our gratitude and thanks to the DAS who provided major help in our project. As mentioned before, we had been new to such fundraising projects and had required a lot of help and advice. DAS has been very patient and understanding towards us. They taught us everything we needed to know and within a short time period.

Also, our heart-felt thanks to the teachers and staff of Hong Kah Secondary School for supporting this project. This project will not be a success without

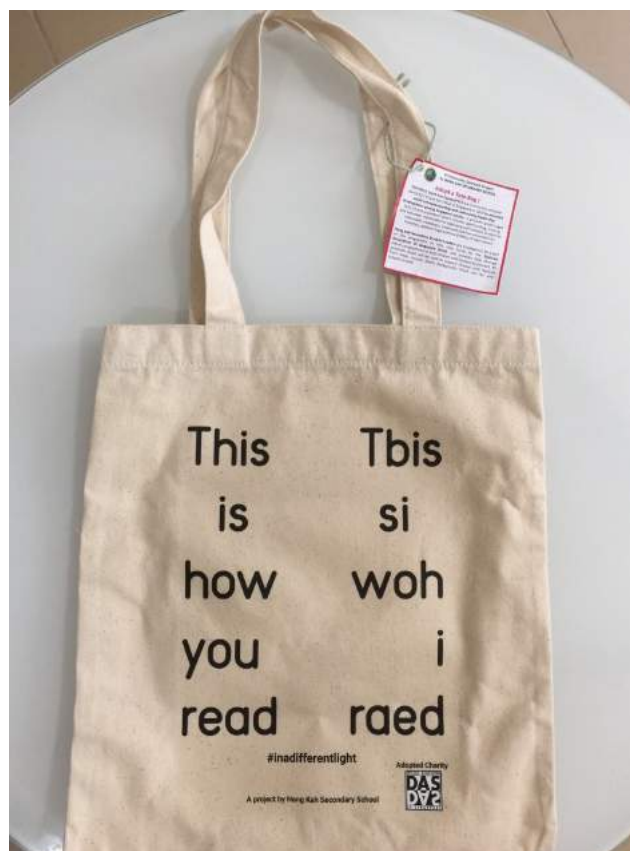
a good teamwork and effort from the other Hong Kah Lites who volunteered willingly.

Of course, nothing was smooth sailing. There were some challenges that we faced during the course of the project. For example, we feared that we would not have sufficient volunteers to partake in our street sales since our school had a small population and we could not recruit volunteers from outside the school. DAS then advised us during this period and taught us the strategy behind convincing people to help out in this project which actually worked!

DAS also closely monitored our workload to make sure that the graduating students would have enough time to balance the project and their studies. DAS has been with us every step of the way and was a huge help throughout the entirety of this project. Overall, this project was a success and we managed to raise over \$7,000 for DAS!

Although we did not reach our target, we are nevertheless happy that we have managed to give back to those who have helped us. This experience is something that our members will remember for a long time.

Once again, thank you to everyone who was a part of our unforgettable YFC learning journey.





- ◆ Join Educators, Researchers, Professionals, Parents and Caregivers
- ◆ Learn about effectively supporting students with Learning Differences
- ◆ Discover the research that is happening in our region
- ◆ Poster Presentations and Researcher Interaction
- ◆ Network with Researchers and Practitioners in the SpLD Field

Save the Dates
20 to 22 June 2018
WWW.DAS.ORG.SG





UNITE SPLD 2018

CONFERENCE
20-22 JUNE 2018

Uniting Ideas in Teaching Excellence—Research Worth Sharing CALL FOR PAPERS

ABOUT UnITE SpLD 2018

The UnITE SpLD Conference seeks to bring together researchers, parents, teachers and practitioners working with children with Specific Learning Differences (SpLD) and special educational needs. This conference will showcase research that covers aspects of behaviour, identification, early intervention, technology, multilingualism, assessment and much more for children and adults with special learning needs. Research and practical solutions will be presented in short, engaging and entertaining sessions accompanied by poster presentations. And what's most exciting – there are several opportunities to talk directly with researchers who are making a difference internationally.

GENERAL SUBMISSION PROCEDURES

The deadline for submission is **3 November 2017**.

PRESENTATIONS

The following presentation options are available at the conference:



- ◆ Presentation only (20 mins)
- ◆ Presentation and poster presentation
- ◆ Workshop Session (1 hour)
- ◆ Poster only

One primary presenter must be identified, if there are multiple presenters and / or researchers. DAS will only communicate with the primary presenter and we require the primary presenter to furnish all required information as well as to keep their co-presenters informed.

Please ensure that your email address is entered correctly as DAS will send notices and updates through the email address provided.

The conference fees will be waived for presenters.

ACCEPTED PRESENTATIONS

DAS Conference Committee will finalise its selection and inform the primary participant about acceptance of the presentation before 31 January 2018.

Presenters will be invited to be a part of a sharing session with other presenters, where they can rehearse their presentations prior to the conference. Primary presenters will be informed of the date, time and venue of the pre-conference session(s).

Primary presenter will be expected to sign a speaker agreement to confirm their presentation acceptance. In the unlikely event that they are unable to present after confirming their presentation, they will be expected to either produce a video or audio presentation.

All presentations will be uploaded onto the website prior to, or directly after, the conference.

SUBMISSION FORMAT



DAS conference committee requires a 250 word abstract in order to review the submission.

Submission of information is available at the link on the DAS website link below.

MORE INFORMATION?

Please contact: unite@das.org.sg

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.

**Specialised
Educational
Services**

UNLOCKING POTENTIAL



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 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.

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.

C

CONCRETE

- Counters to add and subtract
- Fraction pies

R

REPRESENTATIONAL

- Number line
- Use of drawing

A

ABSTRACT

- Numbers notation, maths symbols
- Problem solving



Find out more at www.ses.org.sg or 6444 5700

Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore.



E EDUCATION EXCHANGE

START THEM YOUNG

Good Decision-making

Sylvia Foo
Senior Lecturer
DAS Academy



Imagine standing in front of a cool display of ice-cream tubs. As you wait for your turn to place your order, this dialogue or something similar may run through your mind: "Do I have my usual Rocky Road today? Shall I try something different? Hmm... the Cookies and Cream looks tempting. But I had it last week. Maybe I should take something less creamy. I need to diet. A gelato may be better but you only live once." That inner debate continues until you finally have that delectable and calorie-ridden dessert in your hands and you throw all caution to the wind, resolving to diet the next day.

Decision-making is one of the most important tasks we have to do daily. A decision can be as frivolous as what ice-cream flavor to savour or it can and usually is more serious such as which problem at work do I manage first.

Our children too have to make decisions. They have to regularly choose how they will behave, how to spend their time and how to choose their friends. Parents often lament that their children have made the wrong decision. One common erroneous decision would be choosing to play before completing homework.

What are the factors that can get in the way of dyslexic children making good decisions? Dyslexic children can have more fear and apprehension approaching tasks they find challenging. Hence underlying the task avoidance could be a fear of failure.

Dyslexic children can sometimes be overwhelmed by other strong emotions such as anger and frustration. These can cloud their thinking, reducing the chances of good judgement. Dyslexia can be also accompanied by impulsivity and hyperactivity. These can contribute to poor decisions because the child acts before he has thought through the situation and considered possible options.

The good news is that parents can support and guide their children to develop the key skills of making good decisions. These skills include thinking of possible options, evaluating the options and reviewing whether the decision made was suitable. One example could be when a child



receives a red packet for his birthday. Parents may prefer that the child saves the entire sum while the child may prefer to spend some of it. Parents could use this situation to demonstrate the key skills of decision-making. Parents can discuss with their child the pros and cons of saving the entire sum for a future bigger purchase or spending on a smaller more immediate one. Parents can also help their child to generate other options such as donating some of the money to charity or getting a gift for a family member instead of himself. If the child decides to still go for the immediate purchase, parents can wait for a time when they could review with the child about the suitability of the decision.

Questions asked could include:

- ◆ "Are you glad you made that decision?"
- ◆ "Why are you glad you made that decision?"
- ◆ "Why do you feel you made an unsuitable decision?" and
- ◆ "How will you decide the next time?"

The purpose of reviewing the suitability of the decision is to encourage the child to learn from his experiences and gradually build up his maturity and wisdom in making decisions.

Ultimately, it is values that guide good decision-making. These values include responsibility, honesty, diligence, compassion, self-control and respect. When children understand and observe these values from a young age, then making a wise decision becomes more intrinsic as they mature. And children learn best from their parents when they model the key skills for making good decisions.

Reference:

KidsMatter Primary Information Sheet: About Good Decision-making (2012-13). Australian Primary Schools Mental Health Initiative. <https://www.kidsmatter.edu.au/families/about-behaviour/making-decisions/learning-make-good-decisions-and-solve-problems>

SpLD Assessments

Geetha Shantha Ram
Director MOE-aided DAS Literacy Programme &
SpLD Assessments

Early identification and intervention of learning differences or developmental challenges is vital for an individual's well-being and educational progress.

A psycho-educational assessment in the area of Specific Learning Differences, provides useful information about an individual's learning profile or behavioural challenges and helps to identify the presence of a learning or developmental difficulty. Specifically, it helps to illuminate an individual's strengths and weaknesses in terms of cognitive abilities (e.g., verbal and non-verbal abilities, processing speed, and memory) and academic skills (e.g., reading, writing, and mathematics abilities). Behavioural or socio-emotional issues, which are interfering with learning or development, can also be identified.

THE ASSESSMENT PROCESS

The assessment process may involve interviews, observations, standardised testing and consultations with other relevant professionals to better understand learning and developmental concerns. Assessment results obtained will provide greater insight into an individual's learning or developmental needs as well as the nature and extent of difficulties. This in turn informs educational plans (i.e., placement, intervention, and accommodations) and behavioural intervention to improve educational or developmental outcomes.

After the assessment, a face-to-face feedback session will be conducted to provide a verbal explanation of assessment findings and recommendations. In addition, a written assessment report containing the findings, diagnosis, and recommendations will be made available.

WE CAN ASSESS FOR:

- ◆ Dyslexia
- ◆ Dyscalculia
- ◆ Giftedness
- ◆ Visual processing
- ◆ School Readiness
- ◆ Dysgraphia/Dyspraxia
- ◆ Autism Spectrum Disorder (ASD)
- ◆ Intellectual Disability (ID)
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)

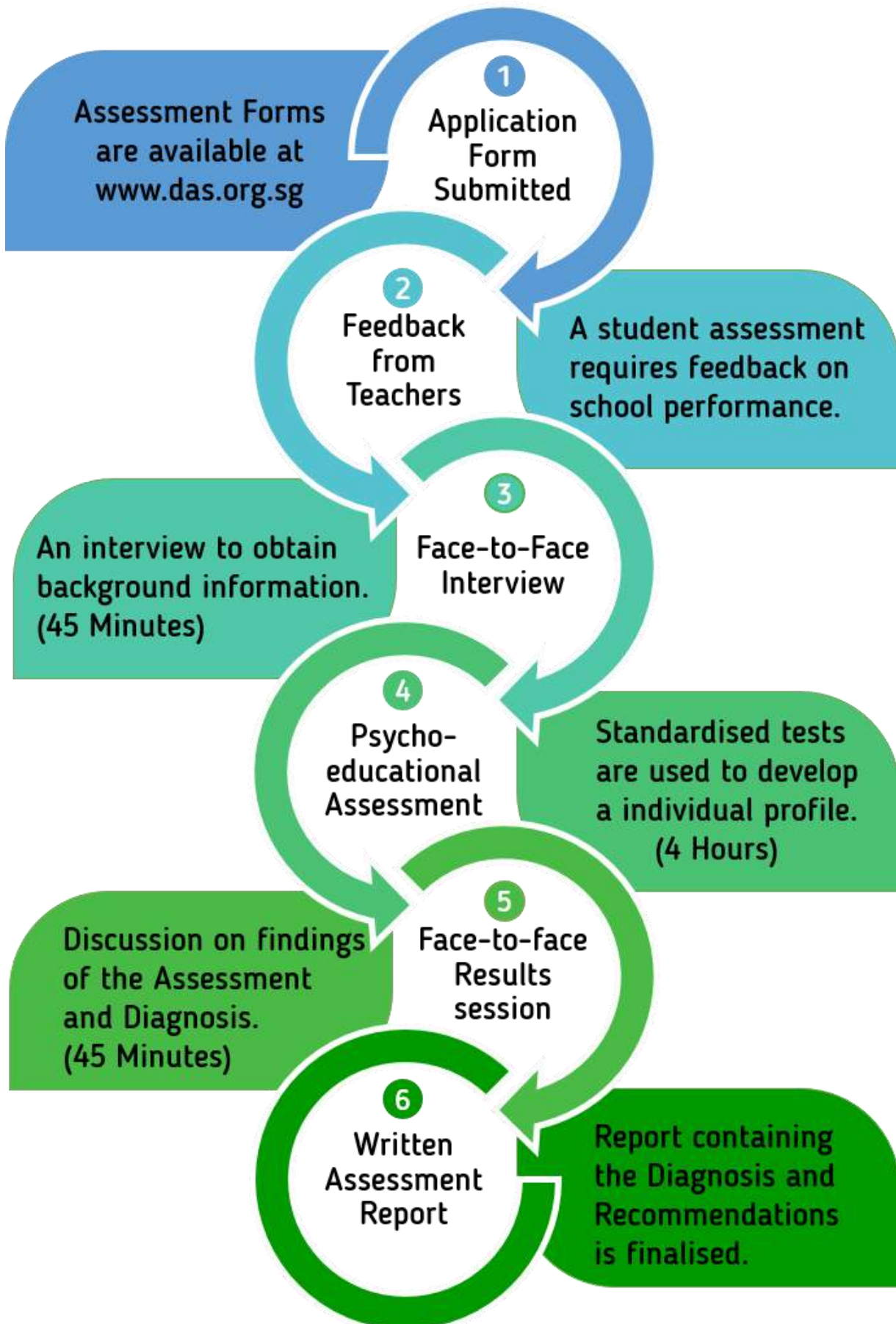
SPLD ASSESSMENT SERVICES

SpLD Assessment Services comprises of a team of Registered Psychologists and Specialist Psychologists who receive intensive training to ensure that they are well skilled to carry out psycho-educational assessments.

Once the child has been diagnosed to have dyslexia and/or other learning difficulties and is found suitable for DAS programmes, the psychologists would then determine the learner's profile. Each child has his/her own unique profile which identifies their strengths and weaknesses. Hence, it is vital that DAS psychologists differentiate the child's learning needs even after the diagnosis. This enables DAS educational therapists to select appropriate educational goals that target the child's needs closely.

The progress of every student is monitored and reviewed by DAS educational therapists every six months. After three years, psychologists may conduct review assessments to determine the child's overall progress since his/her previous assessment. This assessment may also determine if the child is eligible for access arrangements for national examinations.

THE ASSESSMENT PROCESS





Specialist Tutoring
WITH DAS INTERNATIONAL



DAS International

EMPOWERING SUCCESSFUL LEARNING

by Anaberta Oehlers-Jaen
Head of DAS International

Specialist Tutoring is an individualised, one-to-one service that is tailored to meet the learning needs of students with specific learning differences. Specialist Tutoring is skills focused which aims to help the student to achieve their potential. It may include individual curriculum support, numeracy and literacy skills, study skills and exam preparation, organisation and planning help or other specific areas where you feel additional support is required by your child.

Effective solutions and strategies are planned and implemented to remedy as far as possible the child's problems and to help them learn as happily and effectively as possible. Options for intensive tutoring or online tutoring are offered to provide a personalised approach to supporting your child. We believe in working closely with parents and educators and expect that through this relationship we provide the best support for your child.

Specialist Tutoring

Specialist Tutoring is a one-to-one skills focused service which aims to extend the student to achieve their learning potential. Specialist Tutoring may include individual curriculum support, study skills and exam preparation or other specific areas where you feel additional support is required by your child.

Curriculum Based Remediation

Curriculum-based remediation is for students with learning differences. It provides direct support to the student's weekly homework demands as well as keeping in touch with the school syllabus. It can also help them prepare for exams. Ultimately, it focuses on the learning strengths of the student as the curriculum is explored & supported.



Intensive Tutoring

Intensive Tutoring is aimed at supporting children who are unable to secure a place in an international school, or who are struggling in an international or mainstream curriculum. This programme is designed to bridge the learning gap with mainstream education.

Personalised Online Learning Experience (POLE)

Specialist Tutoring sessions are delivered online bringing intervention into the home. Specialist support to students is available wherever internet services are available. Online lessons are flexible and customised to suit the learners needs.

Specialist Tutoring Testimonials

My son, James, was tutored by Gladys Wee Kim Geok. We thank Gladys for her professionalism. Her firm, authoritative but patient manner as a teacher has helped James gain confidence in English. James has been making wonderful progress in specialist tutoring.

Samuel has had weekly tutoring sessions with Ms Shilpa since Spring 2013. She has been of tremendous help for him, first and foremost with reading and writing abilities, but later also with grasping the basic concepts in maths. He has a very trusting relationship with her and finds their sessions educational and fun! He has come so far with her help and we are very grateful Ms Shilpa is his tutor. We will continue working with her for as long as necessary!

Ms Bhavani is extremely qualified and equipped with the specialist knowledge required to teach children with dyslexia. She is insightful and deeply understands each child and the struggles he or she goes through, always exuding a calm and a quiet confidence - a trait which only the most experienced teachers have. Ms Bhavani has enabled my child to know that children with dyslexia are not incapable of achieving what others can achieve; and because she believes in what he can achieve and equips him with the skills to do so, he steps forward with greater confidence.

Do contact us for a free consultation about our Specialist Tutoring Programme.

6643 9600
enquiry@dasint.org.sg
www.dasint.org.sg

BE A PART OF THE DAS PARENTS' SUPPORT GROUP



Benefits of 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 knowledge

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 the Centre Managers.



www.facebook.com/groups/dasparents

New curriculum for SES Maths Programme

Specialised
Educational
Services
UNLOCKING POTENTIAL

Does your child need help solving maths word problems?

NEW

PROBLEM SUMS FOR UPPER PRIMARY

Our Maths Programme can now support students in **solving word problems** which is vital for students in Primary 5 and 6.

Common difficulties a child may face in the structured / long-answer section include:

- Weakness in short term memory
- Understanding the vocabulary of mathematics
- Problems with sequencing
- Challenges following multi-step calculations

Problem Sums for Upper Primary can help your child tackle challenging word problems using our systematic approach.

Classes are available now!

Expanded Entry Criteria:

- Students in Primary 5 and 6 (Standard) scoring between **50 and 74%**
- Passing paper 1 in the latest Maths exam paper
- **Non-DAS students** with a valid diagnosis of dyslexia and meet the above criteria



DYSLEXIA ASSOCIATION
OF SINGAPORE
HELPING DYSLEXIC PEOPLE ACHIEVE

For more information, contact us at 6444 5700.

Specialised Educational Services is a division of the Dyslexia Association of Singapore.



UNDERSTANDING DYSLEXIA

THE CLINICAL BRAIN LAB @ NTU PSYCHOLOGY

WE ARE LOOKING FOR CHILDREN WITH DYSLEXIA TO PARTICPATE IN THIS BRAIN RESEARCH

ABOUT OUR STUDY:

- ✓ The prevalence of Dyslexia is higher than any other learning disability
- ✓ Verbal working memory and the cerebellum (the little brain underneath our big brain) have been found to be affected in dyslexia
- ✓ The study helps to understand how these brain networks contributes to difficulties seen in Dyslexia
- ✓ The study will also help us make the MRI experience more comfortable for children
- ✓ The findings of our study will provide information to develop better ways to treat Dyslexia



This research study is conducted by collaboration labs at the Nanyang Technological University (The Clinical Brain Lab @ NTU Psychology), National University Health Systems (NUHS), and the National Institute of Education (NIE). This study is funded by the Lee Foundation and Ministry of Education (AcRF Tier 1 grant). The study protocol is approved by the NTU and NUS Institutional Review Board

For more information please contact:

9057 0998

clinicalbrainlab@gmail.com

**CHILDREN
AGED 7 TO 10
WITH &
WITHOUT
DYSLEXIA
NEEDED**

- | | | |
|---------------|--|---|
| WHO: | Children with and without Dyslexia with the following criteria: | |
| | 1. 7 to 10 years old | 4. No History of neurological/psychiatric illness or chronic medical condition |
| | 2. Right-handed | |
| | 3. Attending mainstream schools | |
| WHAT: | Phase 1: At NTU & DAS | Phase 2: At CIRC, NUS & CLS |
| | 1. Paper-&-pencil and computerised task | 1. Paper-&-pencil and computerised task |
| | 2. Questionnaire about attitudes towards MRI scanning
<i>(Both tasks take approx. 30 mins each)</i> | 2. Questionnaire about attitudes towards MRI scanning
<i>(Both tasks take approx. 1 hour each)</i> |
| WHERE: | Nanyang Technological University (NTU) & Dyslexia Association of Singapore (DAS) | Clinical Imaging Research Centre (CIRC), NUS & Centre for Life Sciences (CLS) |



**NANYANG
TECHNOLOGICAL
UNIVERSITY**

NUHS
National University
Health System





VOLUNTEERS NEEDED

INVESTIGATING BILINGUAL READING

WE ARE LOOKING FOR ADULTS AGED BETWEEN 18 AND 35.
CAN YOU READ AND WRITE IN CHINESE AND ENGLISH?
ARE YOU STRUGGLING WITH READING?
DO YOU HAVE A HISTORY OF DYSLEXIA?

STUDY PURPOSE: We aim to investigate the neural networks for reading in the bilingual brain.

PROCEDURE: After Session 1, you may be invited to participate in Sessions 2 and 3.

Session 1:	Questionnaires and behavioural tests	1.5 hours
Session 2:	Neurocognitive Measures	1.5 hours
Session 3:	Non invasive MRI brain scans	2.5 hours*

** you will only be in the scanner for up to 90 minutes*

WHAT IS REQUIRED?

- ◆ Between 18 and 35 years of age.
- ◆ Able to read and write in Chinese and English.
- ◆ Identified as having developmental dyslexia at present or in the past, or struggle with reading.
- ◆ No current history of other neurological, psychiatric and cardiovascular disorders.
- ◆ No non-removable metallic objects in /or on the body (e.g. pacemakers or braces), no tattoos.
- ◆ Women who may be / or are pregnant and women who are breastfeeding are excluded.

VENUE: Cognitive Neuroimaging Centre, Experimental Medicine Building, NTU

COMPENSATION: S\$12 for Session 1
 S\$12 for Session 2
 S\$50 for Session 3

This study is conducted by collaborating members at The Clinical Brain Lab @ NTU Psychology, Centre for Research and Development in Learning @ NTU, and Education and Cognitive Development Lab @ NIE.

INTERESTED? Please Contact: BILITERACYSTUDY@GMAIL.COM



**NANYANG
 TECHNOLOGICAL
 UNIVERSITY**



SPEECH AND DRAMA ARTS PROGRAMME

Specialised Educational Services

UNLOCKING POTENTIAL

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.



Find out more:

www.ses.org.sg

6444 5700



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.

T₁ HINGS

I₁ CAN DO TO

P₃ ROVIDE

S₁ UPPORT FOR MY CHILD



T

TIPS

HOLIDAY WORKSHOPS

talent development



Artventure: Exploring String Art

This therapeutic craft is big news in the world of interiors and decor right now. With step by step instructions, we are on a mission to help you become a master at it!

P2 to P6

21 Nov 2017, Tues / 10:30am to 1pm

DAS Jurong Point / \$55



Artventure: Polymer Clay Pizza

Knead, prepare and bake polymer clay pizza, and turn them into accessories of your choice!

P1 to P6

21 Nov, Tues / 10:30am to 1:30pm

DAS Bishan / \$60



Super Brain Yoga

Stretch your child's mind and boost their concentration and focus with yoga! Includes vivid approaches like visualisation, music and story-telling.

P2 to P6

20 to 22 Nov 2017, Mon to Wed / 10am to 12pm

DAS Chinatown Point / \$90

ACADEMIC WORKSHOPS

ENGLISH WORKSHOPS

Tell to Write (Moral Values) P1 & P2

28 & 29 Nov 2017, Tue & Wed / 1pm to 3pm

DAS Bishan / \$68

MATHEMATICS WORKSHOPS

Ready, Steady, Go! Primary Maths - Readiness for K2 Students K2

23 & 24 Nov 2017, Thur & Fri / 10am to 12pm

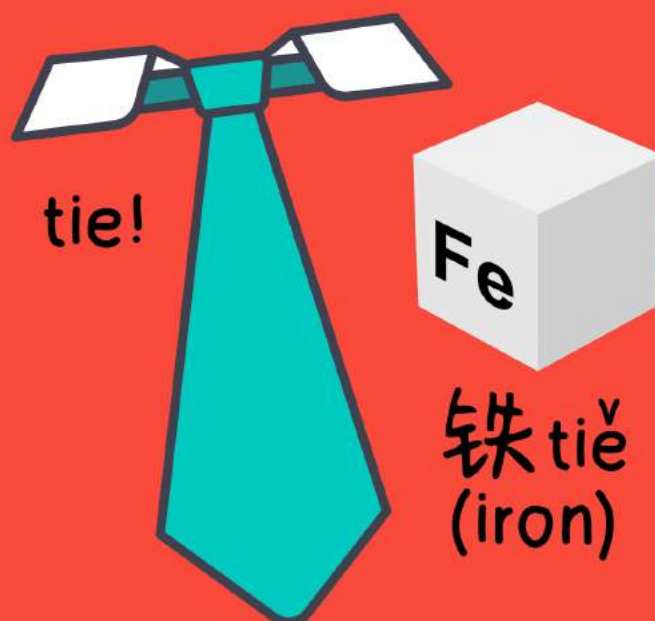
DAS Ang Mo Kio / \$78

Bridging to Secondary Maths P6 to S2

12 & 13 Dec 2017, Mon & Tue / 10am to 12:30pm

DAS Bishan / \$60

A DAS Holiday Workshop



FUN AND EASY PINYIN

Is your child confused between hanyu pinyin and phonics?
Can they tell apart **tie** in English and **tiě** (铁) in Chinese?
How different are the 's' and 'sh' sounds in Chinese?
Learn to distinguish them through fun and games in this
rerun of Fun and Easy Pinyin.

Date Mon, 20 Nov 2017
Time 2pm - 4pm
Level K2 - P2
Venue DAS Rex House
Fee \$35.00

To register: www.ses.org.sg. For more information, call 6444 5700
or email holidayworkshops@das.org.sg.



Specialised
Educational
Services
UNLOCKING POTENTIAL

A DAS Holiday Workshop

PREPARE FOR COURSE SELECTION AND JOB INTERVIEW WITH CONFIDENCE



Be one step ahead
Make a lasting impression

**Breeze through interviews with
the help of our speech-language
therapists!**

Date **Fri, 29 Dec 2017**
Time **1pm - 5pm**
Level **15 - 18 years old**
Venue **DAS Bishan**
Fee **\$128.00**

To register: www.ses.org.sg
For more information, call **6444 5700** or
email holidayworkshops@das.org.sg





THE SCIENCE EXPLORERS' WORKSHOP



We are back by popular demand and this time, the Science Explorers' Workshop will be conducted for Primary 2 students! We want to inspire and nurture their interest in Science as well as giving them a headstart for Primary 3. Students will be exposed to the MOE syllabus on 'Diversity' and will get to explore Science in a fun learning environment with games, projects and experiments!

The Science Explorers' Workshops are open to both DAS and Non-DAS students.

Diversity

Understand how living and non-living things are different and their general characteristics. Recognise the broad groups of animals and learn about diversity of living and non-living things.

WORKSHOP DETAILS

Mon, 20 Nov 2017 - Woodlands Learning Centre

P2 Students

10am - 12pm

Tues, 21 Nov 2017 - Parkway Parade Learning Centre

P2 Students

10am - 12pm



To register, please visit www.ses.org.sg

Limited to 10 students per session,
sign up now!

**Specialised
Educational
Services**

UNLOCKING POTENTIAL

Cancellation Policy:

- 50% refund if 14 or more days notice is given prior to start of workshop
- 0% refund if less than 14 days notice is given prior to start of workshop

Should the workshop be cancelled due to unforeseen circumstances, participants will be duly notified and a full refund will be issued. To withdraw from the class, please email us at holidayworkshops@das.org.sg

Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore.

Dyslexia on a bicycle



Parent: Surprise! Here's a new bicycle for you!

Child: Why? I don't want it. I don't know how to use it. I might fall and hurt myself!

Parent: Don't worry. In the beginning, you will stumble and feel clumsy because you can't control the bike. But with hard work and perseverance, you can get really far. The bicycle can take you further than where you could go with your own legs.

Child: Really? But I am too small to handle the bicycle. How long does it take to get used to the bicycle?

Parent: It will take time. Some people take days, some people take months and some people take years. But picking up a new skill will toughen you up and strengthen your muscles.

Child: Sounds exciting! Now I think I am willing to pick up this new skill. Thanks Mum!

Dear Parents,

A child who has just found out about his or her diagnosis of dyslexia is pretty much like the child who has received a bicycle from her parents.

At first instance, the child might resist the new label. Then fear of the unknown and the unexpected sets in. Finally, she worries about how dyslexia can slow her down and set her back in her learning.

However, this girl just needs to know that handling dyslexia is like handling a bicycle. Coping with dyslexia might seem tough at first, but when she is encouraged by her family and teachers, is provided with a safe terrain, and learns proper control and safety techniques, she can cycle very far in life with her dyslexia, just like many famous dyslexics.

The DAS Academy is your partner as you parent your child with dyslexia. Our belief is that if a child cannot learn the way we teach, we teach them the way they learn best.

Our workshops and certificates for parents can help you to navigate and discover dyslexia, and experience how dyslexia can become a powerful vehicle for your child. With a community of support, your child can travel beyond where he or she would not have gone without dyslexia.

Yours sincerely
June Siew
 Head of DAS Academy



DAS Academy

ENABLING EXCELLENCE

DAS Academy Ltd
 73 Bukit Timah Road, #05-01 Rex House
 Singapore 229832
 T 6336 2555 | F 6643 9643
www.dasacademy.edu.sg
 CPE Registration No.: 201003689Z
 Validity: 30 Dec 2013 - 29 Dec 2017

Certificate Courses and Workshops

Highly Recommended

Certificate in Understanding Dyslexia

Course Objectives

This course aims to introduce participants to a broad overview of Dyslexia, a specific learning difficulty.

The incidence of dyslexia in Singapore falls within the international incidence of 3% to 10% of the population. Hence this course provides a useful foundation to understand more about the nature of dyslexia, how it is assessed, and how learners with dyslexia can be helped and supported both academically and emotionally on the DAS programme, in school, and at home.

It is hoped that this course will interest participants to pursue professional teaching courses with the DAS Academy.

Key Topics

- Understanding Dyslexia
- Co-morbidities of Dyslexia
- Psychological Assessment of Dyslexia
- The Orton-Gillingham Approach
- Promoting Self-esteem and Positive Traits of Dyslexia

Dates and Fees

13, 20, 27 Jan, 3 & 10 Feb 2018, 9:30am to 12:30pm

Public: \$642

DAS Parents: \$535

Other Certificate Courses and Workshops you might be interested in

Workshops

Preparing Your Child for English Language Paper 2 - Primary
9 Sep 2017 | 9.30am to 12.30pm

Parenting a Child with SpLD
16 Sep 2017 | 9.30am to 12.30pm

Supporting Your Child in Mathematics
23 Sep 2017 | 9.30am to 12.30pm

Supporting Your Child in Chinese
14 Oct 2017 | 9.30am to 12.30pm

Study Smart: Effective Study Skills for Your Child
21 Oct 2017 | 9.30am to 12.30pm

Vocabulary-building Strategies for Better Language Skills
4 Nov 2017 | 9.30am to 12.30pm

Developing Your Child's Comprehension Skills
11 Nov 2017 | 9.30am to 12.30pm

Certificate Courses

Certificate in Teaching Morphology to SpLD Learners
21, 22, 24, 25, 26 Aug 2017 | 9:30am to 12:30pm

Certificate in Supporting SpLD Learners in English Exam Skills
4 & 5 Sep 2017 | 9.30am to 4.30pm

Certificate in Dyscalculia and Numeracy Teaching
4 & 5 Sep 2017 | 9.30am to 4.30pm
6 Sep 2017 | 9.00am to 12.00pm

Certificate in Educational Psychology
4, 11, 25 Oct, 1 & 8 Nov 2017 | 6.30pm to 9.30pm

Certificate in Understanding Speech and Language Impairment
7 & 14 Oct 2017 | 9.30am to 4.30pm

Certificate in Dyslexia and Literacy Teaching
20 - 24, 27 Nov 2017 | 9.30am to 5.30pm

Certificate in Understanding Dyslexia
13, 20, 27 Jan, 3 & 10 Feb 2018, 9:30am to 12:30pm

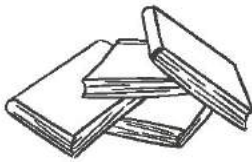
Sign up now at
www.dasacademy.edu.sg

Screen your child for dyslexia
For Primary School Students

Free!

Does your child have difficulty with reading, spelling or writing?

teh or the?
 saw or was?



Is your child frustrated about school and studying or has difficulty understanding text passages?



Come for our FREE Computerised Screening*

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

**This screening test is not meant to serve as a diagnosis for dyslexia but it will give you a picture on the learning needs of your child.*

To register, call 6444 5700
 (Office hours: Monday to Friday, 9am - 5:30pm)
 Limited slots available! Registration is required.

Screening details:

Thursday, 16 March 2017
 9:00am - 5:00pm
 Tampines Learning Centre
 Block 163 Tampines Street 12, #01-257
 Singapore 521163

Thursday, 1 June 2017
 9:00am - 5:00pm
 Chua Kok Keng Learning Centre
 Block 17 Teck Whye Lane
 #01-167 Singapore 680017

COMPLETED

Thursday, 7 September 2017
 9:00am - 5:00pm
 Woodlands Learning Centre
 Block 165 Woodlands Street 13
 Singapore 730165

Thursday, 23 November 2017
9:00am - 5:00pm
Bishan Learning Centre
 9 Bishan Place, #06-03
 Bishan Junction 8
 Singapore 579837



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

Screen your child for dyslexia

For Secondary School Students

Does your child have difficulty with reading, spelling or writing?

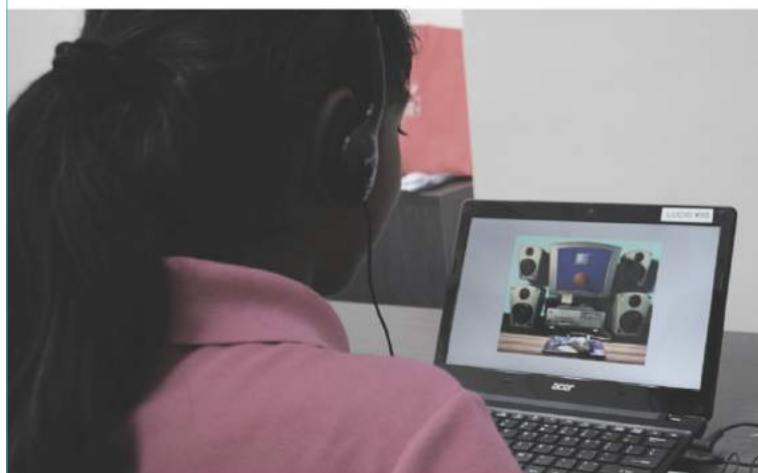


Is your child frustrated about school and studying or has difficulty understanding text passages?

\$60

Screening Fee
Screening fee can be used to offset the full cost of assessment.

teh or the?
saw or was?



Take our Dyslexia Screening Test*!

Our **DAS Specialist Psychologists** will test your child for reading, spelling and phonological skills using standardised achievement tests. They will also speak with you about the results and a brief report will be provided. The test and discussion should take about 30 minutes.

**This screening test is not meant to serve as a diagnosis for dyslexia but it will give you a picture on the learning needs of your child.*

To register, call 6444 5700

(Office hours: Monday to Friday, 9am - 5:30pm)

Screening details:

Thursday, 16 March 2017
9:00am - 5:00pm
Tampines Learning Centre
Block 163 Tampines Street 12, #01-257
Singapore 521163

Thursday, 1 June 2017
9:00am - 5:00pm
Chuan Joo Learning Centre
Block 611 Chuan Joo Street, #01-167
Singapore 680017

COMPLETED

Thursday, 7 September 2017
9:00am - 5:00pm
Woodlands Learning Centre
Block 165 Woodlands Street 13
Singapore 730165

Thursday, 23 November 2017
9:00am - 5:00pm
Bishan Learning Centre
9 Bishan Place, #06-03
Bishan Junction 8
Singapore 579837



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

Specialist Diploma in Specific Learning Differences (SpLD)

MODULES

Dyslexia and Literacy Teaching
 Educational Psychology
 Supporting SpLD learners in Advanced Literacy
 Dyscalculia and Numeracy Teaching
 Understanding Speech and Language Impairment
 Specific Learning Differences (SpLD) Teaching Practicum



The Specialist Diploma in Specific Learning Differences (SpLD) is designed by the DAS Academy to meet the increasing demands for higher education in the field of specific learning differences.

Offering a platform that promotes interactive and collaborative learning, this Specialist Diploma will engage students in the learning process as they explore, reflect and share knowledge and experiences as an individual and as a group.

For the award of the Specialist Diploma in SpLD, students have to successfully complete six modules which includes a 10-hour Teaching Practicum with a struggling learner whom they have chosen to support.

Fees (inclusive of GST)

Course Fee: \$5,029.00
 Application Fee (non-refundable): \$32.10
 Accreditation of Prior Learning Fee
 (non-refundable): \$53.50

Graduation

To attain the Diploma in Specific Learning Differences, the student must have obtained a pass for all module assessment(s). Students have minimum of 1 year and up to 3 years (from commencement of the first module) to complete the Specialist Diploma in SpLD.

SIGN UP NOW! VISIT WWW.DASACADEMY.EDU.SG



DAS Academy

ENABLING EXCELLENCE

DAS Academy Ltd: 73 Bukit Timah Road
 #05-01 Rex House, Singapore 229832
 T 6336 2555 | F 6643 9643
www.dasacademy.edu.sg

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

MASTER OF ARTS IN SPECIAL EDUCATIONAL NEEDS

University
of South
Wales

DAS Academy is a collaborative partner of the
University of South Wales.



DAS Academy

ENABLING EXCELLENCE



A unique collaboration between the University of South Wales and the DAS Academy, the Master of Arts in Special Educational Needs (MA SEN) provides an intellectually rigorous platform for practitioners to engage in critical reflection and enhance their research skills.

Delivered at the DAS Academy, the programme has its foundation in the University's well established SEN framework and is enhanced with local perspectives to ensure relevance to the Singaporean context, bringing together quality SEN practices from the East and the West.

The programme enables practitioners working with people with special educational needs, or those in education-related fields to develop professionally and distinguish themselves in the growing field of special educational needs.

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

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

SPEECH AND DRAMA ARTS PROGRAMME

Specialised Educational Services

UNLOCKING POTENTIAL

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.



Find out more:

www.ses.org.sg
6444 5700



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.

Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore.



Writers' Corner

Honesty is the Best Policy

By Kendrek Low (Primary 6)
Bedok Learning Centre

Tom rubbed his eyes and could not believe his score for his exam was 38 over 100. He had failed his exam again.

"Oh no! I am in hot soup!" Tom sighed in resignation as he smacked his forehead. He could imagine his mother staring at him with bulging eyes and his father fuming with anger and banging his fists on the table. With a heavy heart, Tom trudged home wearily.

As soon as Tom reached home, he locked himself in his own bedroom. Overwhelmed by anxiety and disappointment, Tom had no appetite to eat anything. Tom placed his exam paper on the study table and stared hard. It dawned on him that the harder he stared, the more the number three seemed to bother him. Just then, an ingenious idea struck his mind. He rubbed his hands in glee. If three could become eight, Tom picked up his red pen...

After what seemed like eternity, Tom's parents were finally home. When his parents stepped into the house, they looked at Tom's anxious face and knew what to expect. Tom took in deep breaths before showing his parents his results. With trembling hands, he held out the exam paper. He observed his parents' faces as they looked at his results. They looked disheartened for a moment.

"I knew I have failed badly but I...I...have actually wanted to...tam...tamper with the...the...marks but you...you...taught me to be honest," Tom stammered. Upon hearing that, they were contented that he did the right thing. To acknowledge his effort in his exam and most important his integrity, Tom's parents brought him for a buffet spread dinner. This spurred Tom to work even harder for the next exam.

Submitted by: Shenmee Lau, Senior Educational Therapist, Bedok Learning Centre

Advantages and Disadvantages of Online Shopping

By By: Zarifah Bte Tahir
Secondary 4 Normal Academic
Bedok Learning Centre

Don't you ever wish there is a faster way to do your shopping? Be it shopping for clothes, food or even textbooks. Everyone wishes there is a faster and more convenient way to do so. Thanks to technology, now we can do our shopping online. However, there are advantages and disadvantages to online shopping.

Some advantages of online shopping include saving time and having the comfort and convenience of not needing to look for the items physically. When doing online shopping, you can save your time on doing other things such as cleaning the house or meeting up with your friends. If you need to get furniture for your house but you cannot afford the time to go shopping during the weekdays, you can do so online. Instead of being forced to shop on a weekend, now you simply shop online on a weekday even if you are busy at work. All you have to do is just go online and search for your perfect item. Interestingly, you can even do so when you are on your way to work or after work when you are heading home on the bus or MRT train.

When you step out of the house for shopping, you usually face the scorching heat of the sun. Therefore, online shopping is the solution to shop in the comfort of your air-conditioned room at home. For women, they need not put on their make-up only to risk it melting due to the hot sun. In addition, when we shop online, we do not sweat through our T-shirts.

On the flip side, online shopping also has its disadvantages. For example, when you order something online, you would have to wait for a while before you receive the goods but what if you notice something is missing or the product is faulty or broken? As the item is usually shipped from overseas, it is possible that the item is damaged as it has to be shipped from across the world or mailed to you. This increases the item to be damaged. When it happens, you will feel disappointed since you waited for the item yet it reaches you being damaged.

In addition to the missing or broken items, you also are unable to try on clothes for the right fit if you buy them online. Since you cannot try on the sizes, you would have to depend on the measurements given by the retailer. When doing online shopping, you cannot base the size of the clothes like how you would base them in a store. This is because the cutting and measurements of the clothes may be different. Aside from not being able to try them on, you would also not know the exact quality of the item. As mentioned above, you would probably also not know if the clothes could be sensitive to your skin.

All things considered, online shopping does have its advantages and disadvantages. Although you would have to be smart and know which retailer are known to be good or bad. Hence, sometimes it is better to simply go out and shop for your perfect item as you may not really know if it is the right one for you.

Submitted by: Deon Poh, Centre Manager, Bedok Learning Centre

Should Teenagers Do Chores?

By: Lee Jiaying
Secondary 3 Normal Academic
Bedok Learning Centre

Do teenagers learn anything from doing chores? In fact, they do. They could learn how to be more responsible on their work, have more discipline in finishing their job and also teaches them on time-management. There are parents out there who pamper their children and little do they know that by not having their children do household chores, they miss out on teaching them some values. Because of different perspectives, whether or not teenagers should do chores has been a bone of contention between parents. Nonetheless, teenagers are highly encouraged to perform hands-on chores while they are still young.

To begin with, when teenagers help out in household chores, it would lessen out their parents' workload. Parents would have already had a long and hard day at the office. Hence, this would help by relieving the stress level of parents. After a long day, when their parents reach home, the last thing they have on their minds would be having the need to pick up the broomstick, wash the dishes or bring down the laundry. Therefore, they can rest comfortably in a clean environment.

Secondly, teenagers get a chance to learn independence by helping out with the chores. As they take in the responsibility, they would be in a better position to care for themselves and rely less on others. This would prepare the teenagers in future when they go out into the society to work. When they start working, they would need not rely much on others. Hence, independence is important.

However, many parents are worried that should they allow their children to do chores, they might end up over-working themselves to the point of neglecting their school work. Some households already have helpers and most likely would be redundant for their children to help out. However, that may also indirectly pamper their children in the process and in the long run causes more harm than good.

In a nutshell, by allowing teenagers to do house chores enable them to better conduct themselves and be trained as a better person. The skills learned could possibly help them in their future jobs by being more responsible, technically-inclined and independent. Therefore, should teenagers do chores? I personally think so.

Submitted by: Deon Poh, Centre Manager, Bedok Learning Centre



Pencil Drawings by Tan Tingxuan, Sec 2

*Submitted by Karen Wong Tsing Tsing,
Senior Educational Therapist, Bedok Learning Centre*



Painting by Ong Jing Yi Chloe (P5), 11yo - Bedok.

*Submitted by Hani Zohra Muhamad,
Lead Educational Therapist, Bedok Learning Centre*





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, 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. This is mainly due to the high teacher to student ratio. 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.	Account Name:	The account holders name where the GIRO will be deducted.
Address:	The address where we can contact you about this GIRO and send your tax receipt.	Account Number:	The Bank account number where the GIRO will be deducted.
Contact No:	Your phone number where we can contact you for enquires about this GIRO.	Donation Amount:	The amount that you would like to donate each month to DAS.
Email:	Your email address where we can contact you for enquires about this GIRO.		
Terms and Conditions of the GIRO <ol style="list-style-type: none"> 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.		
<p>Please return the completed GIRO application form to the address on the top of the form (overleaf) or to any of our DAS Learning Centres. You will be notified by post when this GIRO arrangement is activated. (Please Note: it can take approximately two (2) months to process).</p> <p>We thank you for your kind support and generosity.</p>			





DONATION FORM – GIRO APPLICATION

PART 1: APPLICANT TO COMPLETE: (See notes about completing this form overleaf)

Billing Organisation: DYSLEXIA ASSOCIATION OF SINGAPORE		Date:	
Donor Details:		Donor Bank Details:	
Name:		Financial Institution:	
NRIC:		Account Name:	
Address:		Account Number:	
Contact No:		Donation Amount:	
Email:			
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 las known to you or upon receipt of my/our written revocation through the Billing Organisation.			
Signature(s):			

Part 2: For the Billing Organisation's Completion

SWIFT BIC	Billing Organisation's Account No.	Billing Organisation's Customer Reference No.
OCBCSGSGXXX	5 0 1 8 5 4 4 1 8 0 0 1	
SWIFT BIC	Account Number to be Debited	

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



- ◆ Join Educators, Researchers, Professionals, Parents and Caregivers
- ◆ Learn about effectively supporting students with Learning Differences
- ◆ Discover the research that is happening in our region
- ◆ Poster Presentations and Researcher Interaction
- ◆ Network with Researchers and Practitioners in the SpLD Field

Save the Dates

20 to 22 June 2018

WWW.DAS.ORG.SG





**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

WWW.DAS.ORG.SG