



I LEARN DIFFERENTLY

IMPORTANT INFORMATION FOR EDUCATORS AND PARENTS



The Dyslexia Association of Singapore (DAS) is a vibrant organisation with professional staff who provide a wide array of services for people with dyslexia in Singapore. DAS Specialist Psychologists conduct assessment and diagnosis for children to adults. DAS Educational Therapists provide support for preschool, primary, secondary school students and students in higher learning in centres all over Singapore. Activities to raise awareness among parents, teachers and the public about dyslexia and learning differences are conducted regularly.

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A Publication by the Dyslexia Association of Singapore Limited





DAS Student, Nur Deanna binte Mohammad Ismael, (2014, aged 12) an accomplished and talented dancer.

*If a child can't learn
the way we teach,
maybe we should teach
the way they learn.*

~ Ingaciao Estrada



FORWARD

DAS outreach and awareness efforts continue to be a strong voice in Singapore and the breadth and scope of the information in this book reflects the many areas that DAS, and the community as a whole, must be aware of in order to support individuals with dyslexia. Indeed, as more Singaporeans become aware of the impact of Dyslexia on their children, DAS must respond with the necessary services to do this and there are five areas that DAS must “go beyond” in this regard!

First of all, we must go beyond support in basic literacy. Children with dyslexia also need support in higher-order skills such as essay writing, time management and planning and organisational skills. The DAS English Language and Literacy (ELL) curriculum incorporates writing components and reading comprehension. DAS continues to update its curriculum to meet our students needs and the Main Literacy Programme (MLP) will continue to expand and improve as we support children with dyslexia with a full range of literacy skills.

Secondly, DAS must go beyond Literacy and the English Language. Students with dyslexia need support in a range of language and academic subjects. Therefore, DAS created a Maths, Chinese and Exam Skills programmes designed specifically for students with dyslexia and are currently developing a Science programme. Creating and delivering a wider range of programmes must, therefore, be a continuing effort of DAS in the coming years.

Thirdly, our support must go beyond academic subjects. We must help our students with dyslexia build on their strengths and talents. Our Speech and Drama Arts programme aims to boost our student's confidence and speaking skills and is a good example of such a programme. We have also developed an ArtVenture programme to support the creative inspirations of our students. Results have been most encouraging. We are examining how best to provide other non-academic and talent programmes to help children with dyslexia develop into productive adults and find employment in industries where they can excel.

Fourthly, we must go beyond the current age group we serve. We have always been working with primary and secondary school students. We have started with preschoolers as research instructs us that early intervention is vital to the academic progress of students who struggle to learn. We have developed and launched a new post-secondary programme, iStudySmart, for students in Institutes of Higher Learning. It will be a logical next step for us to also provide for those in tertiary education and in the workforce.

Last but not least, we must go beyond just dyslexia. Many of our students with dyslexia have accompanying Specific Learning Differences such as ADHD, Dyspraxia, Dyscalculia, Speech and Language Impairment, and this is well recognised. DAS must therefore also help our students overcome these issues over and above their dyslexia.

And to help us “go beyond” these five areas, DAS must continue to do two things:

DAS must continue to invest in and develop the professional capability of our staff to deliver high quality programmes and services. It is also the objective of DAS to build a pool of expertise in dyslexia here in Singapore! The training arm of DAS, DAS Academy, which now delivers programmes up to Masters level, will help us achieve this.

DAS must also continue to invest in programme evaluation and publish research to ensure that our programmes and services are effective and reliable.



So as you can see, DAS will continue to be very busy in the coming years. We look to the continuing support of the Ministry of Education and all stakeholders to help us achieve our goal of providing a truly comprehensive and holistic range of programmes for our clients with dyslexia and bring DAS to a new level.

Lee Siang

CEO

Dyslexia Association of Singapore

CONTENTS

I Learn Differently	3
Understanding Specific Learning Differences (SpLD)	4
Understanding Dyslexia	8
The Misunderstood Child	9
Parenting a Child with Dyslexia	10
Spotting Dyslexia	11
Spotting Dyslexia in Secondary School	15
Myths of Dyslexia	17
Famous People with Dyslexia	21
Embrace Dyslexia	23
DAS Young Achievers	25
Accommodating Students who Learn Differently	27
Dear Teachers	37
Dear Parents	41
Assessment Referral Process	45
About the Dyslexia Association of Singapore (DAS)	7
SpLD Assessment Services (SAS)	49
English Language and Literacy Programmes	51
Main Literacy Programme (MLP)	52
iReaCH™ and iStudySmart™	55

Educational Technology Integration into the Curriculum	58
Specialised Educational Services	59
Preschool Early Literacy Programme	61
Chinese Programme	62
Prep 2 PSLE Programme (formerly known as English Exam Skills)	63
Maths Programme	64
Speech and Drama Arts Programme	65
Speech and Language Therapy	66
Short-Term Programmes	67
Holiday Workshops	67
On-Site Teaching	68
Specialist Tutoring	69
DAS Academy	71
Online Certificate Course—Understanding Dyslexia	73
DAS Learning Centres	75
DAS Parents’ Support Group	77
Feedback on DAS Awareness Talks	78
RETA—Register of Educational Therapists Asia	79
Stay Connected and Support the Community	80



I LEARN DIFFERENTLY

Students with learning differences need our support and understanding and with good teaching and compassionate guidance all can have a successful learning journey. At DAS, although we focus on students with dyslexia, we also see many with other Specific Learning Differences (SpLD), which we often refer to as “Dyslexia +++”. Irrespective of the SpLD diagnosis all students can benefit from specialist teaching at DAS.

It takes courageous teachers to support students with learning differences in class. However, when you do, you make a significant difference in the lives of these children. Usually it is that one teacher that inspires them to continue to work hard knowing that they have the support of a teacher that believes in them.

DAS recognises that supporting students with learning differences can be a challenging endeavour. Kenneth Poon from the National Institute of Education, Singapore, Office of Education Research reflected, *“We know from international research that the more positive experiences the teachers have in supporting students with special needs, the more positive they feel and the more inclusive they become.”* (<http://singteach.nie.edu.sg/issue56-research01/>)

DAS hopes that our outreach activities will support your efforts in creating an inclusive classroom and provide you with the information necessary to support students with learning differences.

UNDERSTANDING SPECIFIC LEARNING DIFFERENCES (SpLD)

Specific Learning Differences (SpLD) is a term used to describe a wide variety of learning differences. Many use the term specific learning differences in the same context as dyslexia. However, it is generally accepted that dyslexia is only one of the many learning differences.

Specific Learning Differences include:

- ◆ Attention Deficit (Hyperactivity) Disorder (ADHD)
- ◆ Autism Spectrum Disorder (ASD)
- ◆ Developmental Coordination Disorder (Dyspraxia)
- ◆ Dyscalculia
- ◆ Dysgraphia
- ◆ Dyslexia
- ◆ Intellectual Disability
- ◆ Visual Processing Difficulties

Very rarely will an individual be affected by only one specific learning difference. Research shows that individuals can have more than one of the above differences and as a result, no two individuals are the same.

Specific learning differences typically affect the student's ability to learn and can also impact on:

- ◆ Communication Skills
- ◆ Concentration
- ◆ Information processing
- ◆ Lack of Social Awareness
- ◆ Literacy, Numeracy and Oracy
- ◆ Memory
- ◆ Motor Skills
- ◆ Organisation
- ◆ Sense of Direction
- ◆ Sequencing
- ◆ Time Management

As a result, having a specific learning difference can have a significant impact on stress, anxiety and self-esteem of the student. Only those who have experienced the challenges of having a specific learning difference can truly understand the complications and difficulties that arise in a learning situation. Specialist teaching and identifying strategies to help students with learning differences succeed are challenges of all educators.

ATTENTION DEFICIT (HYPERACTIVITY) DISORDER (ADHD)

Signs of Attention Deficit (Hyperactivity) Disorder include inattention, restlessness, impulsivity, erratic, unpredictable and inappropriate behaviour, blurting out inappropriate comments or interrupting excessively. Some students come across unintentionally as aggressive. Most fail to make effective use of feedback. If no hyperactivity is present, the term Attention Deficit Disorder should be used: these individuals have particular problems remaining focused so may appear 'dreamy' and not to be paying attention. Students with this condition are very easily distracted, lose track of what they are doing and have poor listening skills. By failing to pay attention to details, they may miss key points.

ADHD is frequently associated with dyslexia, students may have difficulty understanding when listening, expressing themselves clearly using speech, reading, remembering instructions, understanding spoken messages and staying focused.

AUTISM SPECTRUM DISORDER (ASD)

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterised by deficits in social communication and social interaction as well as restricted, repetitive and stereotyped patterns of behaviours, interests or activities. Individuals with ASD may also have language and/or intellectual impairments. The symptoms of ASD are typically present from early childhood (12 - 24 months of age), and the manifestation and severity of symptoms vary across individuals with ASD.

Autism exists on a spectrum and there is not one autism but many. Most are influenced by a combination of hereditary and environmental factors. Because autism is a spectrum disorder, each person with autism has a distinct set of strengths and challenges. The ways in which people with autism learn, think and problem-solve can range from highly skilled to severely challenged. Some people with ASD may require significant support in their daily lives, while others may need less support and, in some cases, live entirely independently.

DEVELOPMENTAL COORDINATION DISORDER (DCD)

Developmental Coordination Disorder (DCD), also known as Dyspraxia in the UK, is a common disorder affecting fine and/or gross motor coordination in children and adults. DCD is distinct from other motor disorders such as cerebral palsy and stroke. The range of intellectual ability is in line with the general population. Individuals may vary in how their difficulties present; these may change over time depending on environmental demands and life experience, and will persist into adulthood. An individual's coordination difficulties may affect participation and functioning of everyday life skills in education, work and employment.

Children may present with difficulties with self-care, writing, typing, riding a bike, play as well as other educational and recreational activities. In adulthood many of these difficulties will continue, as well as learning new skills at home, in education and work, such as driving a car and DIY. There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social emotional difficulties as well as problems with time management, planning and organisation and these may impact an adult's education or employment experiences.

DYSCALCULIA

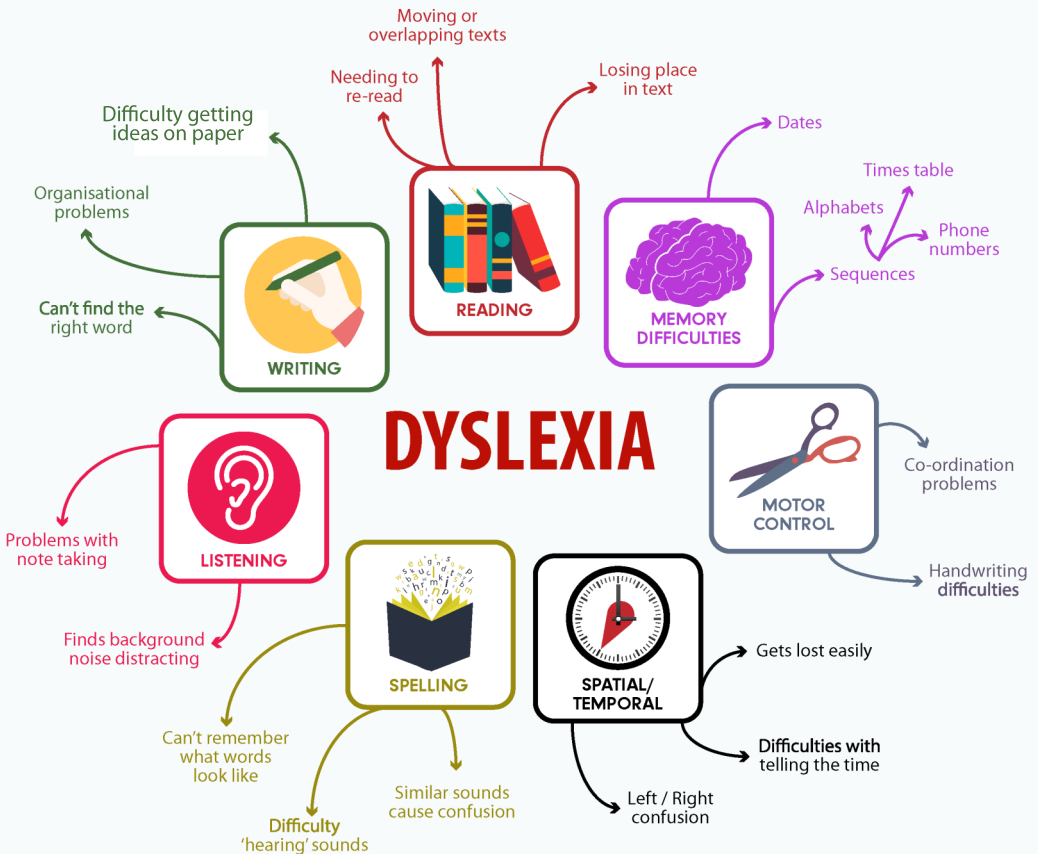
Dyscalculia is a specific learning difficulty that primarily affects the mastery of number sense and number facts as well as accurate and fluent calculation. Individuals may have difficulties understanding and grasping number concepts. They may also have difficulties using mathematical concepts to solve problems. While many students with dyslexia have difficulties with Maths, not all are diagnosed with dyscalculia.

DYSGRAPHIA

Dysgraphia is a specific learning difficulty characterised by difficulties in handwritten expression, specifically in areas of spelling, grammar and punctuation, as well as the clarity and organisation of written expression. Additional signs of dysgraphia include messy handwriting, inconsistent spacing, poor spatial planning on paper, amongst others. Other issues that may co-occur with dysgraphia include dyslexia and attention deficit hyperactivity disorder.

DYSLEXIA

Dyslexia is a hidden disability thought to affect around 10% of the population, 4% severely. It is the most common of the SpLDs. Dyslexia is usually hereditary. A student with dyslexia may mix up letters within words and words within sentences while reading. They may also have difficulty with spelling words correctly while writing; letter reversals are common. However, Dyslexia is not only about literacy, although weaknesses in literacy are often the most visible sign. Dyslexia affects the way information is processed, stored and retrieved, with problems of memory, speed of processing, time perception, organisation and sequencing. Some may also have difficulty navigating a route, differentiating left from right and following compass directions.





UNDERSTANDING DYSLEXIA

DAS is guided in its definition of Dyslexia by the Ministry of Education, Singapore in their November 2011 publication "Professional Practice Guidelines for the Psycho-educational Assessment and Placement of Students with Special Educational Needs".

Dyslexia is a type of specific learning difficulty identifiable as a developmental difficulty of language learning and cognition¹. It is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and processing speed. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia².

An appropriate literacy programme should include the following components: phonemic awareness, phonics, fluency, vocabulary and comprehension³. The literacy programme provided by DAS meets these guidelines.

¹ U.S. Department of Education. (2006). Assistance to States for the education of children with disabilities and preschool grants for children with disabilities; Final rule. Retrieved on May 26, 2011 from <http://idea.ed.gov/download/finalregulations.pdf>

² Rose, J. (2009). Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties. Nottingham: DCSF Publications.

³ National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.



THE MISUNDERSTOOD CHILD

You are unable to determine if a child has dyslexia just by looking at them. Children with dyslexia might start out fine in school, but gradually, schoolwork can become a struggle for them.

Many children may not know why they have learning problems and they may not get the help they need. If left unsupported, dyslexia may lead to low self-esteem, behavioural problems, delinquency and withdrawal from friends, parents and teachers.

He makes so many careless mistakes.

He is not paying attention!

He knew how to spell it yesterday.

What is wrong with him?

He is not trying hard enough!

He is being lazy!

I don't know the words.

She speaks too fast!

I just cannot remember.

Why can't I understand this?

I try, but I still don't get it!

I have dyslexia!



PARENTING A CHILD WITH DYSLEXIA

The Odyssey, by famous Greek poet Homer, is a poem describing the arduous 10-year journey faced by hero Odysseus back to Greece to reclaim his kingdom after fighting in a war. In many ways, parenting a child with dyslexia has come close to resembling an odyssey of sorts.

Our son Jerald had a smooth-sailing kindergarten experience, but started having troubles when he started primary school. We observed, together with his teachers, that his reading and writing skills were not appearing to keep pace with the rest of his academic and educational development. We then learnt of DAS, and after doing some research, decided to send Jerald for a psychological assessment at DAS.

The diagnosis confirmed that our son had dyslexia. Although this was not unexpected, it still caused us some turmoil, as Singapore is a competitive educational society and we wondered how he would cope. Thankfully, Primary 3 was not too late for him to receive appropriate help. We enrolled Jerald in DAS remediation classes immediately. Jerald has enjoyed 7 years at DAS, as well as the teachers and the friends he had made there.

The old adage that “it takes a village to raise a child” never seemed more true. The entire family chips in, be it ferrying Jerald and his brother around, tutoring them in school subjects. We engaged with Jerald’s teachers to keep updated with his academic and social development, and used the annual Parent-Teacher Conference to let them know of his learning difference and share some of the tips we gleaned from the DAS educational therapists and/or workshops we have attended.

As parents, we need to continue serving as advocates for Jerald. We understand that while dyslexia is a learning difference, he should not be stigmatised by it, and this involves us in helping to demystify dyslexia in our own way among those who are still unfamiliar with the condition.



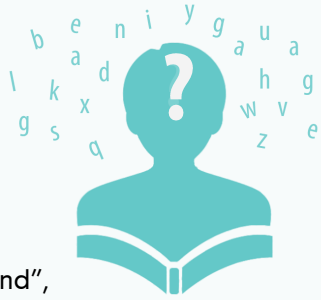
By Augustine and Kelly Thong, DAS Parents, an extract from their story in “Embrace a Different Kind of Mind— Personal Stories of Dyslexia” DAS 2015



SPOTTING DYSLEXIA

READING

- ◆ Reads below age/grade level
- ◆ Reads hesitantly and effortfully
- ◆ Difficulty recognising familiar words
- ◆ Substitutes words of similar meaning
e.g., “road” for “street”
- ◆ Misreads common words, such as “a” for “and”,
“the” for “a”, “from” for “for”, etc
- ◆ Ignores punctuation, e.g. not pausing for commas etc.
- ◆ Misses out words when reading
- ◆ Loses point of a story being read or written
- ◆ Loses place in a line of print
- ◆ Reading takes so much effort that information is not comprehended.



WRITING AND SPELLING

- ◆ Spelling errors
- ◆ Confuses words that look alike such as “saw” & “was”, “no” & “on”
- ◆ Makes anagrams of words, like “tired” for “tried”
- ◆ Has poor handwriting with many reversals and badly formed letters, inconsistent spacing
- ◆ Loses their place when copying from the board
- ◆ Produces messy work with many crossing outs
- ◆ Persistently confused by letters which look similar - b/d, p/g, p/q, n/u,
- ◆ Spells a word in many different ways in one piece of writing
- ◆ Has poor standard of written work compared to oral ability
- ◆ Produces badly set-out written work, for example, does not stay close to margin or writes on the line.

BEHAVIOUR

- ◆ Is the class clown, disruptive or withdrawn
- ◆ Is excessively tired due to the amount of concentration and effort required
- ◆ Employs work avoidance tactics such as looking for books and sharpening pencils
- ◆ Looks lost, does not know how to start a task
- ◆ Is easily distracted
- ◆ Seems to “dream”, does not seem to listen
- ◆ Forgetful



TIME / MATHEMATICS

- ◆ Difficulty telling time as well as managing and being on time
- ◆ Difficulty counting objects and/or dealing with money
- ◆ Difficulty with Mathematical word problems despite adequate ability to solve arithmetic operations
- ◆ May have a problem with numbers and calculations involving adding, subtracting and time tables
- ◆ May be confused by similar-looking mathematical signs; e.g., + and - ; < (less than) and > (greater than)
- ◆ May be confused by terms, e.g., deduction, minus and subtraction; adding versus find the total
- ◆ May reverse numbers, such as reading or writing "17" for "71"
- ◆ May transpose numbers i.e., 752 for 572; or transcribe their answers wrongly
- ◆ May have a difficulty with performing mental calculations
- ◆ Shows confusion with number order like tens and hundreds
- ◆ Has difficulty remembering anything in sequential order like days of the week and letters in the alphabet
- ◆ Untidy written work leads to calculation errors

SHORT-TERM AND/OR VERBAL WORKING MEMORY

- ◆ May learn and understand how to do something, but requires frequent reminders before they remember to do it.
- ◆ Difficulty remembering multiple-step instructions
- ◆ May have excellent long-term memory for movies, experiences, locations and faces, but poor memory for sequences as well as unfamiliar facts and information

GENERAL

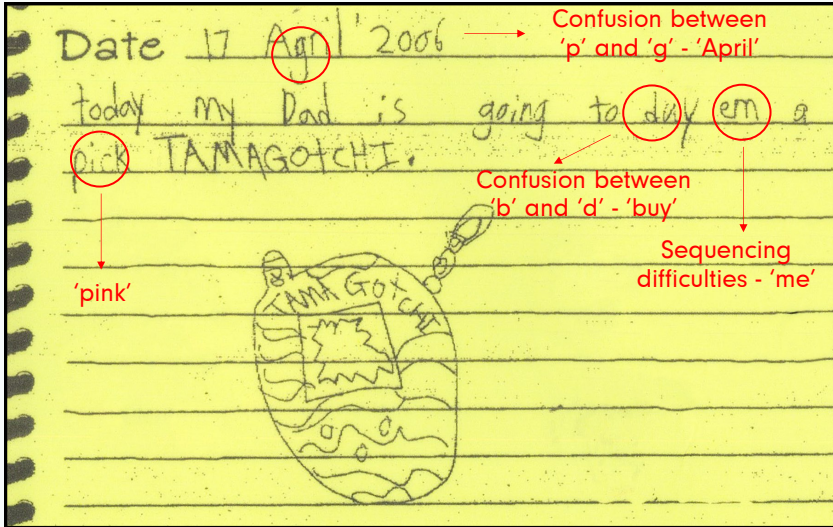
- ◆ Disorganised
- ◆ Easily frustrated or emotional about school, reading, writing, or mathematics
- ◆ Appears bright and articulate but performs unexpectedly poorer than expected in the academic areas
- ◆ Performs much better when tested orally, but not in written form
- ◆ Has difficulty sustaining attention
- ◆ Has a poor sense of direction and/or confusion between left and right
- ◆ Common signs of dyslexia by school level



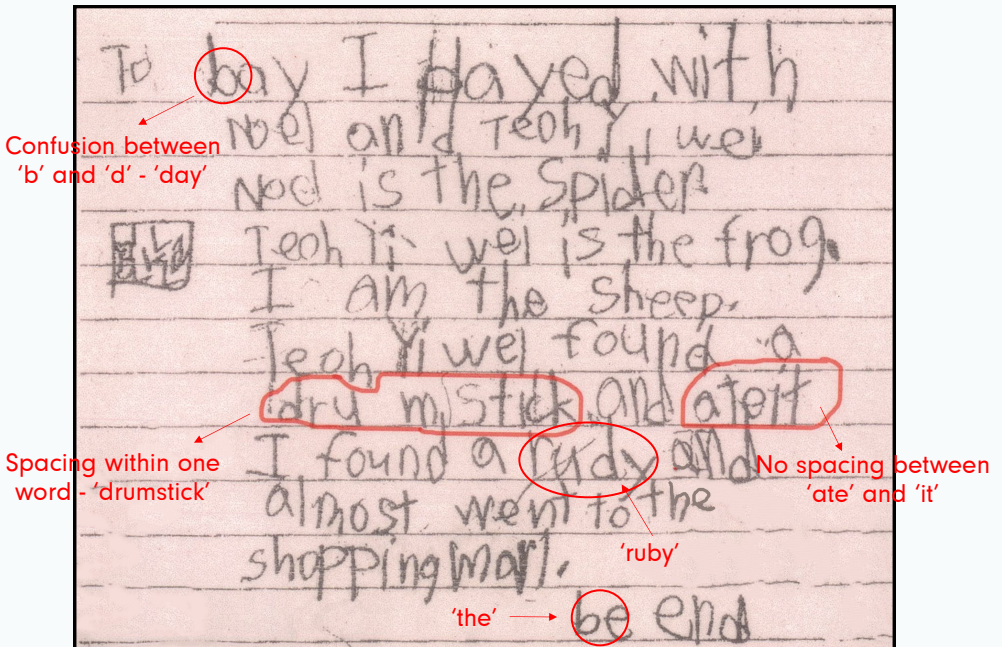
COMMON WRITING PROBLEMS

Examples of the common problems in the written work of children with dyslexia:

Example 1



Example 2



Example 3

Sharks

Sharks are fishes. They have large jaws and sharp teeth. A shark's brain is small. Sharks eat anything. Sharks have smooth, tough skin. They are grey, white or brown. Bull sharks look like a "mako". Bull sharks look very fierce. They live in the ^{ocean} and they are sometimes swims in rivers. Sharks are found in the sea. You also find them near the beach.

Although the child spells 'sharks' correctly in the beginning, he continues to spell it as 'sharks' later throughout the passage.

Example 4

One Spooky and Creepy night the
the lights turned off the whole country!
it was dark and there was a enormous
and ferocious storm. Suddenly some
shining lightning flew in the air
and every single person was shivering
of fright and it was winter so
it was freezing and suddenly!!!
A tornado came!!!

The above piece of work displays an imaginative mind, but with some spelling difficulties. This is what it was meant to be:

"One spooky and creepy night, the lights turned off the whole country. It was dark and there was an enormous and ferocious storm. Suddenly, some shining lightning flew in the air and every single person was shivering of fright, and it was winter, so it was freezing and suddenly!!! A tornado came!!!"

SPOTTING DYSLEXIA IN SECONDARY SCHOOL

Transitioning to secondary school can place significant strain on a student with learning differences. There are cases where very talented and bright students were able to cope with their learning during their primary school years but struggled to cope with the curriculum demands and additional subjects when they progressed on to secondary schools. Teachers in secondary school should be aware of some of the issues that a student with learning differences may experience and act to support them. If the student is not diagnosed with a learning difference then you can act to recommend them for assessment. Some issues that may be seen in students who are struggling with learning differences are:

- ◆ Increased need to repeatedly read and reread course material in order for them to comprehend meaning.
- ◆ Curriculum specific words are misspelled and/or misunderstood.
- ◆ Inability to write and structure essays or write at appropriate length.
- ◆ Find it challenging to plan projects without support.
- ◆ Finding it increasingly difficult to manage assignments and homework deadlines for multiple subjects.
- ◆ Missing deadlines and seemingly unaware of projects that are due or the work required to produce those projects.
- ◆ Forgetful, or was “never told” about what was required of them.
- ◆ Not knowing their timetable and forgetting to bring the right things to school.
- ◆ Higher order math concepts may be challenging, e.g. Algebra.
- ◆ There is a significant discrepancy between formal testing and classroom performance.
- ◆ Struggle with taking notes and listening to the class instruction.
- ◆ Feeling inadequate about their learning, displaying learned helplessness.
- ◆ Possibly giving up on school due to the inability to meet requirements of the subject and the deliverables.
- ◆ Students maybe or may not be aware that Teachers are unhappy or disappointed about their performance and low attainment.
- ◆ Students are disciplined for missed or inadequate performance on homework assignments and are unable to explain why.
- ◆ Students may feel that when their grades are sliding this affects how the teacher feels or cares towards them.
- ◆ Behavioural and mood issues, such as anxiety, depression and low-self-esteem
- ◆ School absenteeism and school refusal

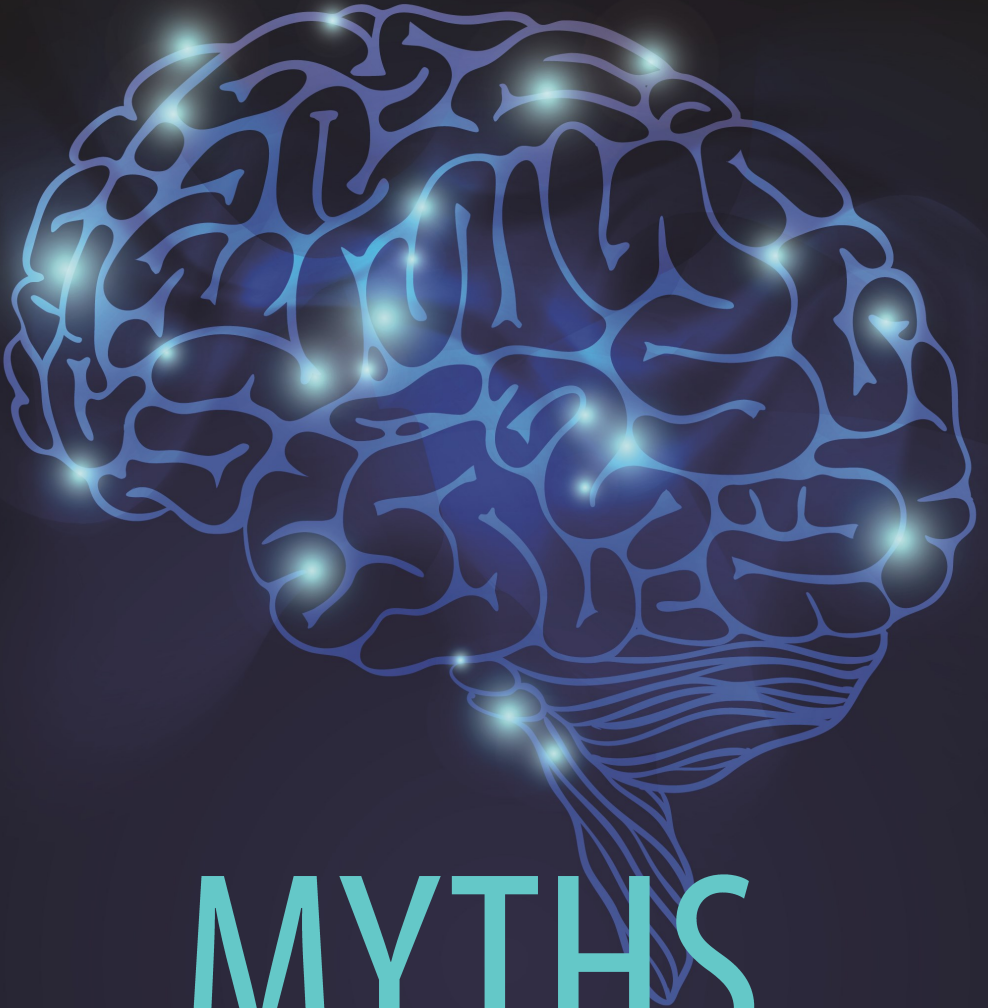


STRATEGIES THAT EDUCATORS CAN PUT IN PLACE TO SUPPORT SECONDARY STUDENTS WITH LEARNING DIFFERENCES

A school-wide awareness programme is necessary so that all staff understand the concerns and issues that students with dyslexia and other learning differences have in Secondary school. Also, a school-wide policy that ensures support for students with dyslexia in all subjects should include actions like, but not limited to:

- ◆ Handouts to minimise note taking
- ◆ Timely reminders for upcoming homework assignments, staggered deadlines
- ◆ Assistance in writing, comprehension and study skills
- ◆ Assistance in planning of projects and homework assignments
- ◆ Assistive Technology to be allowed into the classroom
- ◆ Additional time allocated for projects, especially when significant reading and research is required
- ◆ Differentiated deadlines for homework assignments based on needs

Although this list isn't exhaustive, it goes a long way to ensuring students with learning differences are supported and acknowledged in Secondary school. Each student will have individual needs, and teachers need to be aware of how to support them to ensure success in their learning journey. More suggestions are in the section "Accommodating students who learn differently". (pg, 29)



MYTHS

OF DYSLEXIA



MYTH 1: Dyslexia is a sort of mental retardation.

THE FACTS: Dyslexia is a difficulty in learning to read, write and spell, despite traditional teaching, average intelligence, and an adequate opportunity to learn. It affects the brain's ability to translate information received from the eyes or ears into understandable language. It does not result from vision or hearing problems. It is not due to mental retardation, brain damage, or a lack of intelligence.

MYTH 2: Dyslexia is a disease.

THE FACTS: Dyslexia is **NOT** a disease. It is a learning difference that is lifelong. Children with dyslexia become adults with dyslexia. If they are identified and given the right kind of help early, people with dyslexia can learn to compensate for their learning difference and read accurately. Given the appropriate specialist teaching, children with dyslexia can successfully learn to read and to spell. Even so, they may continue to read slowly and not automatically.

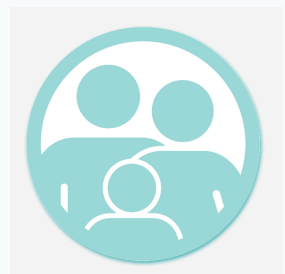


MYTH 3: Everyone with dyslexia has letter reversals.

THE FACTS: In fact, backwards writing and reversals of letters and words are common among young children learning to write whether or not they have dyslexia. Only about 10% of people with dyslexia reverse letters. In general, letter-reversals become an area of concern if it persists beyond 8 years old.

MYTH 4: My child can't have dyslexia. No one else in the family has it.

THE FACTS: Beware. In some families, one, or both parents, are obviously dyslexic and all, or most, of their children, have learning differences. In other families, dyslexia is not apparent in either parent and the other children are unaffected.





MYTH 5: Dyslexia only affects the use of the English language.

THE FACTS: In fact, dyslexia has been shown to affect native Dutch, Israeli and Portuguese speakers as well as speakers of other languages. Dyslexia primarily affects the processing of speech sounds, otherwise known as phonological awareness. Dyslexia is also known to affect languages that are orthographically-based like Chinese.

MYTH 6: Smart people cannot have dyslexia.

THE FACTS: Repeated studies have shown that there is very little relationship between dyslexia and intelligence in young children. Dyslexia occurs across a whole spectrum of intelligence and is as likely to be found in the gifted and talented population as it is to be present in those with low-ability, and most people with dyslexia fall in the middle. However, if people with dyslexia do not learn to read, their IQ's tend to fall behind as they get older.



MYTH 7: He can't have dyslexia because he can read.

THE FACTS: All children with dyslexia can read – up to a point. But the problem they have with processing speech sounds, prevent them from hearing all the individual sounds in a word, so they generally do not read by sounding out. With poor ability to detect and manipulate speech sounds, people with dyslexia tend to have inadequate knowledge and application of how sounds are linked with their written form. This weak letter-sounds link affects their ability to read and spell. They often use alternative strategies such as memorising familiar stories, recognising words by their shapes or guessing based on the first letter or two. But their memories can hold only a limited number of words. It may take until Primary 3 or 4 for reading struggles to become obvious. Without the right type of help, progress is difficult – no matter how smart they are and how hard they try. Their difficulties with spelling, however, are obvious very early. Poor spelling is highly related to poor reading.





MYTH 8: All children with dyslexia must go to a special school.

THE FACTS: Children with mild to moderate dyslexia are able to do well in mainstream classes as long as they are taught the appropriate coping techniques and are diligent in their work. Children with severe dyslexia can also study in mainstream classes with

added support from professionals who can aid them in their learning.

MYTH 9: Individuals with dyslexia are just plain lazy.

THE FACTS: Research has shown, through brain mapping, that those with dyslexia use a different part of their brains when reading and working. The process is not as efficient, with much more effort and time required than is typically used. This extra time needed for processing does not mean they are slow or lazy. The learning process for them is exhausting, and, until they are taught in the way their brains need to learn to make these connections to the automatic language centre, it will always be a laborious process for them.



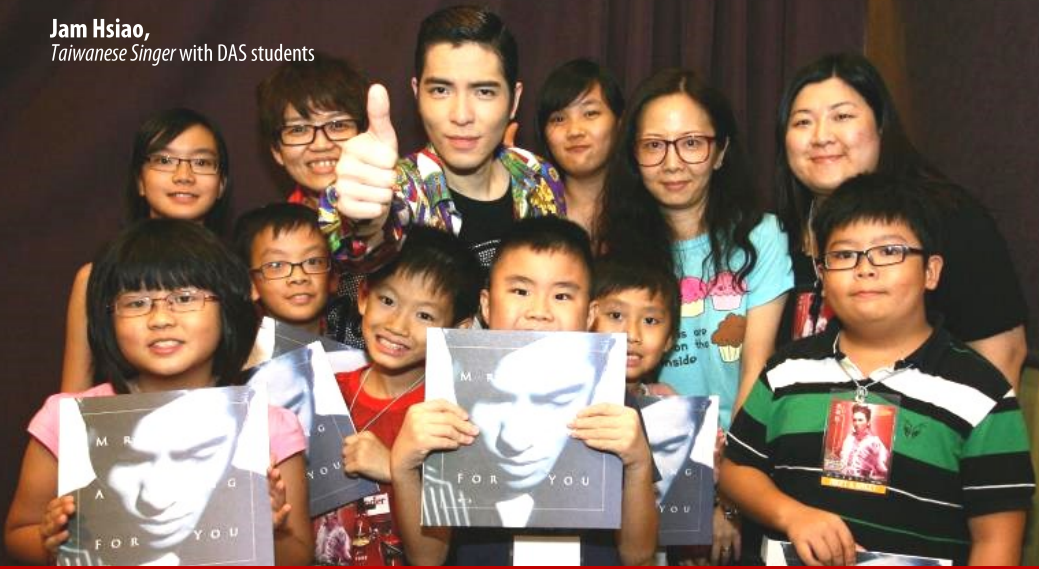
MYTH 10: People with dyslexia will not succeed in life.

THE FACTS: A great majority of people with dyslexia are successful in their life endeavours. Some famous and accomplished people with dyslexia say they are successful because of their dyslexia and the different

way they think. Famous people who have dyslexia include Albert Einstein, the late Singapore Prime Minister Lee Kuan Yew, Actress Jennifer Aniston, Musician John Lennon, Author Lewis Carroll and Entrepreneur Richard Branson, just to name a few.



Jam Hsiao,
Taiwanese Singer with DAS students



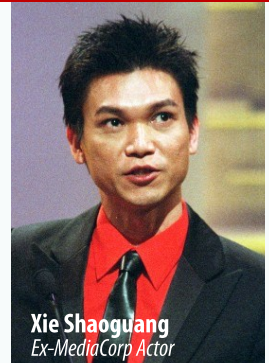
FAMOUS PEOPLE WITH DYSLEXIA



Lee Kuan Yew
*The late Former
Prime Minister
of Singapore*



Sam Tan
*Minister of State,
Ministry of Foreign
Affairs & Ministry of
Social and Family
Development*



Xie Shaoguang
*Ex-MediaCorp
Actor*

Many people with dyslexia have overcome their learning difference to excel and succeed. Dyslexia may cause many difficulties in some simple everyday tasks but it does not prevent anyone from achieving their greatest goals. The key is not to be discouraged by all the struggles but to work on your strengths and pursue them to the fullest. Here are some examples of people who have done just that!



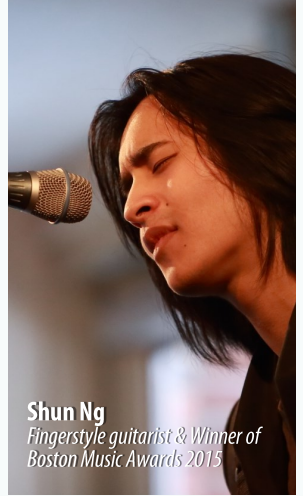
Chua Jin Sen
*Also known as Dr Jiajia,
Singapore's YouTube star*



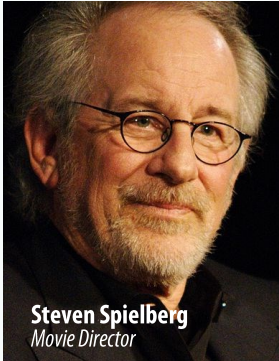
Lucas Chia
TV host, actor and performer



Drea & Deanna
DAS students and part of Dance Thrilogy, the Grand Finalist for AXN's Asia's Got Talent



Shun Ng
Fingerstyle guitarist & Winner of Boston Music Awards 2015



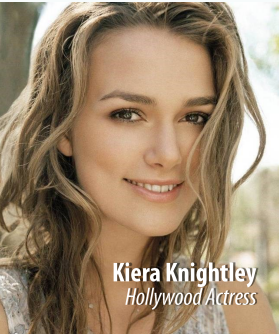
Steven Spielberg
Movie Director



Jonathan Ive
Chief Design Officer of Apple Inc.



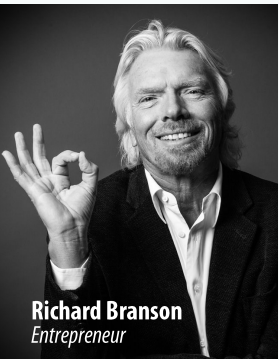
Abhishek Bachchan
Bollywood Actor



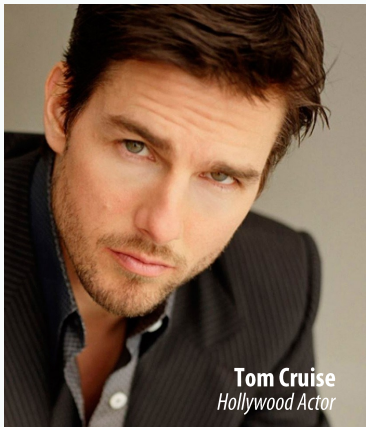
Kiera Knightley
Hollywood Actress



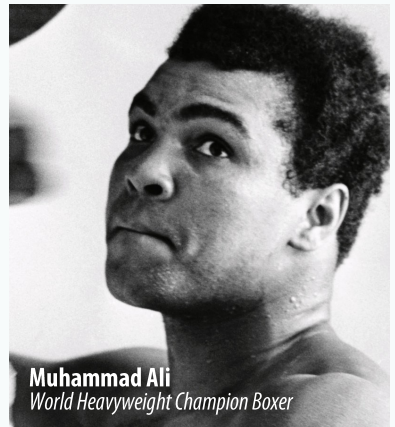
Agatha Christie
Author



Richard Branson
Entrepreneur



Tom Cruise
Hollywood Actor



Muhammad Ali
World Heavyweight Champion Boxer

EMBRACE DYSLEXIA

“The field of dyslexia is full of puzzles and paradoxes. One of the greatest of these is that sometimes—perhaps one can say many times— the student who appears most dumb in the early years of schooling can be among the most capable and successful later on in the world of work—especially when the work is creative an innovative—involving the ability to ponder, think deeply, envision possibilities and to see patterns that others do not see. As one highly successful dyslexic pointed out, it is not hard for a dyslexic to think ‘out of the box’ because, as he says, “they have never been in the box!” - Thomas G West—*“Embrace a Different Kind of Mind—Personal Stories of Dyslexia”*

To be successful, dyslexics work harder than their peers to overcome their learning challenges. This hard work starts at a very early age, and when confronted with apparently insurmountable challenges this effort can work to their advantage. The struggle and the failures they experienced early and often can teach them perseverance. As Winston Churchill, also a creative dyslexic individual, stated: “Never give up, never, never, never give up!”

Dyslexics learn early to look at problems from multiple angles which helps them to overcome challenges. When they focus on their strengths and talents, they become experts in these areas. They can then leverage on their abilities into strong competitive advantage in the areas which they excel.



DAS Speech and Drama Arts provides an environment for our DAS students to gain confidence and shine!

Strengths that students with dyslexia can exhibit at school which assists their learning challenges:

PRIMARY SCHOOL STUDENTS

- ◆ Excellent thinking skills: conceptualisation, reasoning, imagination, abstraction
- ◆ Learning that is accomplished best through meaning rather than rote memorisation
- ◆ Ability to get the “big picture”
- ◆ A high level of understanding of what is read **TO** her/him
- ◆ The ability to read and to understand at a high level overlearned (or highly practiced) words in a special area of interest; for example, if he or she loves cooking they may be able to read food magazines and cookbooks
- ◆ Improvement as an area of interest becomes more specialised and focused—and a miniature vocabulary is developed that allows for reading in that subject area
- ◆ A surprisingly sophisticated listening vocabulary
- ◆ Can excel in areas not dependent on reading, such as math, computers and visual arts, or in more conceptual (versus fact-driven) subjects, including philosophy, biology, social studies, neuroscience and creative writing

SECONDARY SCHOOL AND HIGHER LEARNING STUDENTS

- ◆ Maintains strengths noted during the Primary School years
- ◆ Has a high capacity to learn
- ◆ Shows noticeable improvement when given additional time on multiple-choice examinations
- ◆ Demonstrates excellence when focused on a highly specialised area, such as medicine, law, public policy, finance, architecture or basic science
- ◆ Excellent writing skills if the focus is on content, not spelling
- ◆ Highly articulate when expressing ideas and feelings
- ◆ Exceptional empathy and warmth
- ◆ Successful in areas not dependent on rote memory
- ◆ A talent for high-level conceptualization and the ability to come up with original insights
- ◆ Inclination to think outside of the box and see the big picture
- ◆ Noticeably resilient and able to adapt

© Sally Shaywitz, *‘Overcoming Dyslexia’*, pp. 123–125

DAS YOUNG ACHIEVERS



Here are some of our own students who have worked hard to overcome their difficulties!

ELVIN SIEW

YOUNG ACHIEVER AWARD 2013

"I am dyslexic and I am proud to be one! There is nothing to fear about. I was timid but the teachers at DAS comforted and reassured me. This made me the leader I am today! Being at DAS has instilled perseverance and endurance and has helped me to be successful in my academics."



HENG YI ZEN

YOUNG ACHIEVER AWARD 2014

"When the going gets tough sometimes, all you need to do is look behind, see how far you have already travelled and look at the people who are supporting you. Once you have done that, you will realise that the only one who thinks that you cannot achieve it, is you."

TEO HENG SOON

YOUNG ACHIEVER AWARD 2014

"The turning point came when I was retained in Secondary 3. Because of this "setback", I am who I am today. This gave me a chance to reassess my goals in life as it taught me to be humble and appreciative for what I have. Also, it gave me enough time to find an effective method of studying."



JEREMIAH TAN

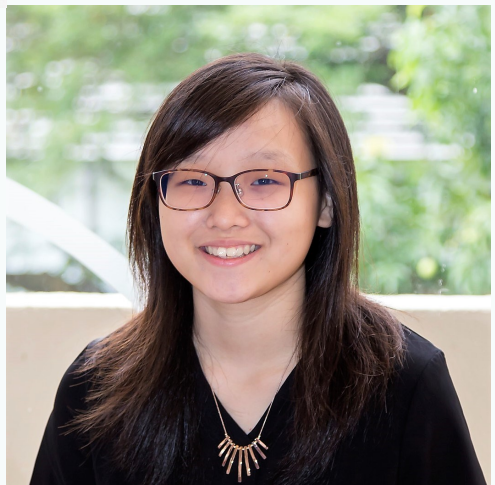
YOUNG ACHIEVER AWARD 2015

"I just want to say that even though your life is cramped with distractions in every corner, just look within yourself and see what you really want in life. Because with determination and willpower, you will eventually get there."

CHRISTEL CHUE

YOUNG ACHIEVER AWARD 2016

"Graduating from DAS is one of the milestones in my life. Having attended lessons for 8 years, I believe that I've turned my weakness into strength and grown from it. It has been an amazing journey meeting new friends and getting to know the wonderful teachers that have been patient and supported me in so many different ways. I will always cherish and fondly remember the times spent at DAS."





TAN WEI SHAN

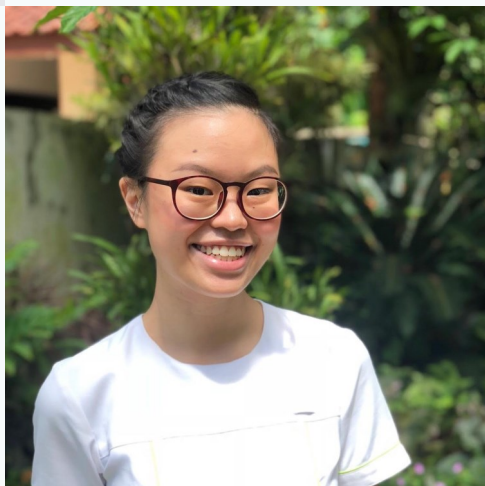
YOUNG ACHIEVER AWARD 2017

"I am grateful towards my teachers, mentors, chefs and friends that I have met along the way. I believe that everything happens for a reason, be it a bad or good experience, there is much to learn from it. I was glad that I was able to set a goal for myself and not give up no matter how rough the journey got."

EMILY YAP

YOUNG ACHIEVER AWARD 2018

"My greatest takeaway throughout this journey is that you are braver than you believe, stronger than you seem, and smarter than you think. So never assume that you cannot achieve, always push yourself to redefine your limits; to go beyond what you thought was possible. And most of all, to never give up!"



AMELIA CHUA

YOUNG ACHIEVER AWARD 2019

"DAS has helped me become mentally stronger in order to persevere in my sport – short track speed skating. After watching the Sochi Winter Olympics skating filled me with adrenaline and awe. I was determined to become a skater. During my first race, I fell down twice and finished last but it taught me an important lesson, no matter what happens, pick yourself up and finish the race."



DAS YOUTUBE

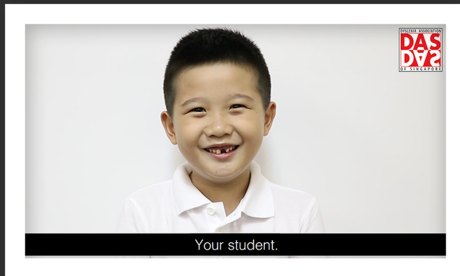
Subscribe to our channel!

<https://www.youtube.com/user/dyssg>



DAS YOUTUBE

Listen to some heartfelt messages from the students of the Dyslexia Association of Singapore to all educators.



I Wish You Knew



Dear Teacher...

Remember to share to show your support for children with learning differences!

WWW.DAS.ORG.SG



What is Dyslexia

Dyslexia Association of Singapore



Are Assessments Important?

Dyslexia Association of Singapore



6 Key Principles Behind Successful Intervention

Dyslexia Association of Singapore



ACCOMMODATING STUDENTS WHO LEARN DIFFERENTLY

Teaching students with learning differences can be challenging. However, when accommodations are made within the classroom this can help them to learn and navigate the day-to-day routine of the classroom.

Remember - these accommodations work well for all students not only those with learning differences.

CLASSROOM INSTRUCTIONS

Repeat, write, and follow up on classroom instructions!

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

STEP-BY-STEP INSTRUCTIONS

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

DAILY ROUTINES IN THE CLASSROOM

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

ORGANISATION

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

VISUAL AND VERBAL INFORMATION

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

KEY POINTS AND KEY WORDS

Prior to your teaching make sure that new vocabulary words are displayed in the room. When talking about key words display them in the classroom so that students can access them at later times when they need to use them. Words should also have visual representations with them where possible.

MULTISENSORY TEACHING

Find ways in which information can be taught using as many senses as possible. The more senses that are used while learning, the higher chance that information will be retained. The more interesting a lesson is the higher likelihood that a student is engaged in learning and enjoys their educational journey.

STUDENT DIARY OR ORGANISER

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

ALLOW INSTRUCTIONAL AIDS

Students can be in control of their own learning if they have the aids to support them.

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

REDUCE COPYING INFORMATION FROM THE BOARD

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

SPELLING

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

- **because** - Big Elephants Can Always Understand Small Elephants
- **which** - Which House Is Charlie's House?

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





READING

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

READING ALOUD TO THE CLASS

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

COMPREHENSION

As reading is challenging for students with learning differences it also takes longer for them to gain meaning from texts. Extra time to revise texts is important to ensure accurate comprehension. Providing extra time in exams as well as times when students need to extract information from texts is vital. Using text-to-speech software will help with the speed of reading and help with comprehension. Sometimes a student with dyslexia needs to read and hear the text to gain meaning from it.

REINFORCE AND EMPHASISE IMPORTANT INFORMATION

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

PARTICIPATION IN CLASS

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

HAVE HIGH EXPECTATIONS OF THEIR LEARNING

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

ACCESS ARRANGEMENTS (EXAMINATION ACCOMMODATIONS)

Students formally diagnosed with dyslexia typically have an official psychological report with a 3-years validity that details their profile of learning needs and recommendations on strategies or support for learning. Recommendations may also be made for access arrangements where necessary, by professionals such as psychologists, doctors, speech and language therapists and occupational therapists. They may give you advice on how to proceed with the application. If the access arrangements are approved, then it is beneficial to allow students to experience them in regular classroom situations before they sit for the actual examinations. All access arrangements are required to be approved by the MOE SEAB—Singapore Examinations and Assessment Board.

BULLYING AND TEASING

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

SAMPLES OF WORK

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



OVERLEARNING

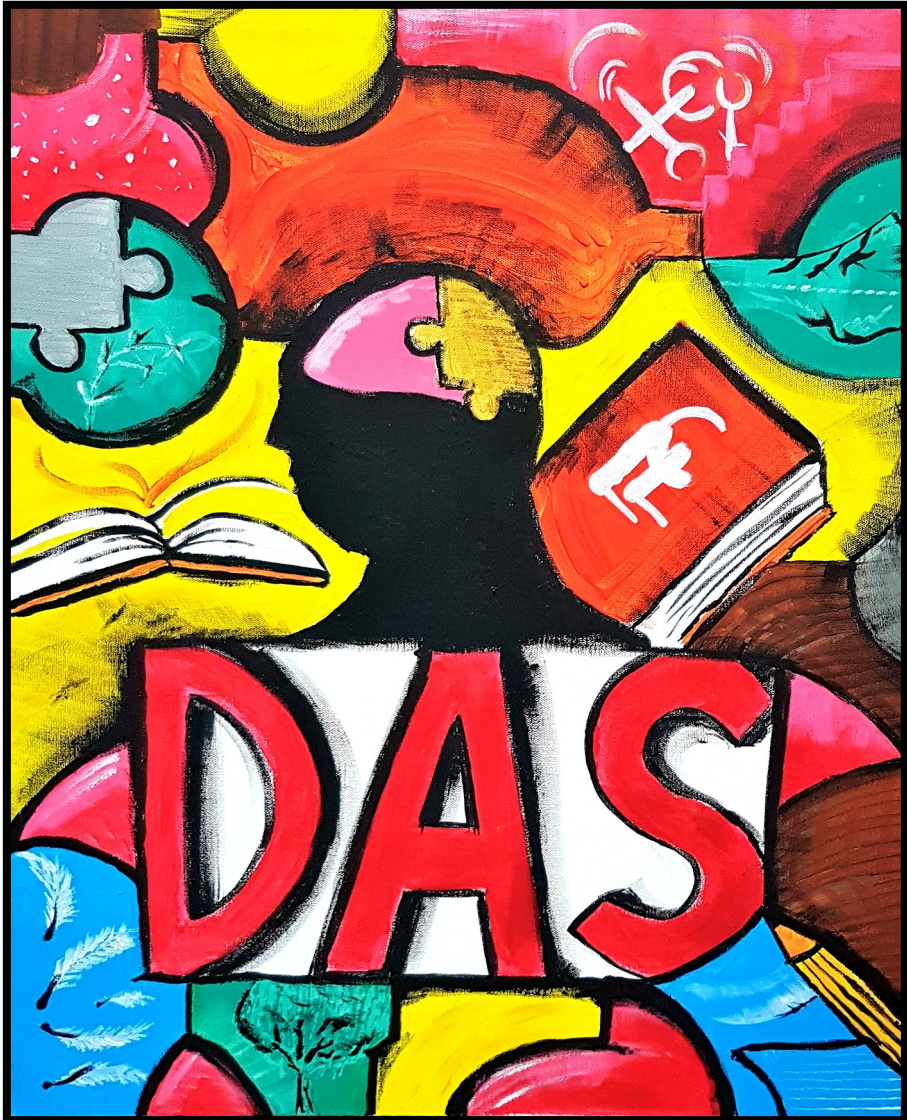
Overlearning is essential! You can never assume that teaching something once or twice will ensure the student with dyslexia has remembered important information. Practice and repetition is vital for them to understand concepts and acquire the right information. Research tells us that a student with dyslexia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

CORRECTING WORK

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

PROMOTE THEIR STRENGTHS

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



Dream Big by Nur Syazwan, Sec 2. 2017

This painting is about DAS and how to dream big. I learnt how to learn better. Now, it helps me to have an open mind, to think about what I want to be or do when I grow up.

PARTNERSHIP BETWEEN TEACHERS AND PARENTS

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

FLEXIBLE WORKING TIMES

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

FAIRNESS

Fairness in the classroom does not mean that each child receives equal amounts of your time.

Students who have difficulty in learning need more of your time.

Teachers who want their students to be successful will provide the time necessary for each one to achieve their goals.

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



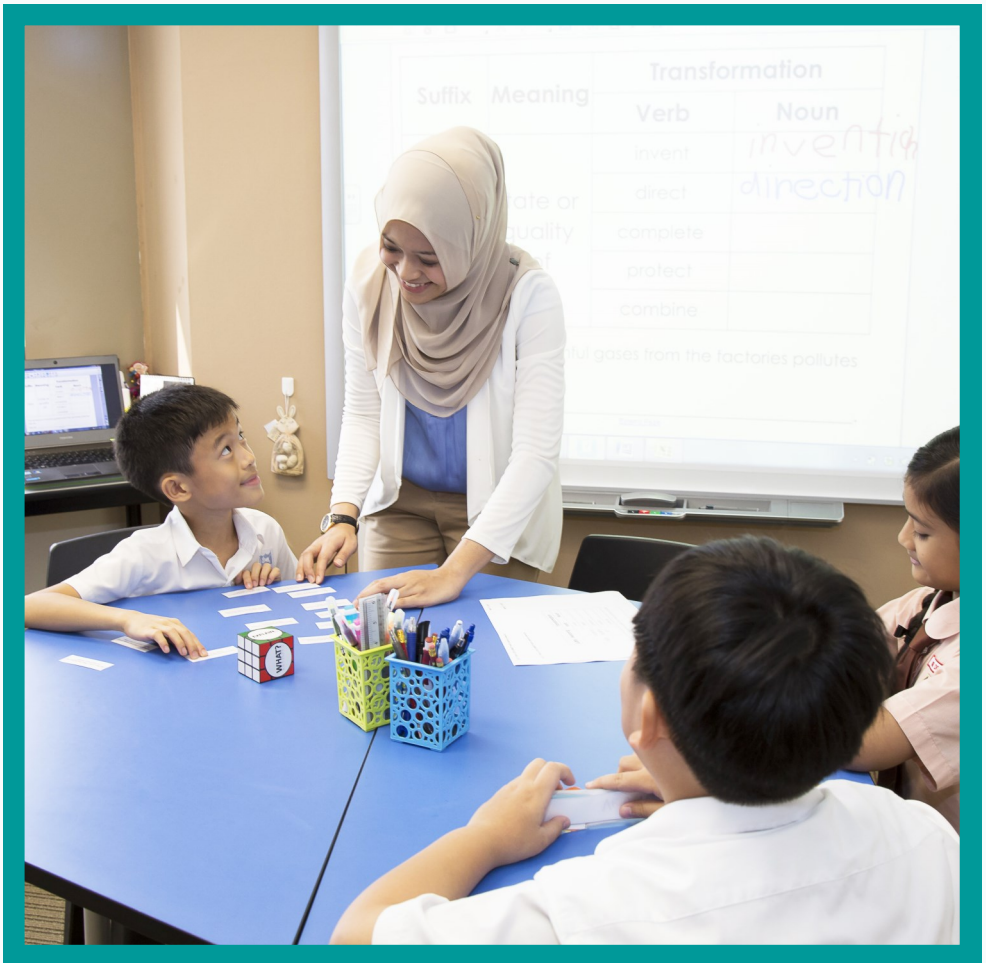
“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”

- Carl Jung



Dear Teachers,

Here are some suggestions of what parents wish teachers would do to help their children who struggle in school. These suggestions will help to create a more conducive environment in the classroom for their learning.





UNDERSTANDING

Understanding their child's needs and learning challenges and ensuring awareness of what the child needs to be successful in the classroom. Acknowledge that the parent probably understands more about their child's learning differences and can provide the teacher with valuable information about them.

COMMUNICATE

Communicate often and openly with parents, contacting them early about academic or behavioural concerns. Being open to contact from parents about their child and specifying how this communication should occur.

INFORMATION

The child with learning differences can be a 'poor postman' and communication can break down if this form of delivery of information is relied on by the teacher. Important information should be relayed directly to the parent not via the child.

PARTNERSHIP

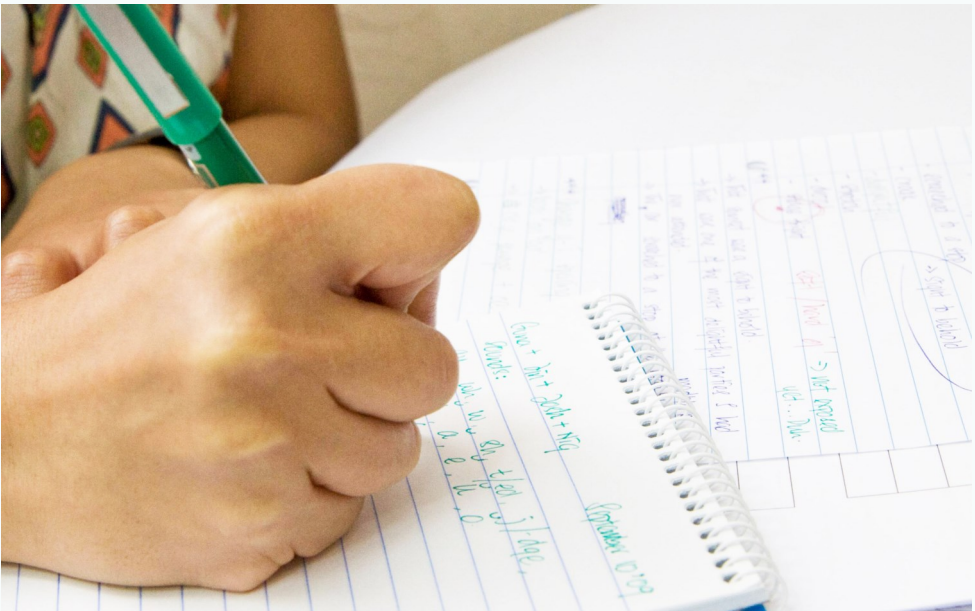
Encourage parent participation by allowing parents to be involved in their children's education. Show parents how they can help their children at home. Understand that parents want to work with teachers to help their children be successful.

FAIRNESS

Providing the right support for their child in the classroom, and understanding that fairness is not giving equally to all but giving what every child needs to be successful. Therefore, for children with learning differences this may mean more time spent with them to ensure this.

HOMEWORK

Assign homework that helps their children to learn and reinforce concepts learned at school. Ensure that homework is reasonable and adjusted to their capabilities. Homework can place a lot of stress on parents to support their child at home and advice for parents on how they can work with their children at home is important.



CARING

Care about children, since children learn best when taught by warm, friendly, caring and enthusiastic teachers. Also care about parents and the difficulties some have with their children at home.

ACADEMICS

Teach in a multisensory way and ensures that all learning styles are incorporated in teaching instruction. Accommodations are made where necessary and expecting all students to learn while helping them to do so.

PROMOTE SUCCESS

Ensure that each child is successful in some way. Promote success and find ways in which a child can shine. Teaching children with learning differences develops a creative teacher.



SELF-ESTEEM

Build students' self-esteem by using praise generously and avoiding ridicule and negative public criticism. Find ways in which every child can be successful in the classroom and provide opportunities for this to occur.

Dear Parents,

Here are some suggestions of what teachers hope parents will do at home when working together in supporting their children with learning differences.



INVOLVED

Be involved in your children's education. Parent involvement helps students learn, improves schools and makes the teachers' task easier, and ultimately, more successful. Attend parent information nights and parent teacher conferences, take an interest in the school. Listen to what the teacher tells you about your child and work together with them for solutions where necessary.

ORGANISED

Be organised and establish a regular routine that can be followed day and night. Check your child's bag to ensure they have everything they need for school. Make sure they eat and sleep properly. Know the child's timetable and ensure that they are prepared for class and other activities at school.



PARTNERSHIP

Your teacher is your ally, they are there to help your child learn and be successful. Always discuss issues first with your child's teacher. Try not to go over their heads to more senior staff initially.

COMMUNICATE

Call teachers as soon as a problem becomes apparent so that prompt action can be taken. Keep teachers informed about relevant information or concerns with your child, especially when this impacts learning in the classroom.

READING

Promote reading at home every day. This is especially important for students who have reading difficulties. Parents should be reading with their child. Parents should have books and magazines for their children and read with their children every day.

ROLE MODEL

Set a good example. Parents should show their children that they believe reading and learning is enjoyable and useful. Discuss day-to-day affairs and its relevance to what they are learning.



SET GOALS

Encourage children to do their best in school. Parents should encourage children to do their best and children should be helped to set obtainable goals.



ACADEMICS

Academics should come first and other activities should be scheduled to allow for sufficient time for homework to be completed to the child's best ability. Therefore, parents need to ensure that the other activities that their children are involved in do not affect their ability to do homework.

RULES

Support school rules and goals. Parents should take care not to undermine school rules, discipline or goals.

COMMITMENT

Parents should urge their children to commit to their activities, homework and duties. Parents however, should not overload their children's timetables with too many activities.



REFERRAL PROCESS

Dyslexia is normally diagnosed through an assessment by an educational or specialist psychologist. A psychological assessment provides an objective measurement of the child's abilities in a variety of areas and the report would provide adequate information on the appropriate intervention if necessary.

The child is tested for intelligence, literacy abilities and his ability to use the psychological processes of imagination, creativity and reasoning with language. As no two individuals with dyslexia have the same type or severity of difficulties, an assessment is vital.

IDENTIFY

When you suspect that a student has a learning difference.



SCREENING (Optional)

You may suggest sending the student for a screening at DAS that would test his/her risk of dyslexia.



REFER

Refer the student to
DAS SpLD Assessment Services



PLACEMENT

Placement at DAS if student is diagnosed with dyslexia and deemed suitable for our learning programme.



CLASSES

Student can choose to attend DAS classes from any of our learning centres across Singapore, subject to availability of spaces.

ABOUT DAS



SPLD ASSESSMENTS

DAS carries out psycho-educational assessments in the area of Specific Learning Differences (SpLD) for learners from pre-primary all the way to adulthood. These assessments and reports provide a comprehensive understanding of the individual's strengths and needs.

EDUCATION PROGRAMMES

DAS provides a diverse range of programmes to uncover the true strengths of individuals with learning differences and empower them with the necessary skills and strategies to succeed. Our programmes are comprehensive and have a quality curriculum to support students facing literacy challenges.

RESEARCH AND ADVOCACY

DAS conducts research to validate its programmes as well as further our understanding of learning differences. Research is published in the Asia Pacific Journal of Developmental Differences and covers theory into practice, showcasing research in the Asian context as well as highlighting research areas which have implications for further research within Asia and beyond. Through research DAS can advocate for those with learning differences.

CONFERENCES AND SEMINARS

DAS holds an annual conference, "UNITE SpLD" where research is shared in collaboration with our global partners and international friends. In the effort to raise awareness of early intervention and identification, DAS holds an annual Preschool Seminar sharing practical learning strategies for young learners. DAS professional staff also present at international conferences and seminars all over the world.

OUTREACH AND AWARENESS

At DAS, we conduct free Awareness Talks for educators, parents, medical practitioners and the general public. Our talks give a deeper understanding of learning differences to empower people with the ability to identify students who struggle at school and provide tips on how to help them with their daily academic demands as well as their self-esteem. We also provide dyslexia screenings all over Singapore to help identify students who may be at risk of a learning difference.

DAS STAFF PROFESSIONAL DEVELOPMENT

DAS places a strong emphasis on training and we have a rigorous training programme in place for our professional staff. The training programme provides theoretical and practical knowledge and ongoing guidance through educational advisors, registered psychologists and consultants. We ensure that our professional staff are supported into being skilled practitioners as well as critical thinkers and lifelong learners and are kept current and updated on the latest developments in the field of SpLD. DAS Academy supports staff professional development at DAS.

FINANCIAL ASSISTANCE

DAS believes that no child should be left behind because he or she cannot afford the cost of a DAS education. We provide financial assistance to needy families for SpLD Assessments and our Education Programmes. DAS Families can also take advantage of other financial schemes available.



DAS SpLD ASSESSMENT SERVICES

DAS 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. The SpLD Assessment Services provide psycho-educational assessments for students (primary to tertiary), as well as school-readiness assessments for preschoolers. Assessments and consultations are also available for adults with concerns.

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

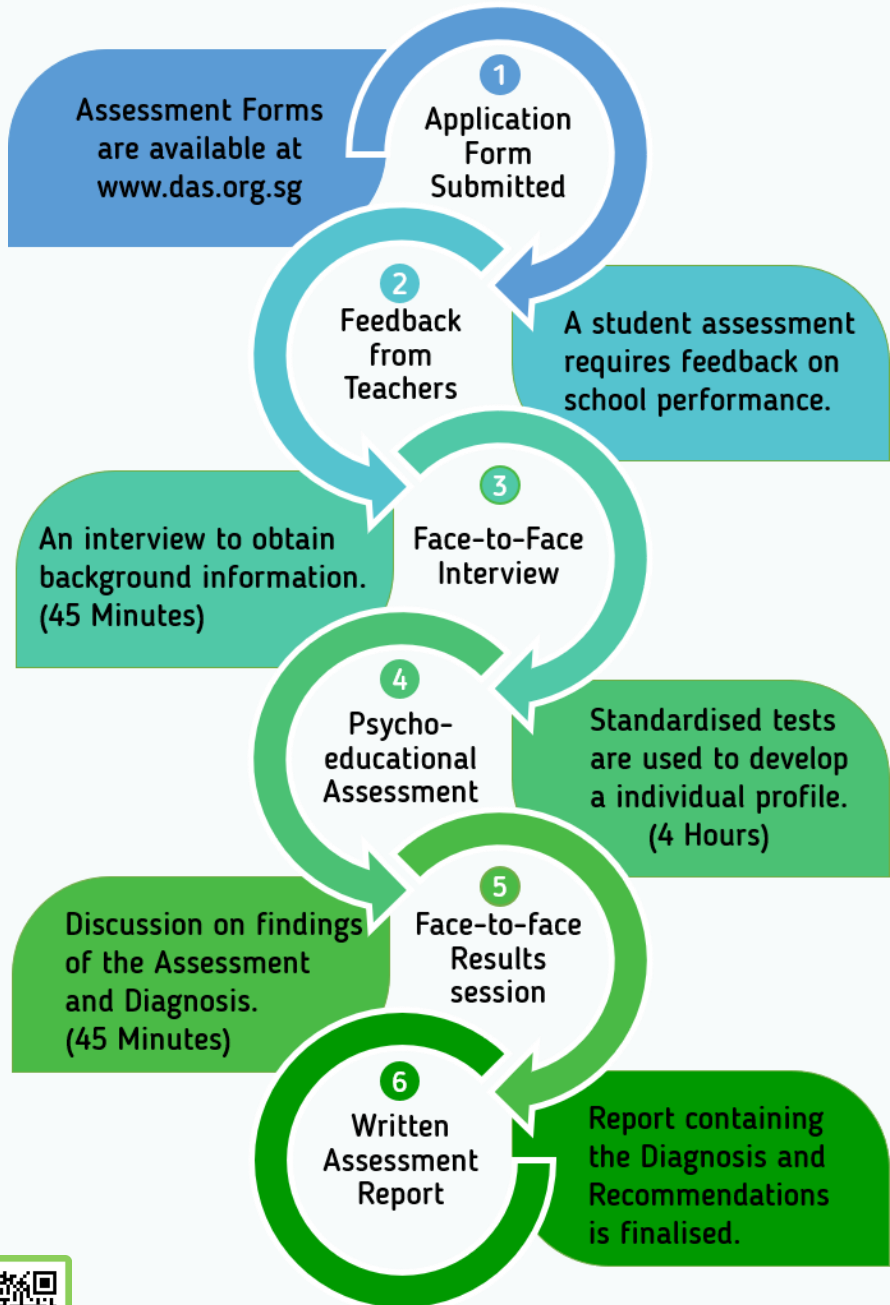
A psycho-educational assessment in the area of Specific Learning Differences (SpLD) provides useful information about an individual's learning profile or behavioural challenges and helps to identify the presence of a learning or developmental difficulty. Specifically, it helps to illuminate an individual's 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
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)
- ◆ Autism Spectrum Disorder (ASD)
- ◆ Intellectual Disability (ID)
- ◆ Dysgraphia/Dyspraxia*

** Requires an Occupational Therapy Assessment*

We produce professional, comprehensive, easy to understand reports for parents and educators working with students with learning differences. They contain detailed practical recommendations for those involved in supporting the child's education and well-being.

THE ASSESSMENT PROCESS AT DAS



www.das.org.sg/services/assessments/assessment.html



DAS ENGLISH LANGUAGE & LITERACY

DAS English Language and Literacy Programmes provides a comprehensive and quality curriculum to support students with dyslexia facing literacy challenges. The English Language and Literacy Curriculum integrates key essential learning components that are crucial in remediating students with learning differences.

All DAS English Language and Literacy programmes are tailored to fit the learning needs of students with learning differences. The curriculum and methodology also adhere to the principles that have been proven to be beneficial in helping them learn. These principles are:

- ◆ **EMOTIONALLY SOUND**
Lessons are tailored to students' abilities and are designed for success.
- ◆ **STRUCTURED, SEQUENTIAL AND CUMULATIVE**
Concepts are broken down into smaller parts & taught one at a time, progressively & cumulatively
- ◆ **DIRECT AND EXPLICIT**
Instructions, lesson objectives and activities are delivered explicitly to aid understanding
- ◆ **SIMULTANEOUSLY MULTISENSORY**
Ensure multiple pathways to learning through the use of all the senses!
- ◆ **COGNITIVE APPROACH**
Every lesson includes both basic and advanced literacy skills and strategies essential in reading, spelling, reading comprehension and writing.





The DAS Main Literacy Programme (MLP) aims:

- ◆ To promote and facilitate reading and spelling development
- ◆ To equip students with the essential comprehension skills needed to draw inferences
- ◆ To accentuate the importance of reading fluency through the deliberate planning of reading tasks that takes into account students' reading fluency and accuracy
- ◆ To emphasise vocabulary development of sight and high frequency word through instructions leveraging on Educational Technology
- ◆ To develop diverse and localised manuals, materials and resources to cater to the learning needs of students



DAS MAIN LITERACY PROGRAMME

MLP IS THE ONLY DAS PROGRAMME THAT IS PART-FUNDED BY THE MINISTRY OF EDUCATION

An MOE 2015 Audit reported that,

“Services offered under MLP are appropriate and remain highly relevant in providing additional literacy support for students with dyslexia.”



PHONEMIC AWARENESS AND PHONICS

The provision of a multi-sensory and highly structured phonetic instruction has been incorporated into MLP lessons to promote and facilitate reading and spelling development in our students.



READING FLUENCY

MLP lessons emphasise the importance of reading fluency through the deliberate planning of reading tasks that take into account students' reading fluency and accuracy to ensure that reading comprehension is not impaired by effortful and inaccurate reading.



READING COMPREHENSION

As comprehension is a constructive and integrative process, MLP aims to equip students with the essential comprehending skills needed to draw inferences as well as to use general knowledge to make meanings and connections of what the students have read.



VOCABULARY

Beyond phonics, MLP explicitly emphasises vocabulary development of sight and high frequency word instructions through the use of Educational Technology to improve students' language acquisition skills.



WRITING

The MLP curriculum team has also developed localised writing packs, materials and resources that cater to the diverse learning needs of students to improve their writing skills.

LOCALISATION OF CURRICULUM

The MLP Curriculum and resources have been localised to better suit our bilingual learners and more importantly, to make learning more accessible and contextualised for them. These resources include phonics, morphology, language and vocabulary reading comprehension and writing.,

EDUCATIONAL TECHNOLOGY

As studies have shown that the use of technology increases students' self-esteem and motivation to learn because they are given the *"tools to better perform a given task that truly reflect their knowledge and skills"*, MLP integrates the use of educational technology into the lessons to complement the curriculum and to enhance students' academic success and independence.



MLP CURRICULUM BANDING

The MLP Curriculum is separated into 3 bands, each band is designed for the evolving needs and demands of our learners. The purpose of the curriculum banding is to ensure that our student's learning needs are matched with the level of teaching within the MLP curriculum.

Educational targets are set at the start of intervention and they are adjusted by the Educational Therapist as the student progresses through the MLP curriculum. In doing so, teaching becomes more responsive to each student's changing literacy profile.

The banding also helps the Educational Therapist address any lack of response to intervention and it monitors students' progress from an initial banding to the next literacy banding level and eventually to graduation from the programme.

Students are placed in a class with others who are at the same band within the curriculum. The MLP intervention is delivered in accordance to the Orton-Gillingham (OG) principles to ensure that the students' needs are duly considered. It also aims to equip students with the necessary skills and strategies delivered explicitly to help them cope with their literacy challenges. Every 6 months we conduct curriculum-based assessments to determine if students are able to progress to the next level within the same band or to the next band level.

iReaCH™

WHAT?

The primary aim of iReaCH™ is to support learners in Reading Comprehension and Writing to manage higher order tasks expected of them in school through deliberate use of vocabulary instruction and educational technology.

The teaching principles emphasised in the development and the delivery of iReaCH™ adhere closely to the Orton-Gillingham (OG) principles to enable learners with dyslexia learn efficiently and effectively.

**READING
COMPREHENSION**



**VOCABULARY
INSTRUCTION**



**EDUCATIONAL
TECHNOLOGY**



START:

Term 1, 2019

**WRITING
SKILLS**



WHO?

Primary 5 to Secondary 5
students with Dyslexia



FOR MORE INFORMATION ON iReaCH™

CALL 6444 5700

or ANY DAS LEARNING CENTRES

OR VISIT US AT [WWW.DAS.ORG.SG/SERVICES/ABOUT-OUR-SERVICES/
ENGLISH-LANGUAGE-LITERACY-PROGRAMMES](http://WWW.DAS.ORG.SG/SERVICES/ABOUT-OUR-SERVICES/ENGLISH-LANGUAGE-LITERACY-PROGRAMMES)



DAS ENGLISH LANGUAGE & LITERACY PROGRAMMES

The DAS English Language and Literacy (ELL) Division have two new programmes, iReaCH™ and iStudySmart™ to cater to the learning needs of today's students.

iReaCH™

The primary aim of iReaCH™ is to support learners in Reading Comprehension and Writing to manage higher order tasks expected of them in school through the deliberate use of vocabulary instruction and educational technology. The teaching principles emphasised in the development and the delivery of iReaCH™ adhere closely to the Orton-Gillingham (OG) principles to enable learners with dyslexia learn efficiently and effectively. iReaCH is developed not only to provide upper primary and secondary school students the skills and content knowledge to improve their reading comprehension and writing skills, it also aims to increase their confidence and preparedness to cope with the curriculum demands in school.

Aligned with the mainstream curriculum, the employment of vocabulary instruction coupled with the appropriate use of educational technology encourage learners to become confident and inquisitive knowledge seekers.

iStudySmart™

In our constant efforts to develop and enhance programmes that cater not only to the students' learning needs but also to keep up with changing times and demands in the education landscape, iStudySmart, a blended learning programme, is developed for secondary 4/5 students with dyslexia embarking on their post secondary education as well as tertiary students with dyslexia already in institutes of higher learning. Lessons are delivered through blended learning where it combines both face-to-face consultations to provide personalised feedback and e-learning where the content is easily accessible online for the students to learn and progress at their own pace.

The employment of effective study skills techniques is essential especially for students with learning differences to enable them to overcome challenges in the academic environment. Hence, the iStudySmart programme aims to empower students in the areas of time management and prioritisation, planning and organisation, tertiary writing and presentation skills.

Further, in order to make learning more immersive and experiential for the students, Virtual Reality (VR) has been incorporated into the presentation module where students will have an opportunity to use the Virtual Reality (VR) headset to practise their speech, in preparation for their live presentation.

iReaCH™ and iStudySmart™ do not receive funding from MOE.



iStudySmart™

EQUIPPING STUDENTS WITH THE ESSENTIAL STUDY SKILLS



MODULES

TIME MANAGEMENT AND PRIORITISATION SKILLS

PLANNING AND ORGANISATION SKILLS

TERTIARY WRITING SKILLS

PRESENTATION SKILLS



Designed for
**SEC 4/5 & TERTIARY STUDENTS
WITH DYSLEXIA**

Students must complete
two terms

BURSARIES AVAILABLE*

WHAT'S UNIQUE ABOUT iStudySmart™?

- ✓ Blended learning
- ✓ Personalised feedback
- ✓ Integrates the use of virtual reality (VR) devices



DOWNLOAD THE APPLICATION FORM
TINYURL.COM/APPLYDAS

AND SUBMIT IT TO ENROL@DAS.ORG.SG



FOR MORE INFORMATION ON iStudySmart™

CALL 6444 5700
(Mon to Fri: 9.00am to 5.30pm)



EDUCATIONAL TECHNOLOGY INTEGRATION INTO THE CURRICULUM

DAS integrates educational Technology into its curriculum to inspire and enhance the learning process. We encourage our digital natives in learning the way they like best!

INTEGRATION OF EDUCATIONAL TECHNOLOGY IN DAS CURRICULUM

Today, more than ever, the role of educational technologies is of great importance and it is becoming the commonplace in the area of education to harness the interest of students and add value to the learning objectives.

Technology integration for digital literacy and the 21st century skills of critical thinking and problem solving, collaboration and communication and information literacy have become increasingly important. By using technology, these skills can be imparted to the learners. However, to do this effectively, pedagogical models need to be used.

The EdTech Team is focused on the application and study of educational technologies and how it enhances skills and cognitive characteristics in both educators and learners. The team thus pilots and leads initiatives with educational technologies such as studying users' perceptions on uses of iPads in the DAS classrooms, impact of Mimio Teach Smart Bars on educators and dyslexic learners, and the formative approach to the digitalisation of the Curriculum Based Assessments.

EdTech in DAS is at its beginning stages but the bigger plans are on the way to ensure that not only traditional learning methods are modernized but also that the use of educational technologies are purposeful to student-oriented learning.

INTEGRATION OF EDUCATIONAL TECHNOLOGY INTO iReaCH™ & iStudySmart™ *Digital natives learning the way they like best!*

We are also devoted to the development and integration of educational technology into iReaCH™ and iStudySmart™ to enhance the learning experiences as well as develop independence and lifelong learning in our learners.

- i. Learning management system – to deliver lessons and materials, administer quizzes and assignments, track students' progress as well as support online lesson delivery which includes blended learning and flipped classrooms.
- ii. Elevate the authenticity of students' learning experiences- through the use of virtual classrooms, augmented and virtual reality as well as educational applications.



SPECIALISED EDUCATIONAL SERVICES

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

The Specialised Educational Services (SES) provides programmes for children with learning differences who may be struggling in different areas of their lives. We have a good understanding of the curriculum and the demands that today's education systems place on children and strive to bring out the very best in every individual that we see.

Our Programmes

- Chinese
- PREP 2 PSLE (*Formerly known as English Exam Skills*)
- Maths
- Preschool Early Literacy Intervention
- Speech and Drama Arts
- Speech and Language Therapy & Assessment
- Post Secondary

Our Services

- School Holiday Workshops
- Short-term Programmes
 - Artventure
 - Science Explorers
 - Oral Exam skills
 - Comprehension Cloze Skills
 - Secondary 1NT Maths

SES Programmes do not receive funding from MOE

**Specialised
Educational
Services**
UNLOCKING POTENTIAL



**PRESCHOOL
EARLY LITERACY
INTERVENTION**



CHINESE



**SCHOOL HOLIDAY
WORKSHOPS**

MATHS



**SPEECH AND
DRAMA ARTS**



PREP 2 PSLE
*(Formerly known as
English Exam Skills)*



**POST
SECONDARY**



**SHORT-TERM
PROGRAMMES**



**SPEECH AND
LANGUAGE
THERAPY**





PRESCHOOL EARLY LITERACY PROGRAMME

The aim of the Preschool Early Literacy Programme is to help preschoolers who are potentially at risk of having dyslexia or exhibit weakness in early literacy, develop skills and strategies. The programme is executed according to a child's learning abilities and pace. It aims to set the foundation required to access learning in Primary One.

Our Approach

The programme helps preschoolers acquire a good foundation in alphabet knowledge and phonics, leading up to learning sight words essential for reading. These abilities gear them towards embracing literacy learning activities more willingly. In class, children will experience plenty of opportunities to review, and rehearse learning in multiple ways using the "See, Say, and Do" approach. They will also be taught strategies to manage letter reversals. The programme follows a prescribed scope and sequence for systematic, sequential and cumulative teaching.

Components covered in a typical lesson:

- ◆ Alphabet Knowledge
- ◆ Phonograms
- ◆ Sight Words (e.g. said)
- ◆ Fine Motor and Handwriting
- ◆ Phonological Awareness
- ◆ Social Emotional Literacy
- ◆ Oracy and Listening Comprehension Skills



Preschoolers might be advised to go for a School Age Psychological Assessment if they have not responded to appropriate instruction in the language when they turn 6. Children diagnosed with dyslexia have the option to continue with the Main Literacy Programme.

Recommended for

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





CHINESE PROGRAMME

The aim of the Chinese Programme is to help students with dyslexia become independent, inquisitive learners in the Chinese language. Chinese as a language is more complex as compared to English. In Chinese, many words can be read the same way and each word has a different meaning.

There are also many strokes involved in writing Chinese words and a child with sequencing difficulties will find it even harder to do so. A good understanding of part-whole relationship is also required in writing the characters as the proportion of the parts to make the word is vital. Due to the complexity of the language, it poses itself as a difficulty for the child to recognise how to read and write in Chinese. And as with all language learning, it gets harder to do so with the lack of exposure.

Our Approach

The programme helps to foster your child's interest in the language through thematic-based teaching. In this way, vocabulary covered is relatable and can be used on a daily basis, allowing them to express themselves better in the language. Students are taught interactively with the use of stories, educational games and hands-on activities to make language learning a fun and memorable experience for them. This also helps to minimise the child's stigma towards the language and build up their confidence and motivation to learn the language. 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: Word Recognition, Vocabulary Instruction and Teaching of Sentence Structures.

Comprehension and writing activities are carried out for students who have good oracy skills in the language. 2-hour classes are also offered to Primary 6 students to better equip them with skills and strategies for examinations.

A curriculum-based approach is adopted for lower secondary school students. The secondary school class is currently available at selected centres.

Recommended for

The application is open only to primary and lower secondary school students with the diagnosis of dyslexia. Priority will be given to students who are not exempted from Chinese.





PREP 2 PSLE PROGRAMME

The aim of the PREP 2 PSLE Programme is to provide students with direct support to equip them with the knowledge, skills, strategies and attitudes to cope with the demands of the English language syllabus in school.

Preparation for PSLE commences at Primary 3 preparing students early for the skills needed to pass the English Paper 2 at PSLE.

Our Approach

The programme provides an extension to what students have been taught in the Main Literacy Programme (MLP) and helps to put the skills learned into practical use in their examinations. In class, students will be exposed to various language components and related strategies in order to cope with their language needs in their English examinations.

Components covered in a typical lesson

- ◆ Grammar
- ◆ Editing
- ◆ Synthesis & Transformation
- ◆ Comprehension
- ◆ Annotation Skills

The curriculum has been carefully designed and frequently evaluated by our team

to ensure its suitability to our students.

Lessons are in line with the MOE English Language Syllabus, and reference the Orton-Gillingham principles.



Recommended for

Students with difficulties in various English exam components such as Synthesis and Transformation and Comprehension.





MATHS PROGRAMME

The aim of the Maths Programme is to effectively support students with dyslexia who have persistent difficulties with school mathematics, particularly with understanding Maths concepts, accurate and fluent calculation and understanding Math word problems.

Our Approach

The programme helps to bridge the gap between your child's ability and the mainstream syllabus by addressing areas they are weaker in. Mathematical concepts are taught using a hands-on, experiential approach called the C-R-A (Concrete-Representational-Abstract) approach. Every stage of learning ensures that the child links mathematical ideas in a progressive and cumulative way. Students with dyslexia often face challenges with reading word problems and organising the steps needed to solve them. In our classes, we employ the Polya Four-Step problem solving strategy (Understand, Plan, Solve and Check) to help students organise their thinking processes as they walk through the problem. We also use comprehension strategies taught in our DAS Main Literacy programme to help our students understand the word problems. These methods are applied constantly, with the aim of bridging the gap between the student's ability and mainstream syllabus.

Recommended for

This programme is recommended for Primary School students with dyslexia who are struggling with understanding Maths concepts or understanding common maths problems taught at the school level.



Curriculum

The Maths programme has two curriculums that serve to meet the diverse needs of our learners. The Essential Maths curriculum focuses on building students' understanding and mastery of mathematical concepts and procedures. Word problems are introduced to help students apply their concept understanding beyond short-answer questions. The Problem Sums for Upper Primary curriculum (PSUP) is designed for Primary 5 and 6 students taking Standard Mathematics. In this curriculum, students are taught appropriate heuristics to solve common challenging word problems introduced to them in each topic.

Entry Criteria

Open to all Primary school students with a valid diagnosis of dyslexia
Non-DAS students with a valid diagnosis of dyslexia are welcome to join the programme.





SPEECH AND DRAMA ARTS PROGRAMME

The aim of the Speech and Drama Arts programme is to transform our students into confident communicators and to empower them to be inquisitive & compassionate individuals.

Our Approach

Through a series of drama activities done in class, students have the opportunity to enhance their persuasiveness and confidence in communication. Students are given the freedom to express themselves freely by using their imagination and creativity. Other vital communication skills that are fostered in the classroom includes listening and concentration. Activities ranging from role-playing to stage performances require students to understand the fundamentals of stage directions, characters' dialogues, sound and light cues. Orton-Gillingham Principles are incorporated in our lessons to ensure quality and effectiveness of our teaching practice.

The programme caters to different age groups:

- ◆ Creative Drama (K2 - Primary 3)
- ◆ Literacy Through Drama Programme (Primary 4 - Primary 6)
- ◆ Educational Drama (Secondary 1 - Secondary 2)

Parents will be invited to watch classroom showcases or external performances put up by our students at the end of each semester.

Recommended for

Students who want to explore the learning of the English language through drama skills and aspire to be confident communicators and creative team players.

Open to Non-DAS students as well.





SPEECH AND LANGUAGE THERAPY

Speech and Language therapy is offered to children who need support in communication. This service is available to all preschool to secondary school students and a diagnosis of dyslexia is not required to access these services.

Therapy is an integral step following an assessment for your child that shows areas of difficulties. The aim of therapy is to help your child overcome difficulties where they face challenges and develop strategies to help them to learn. Therapy sessions are developed and delivered by our team of therapists who are all registered with the Allied Health Professions Council (AHPC) which is established by the Allied Health Professions Act 2011 to regulate the allied health professions in Singapore. Your child is in good hands with our therapists.

Speech and Language Therapy is offered in individual or group settings, including social skills. Our speech and language therapists aim to build up the child's fundamental speech and language skills to support his or her development and learning. Therapy is carried out in a child-friendly, lively and bright environment. Language is aided and enhanced through fun and functional activities.

Most of our students at DAS attend therapy sessions due to the unclear pronunciation of speech and or language difficulties such as understanding others or expressing themselves to others.





SHORT-TERM PROGRAMMES

DAS Short Term Programmes (STPs) are designed to provide students with skills, strategies and exposure to various subject matters or topics that will enhance their preparedness and confidence in their school work and unleash their talents in the areas of their interest. Each STP would focus on a specific subject content. The STPs would run for at least 10 hours over a term or during the June or December school holidays.

STP that are currently offered are:

- ◆ Oral Exam Skills
- ◆ Comprehension Cloze
- ◆ Science Explorers
- ◆ Artventure
- ◆ iStudySmart™
- ◆ Secondary 1NT Maths
- ◆ Write Compo



SCHOOL HOLIDAY WORKSHOPS

DAS runs a wide variety of holiday workshops for your child. There is always fun and excitement at DAS during the holidays. Our workshops range from academic to hands on fun in creativity including art and drama. All workshops are open to DAS and non-DAS students in pre-school, primary, secondary and post-secondary (up to 18 years old).





ON-SITE TEACHING

On-site Teaching is a specialist intervention service for schools or organisations at your location.

Supporting Specific Learning Differences

Some but not all children have a diagnosis for specific learning differences. However, their symptoms and difficulties in learning are similar to a typical child with learning differences. Many children struggle to cope with academic requirements and need specialised intervention. With established strategies and experience, DAS Educational Therapists and Speech & Language Therapists can provide specialist intervention for children with various specific learning differences.

Programme Description

On-site Teaching provides for the following:

- ◆ Dyslexia Remediation
- ◆ Reading Recovery
- ◆ Maths
- ◆ Speech & Language Therapy

Lessons are tailored to meet the specific learning needs of each individual child or group of children.





DAS International

EMPOWERING SUCCESSFUL LEARNING

EDUCATION
PROGRAMMES



SPECIALIST TUTORING

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



WWW.DASINT.ORG.SG

ENQUIRY@DASINT.ORG.SG

6643 9600

Specialist tutoring has an individualised problem-solving approach where skills-focused include:

- ◆ Literacy
- ◆ Numeracy
- ◆ Oracy
- ◆ Writing Skills
- ◆ Homework Support
- ◆ Individual Curriculum support
- ◆ Organisation and Planning
- ◆ Behaviour and Social support

We provide a total solution to your child's educational needs and tutoring is provided on an individual basis at any of our DAS Learning centres or within your child's school.

DAS International has a team of specialist tutors who have extensive experience in supporting students with specific learning differences and other learning needs. Our tutors are experienced in the International as well as the Ministry of Education (MOE) systems, they have an understanding of the curriculum and the demands that today's





DAS ACADEMY PROFESSIONAL DEVELOPMENT



“We believe that if you get things right for learners with special needs, you will get things right for every learner in the class.”

PROGRAMMES OFFERED BY DAS ACADEMY



- ◆ Workshops for Parents, Caregivers and Educators
- ◆ Certificate Courses for Educators and Parents
- ◆ Specialist Diploma in Special Education Needs
 - With specialisation in Chinese, Maths, English Literacy & Preschool
- ◆ Master of Arts in Special Educational Needs / Additional Learning Needs
- ◆ Professional Development Training
 - Customised training programmes for individual organisation needs

ABOUT DAS ACADEMY

At the DAS Academy, we believe that if you get things right for learners with special needs, you will get things right for every learner in the class. Efforts taken to make instructions accessible to learners with special needs will inevitably increase the quality of teaching for all learners in the mainstream.

DAS Academy provides professional development training for educators to increase their awareness and support of students with learning difficulties in the mainstream classrooms. Led by a multi-disciplinary team that has extensive experience in providing direct support to people with specific learning differences (SpLD), the lecturers are able to use their skills and expertise in the design and delivery of the programmes offered by the DAS Academy. These programmes provide an academic pathway in the field of SpLD from foundation to postgraduate levels.

In line with Singapore's vision of an inclusive society, DAS Academy provides professional development training for educators to increase their awareness and support of students with learning difficulties in the mainstream classrooms.

The DAC Academy formed a partnership with the University of South Wales, UK in 2013 to launch the Master of Arts in Special Educational Needs (MA SEN). Accredited by the University of South Wales and jointly delivered by the DAS Academy, this programme has been well received by both educators and caregivers of people with special educational needs since its launch.

Working with professional and educational bodies in Singapore and the region, the DAS Academy is committed to the professional development of teachers and staff in schools, to equip them with skills and strategies required to enable learners with SpLD reach their true potential.

Having established a good professional standing in the field of SpLD, DAS Academy works in collaboration with the government, educational and professional bodies to empower individuals who wish to make a difference in the lives of people with SpLD.

WWW.DASACADEMY.EDU.SG | 6336 2555

CPE REGISTRATION NO. 201003689Z | Validity: 30 December 2017 – 29 December 2021

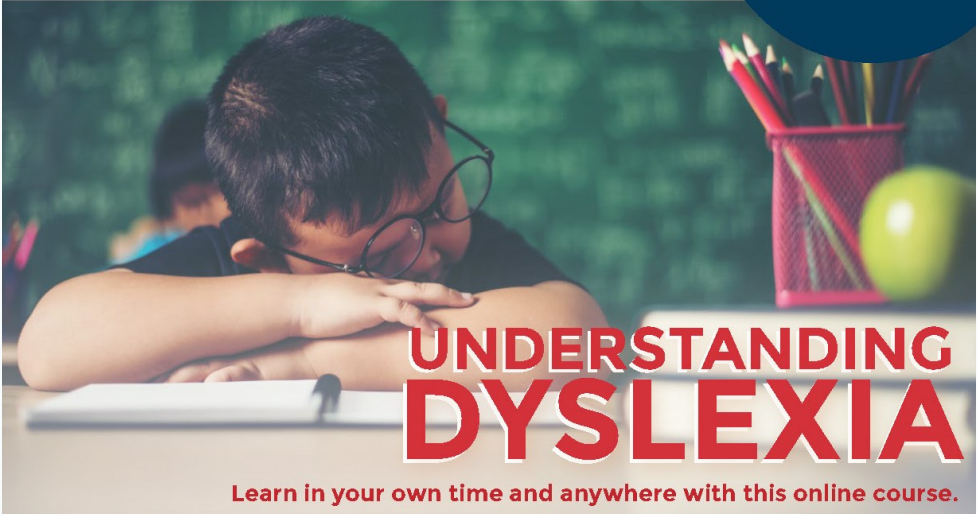


DAS Academy
ENABLING EXCELLENCE

SUSS
SINGAPORE UNIVERSITY
OF SOCIAL SCIENCES

UniLEARN

**ONLINE
COURSE!**



Dyslexia is a specific learning difference that makes it difficult for people to read, write and/or spell. While it has nothing to do with the person's intelligence, having a specific learning difference can have a significant impact on stress, anxiety and self-esteem of the student when they are struggling with learning.

“Understanding dyslexia is an online course designed to give professionals, educators and family members a useful foundation to understand more about this specific learning difference, the assessment and support of students with dyslexia.”

LEARN HOW TO:

- ◆ Identify the signs and symptoms of dyslexia
- ◆ Explain the causes of Dyslexia
- ◆ Describe the various strategies to support a student with dyslexia
- ◆ Define the common co-occurring difficulties
- ◆ Explain why dyslexia can be an advantage.

UNDERSTANDING DYSLEXIA ONLINE COURSE

A COLLABORATIVE PROJECT BETWEEN DAS
ACADEMY AND SINGAPORE UNIVERSITY OF
SOCIAL SCIENCES UNDER UniLEARN



COURSE DATE: 1ST OF EVERY MONTH*



DURATION: 4 HOURS



MODE: SELF-PACED ONLINE LEARNING



COST: SGD 99

Register by the 23rd of each month to commence study in the following month.

- * The course starts on the 1st of every month, learners have 30 days to complete the course.

An e-certificate of participation will be awarded upon successful completion of the course.

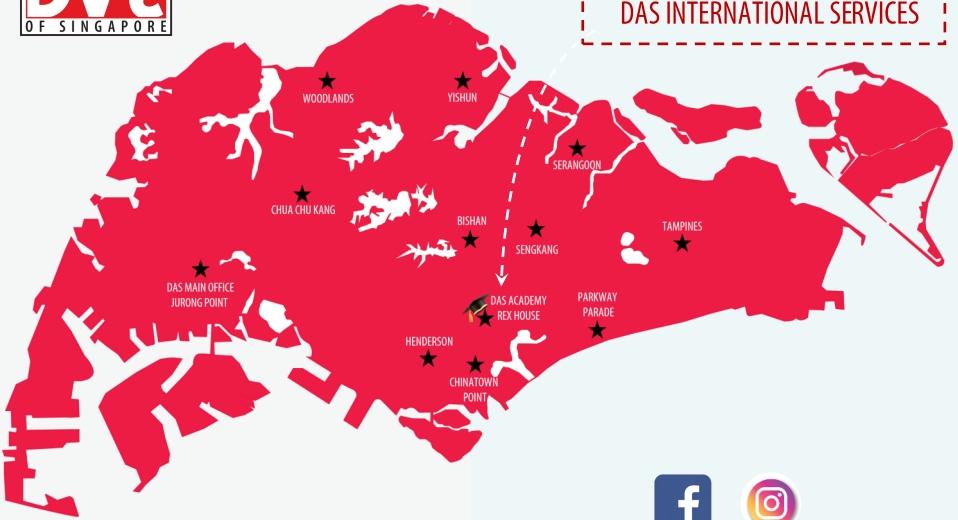
SIGN UP NOW!

WWW.DASACADEMY.EDU.SG
6336 2555



E-COURSE

CPE REGISTRATION NO. 201003689Z— Validity: 30 December 2021 - 29 December 2025



DAS ACADEMY LTD
DAS INTERNATIONAL SERVICES



FOR MORE INFORMATION

DYSLEXIA ASSOCIATION OF SINGAPORE
www.das.org.sg

DAS ACADEMY LTD
www.dasacademy.edu.sg

DAS INTERNATIONAL SERVICES
www.dasint.org.sg

REGISTER OF EDUCATIONAL
THERAPISTS (ASIA)
www.reta.sg

DAS HOTLINE
6444 5700
(Mon to Fri 9:00am to 5:30pm)

JOIN US ON SOCIAL MEDIA!

DYSLEXIA ASSOCIATION OF SINGAPORE
[dyslexiaSG](https://www.facebook.com/dyslexiaSG)

DAS ACADEMY LTD
[dasacademy](https://www.facebook.com/dasacademy)

DAS INTERNATIONAL SERVICES
[dasinternational](https://www.facebook.com/dasinternational)

DAS STUDENT ALUMNI
[DASStudentAlumni](https://www.facebook.com/DASStudentAlumni)

DAS PARENTS' SUPPORT GROUP
www.facebook.com/groups/dasparent

WORLD DYSLEXIA AWARENESS WEEK
www.facebook.com/worlddyslexiaawarenessweek—[wdaw](http://www.wdaw.org)

DAS LEARNING CENTRES



Bedok Learning Centre

Fengshan Primary School
307 Bedok North Road
Indoor Sports Hall #G3-10
Singapore 469680

Bishan Learning Centre

9 Bishan Place #06-03
Bishan Junction 8
Singapore 579837

Chinatown Point Learning Centre

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

Chua Chu Kang Learning Centre

Blk 17 Teck Whye Lane, #01-167
Singapore 680017

Jurong Point Learning Centre

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

Henderson Learning Centre

Blk 95A & B Henderson Road
Singapore 150095

Rex House Learning Centre

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

Parkway Parade Learning Centre

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

Sengkang Learning Centre

Blk 257C Compassvale Road, #01-545
Singapore 543257

Serangoon Learning Centre

Blk 411 Serangoon Central, #01-387
Singapore 550411

Tampines Learning Centre

Blk 163 Tampines St 12, #01-257,
Singapore 521163

Woodlands Learning Centre

Blk 165 Woodlands St 13, #01-567
Singapore 730165

Yishun Learning Centre

Blk 741 Yishun Avenue 5
Singapore 760741

DAS HOTLINE: 6444 5700 (Mon to Fri 9:00am to 5:30pm)

DAS ACADEMY LTD

Rex House Learning Centre
73 Bukit Timah Road
#05-01 Rex House
Singapore 229832
Tel: 6336 2555

DAS INTERNATIONAL SERVICES

Rex House Learning Centre
73 Bukit Timah Road
#05-01 Rex House
Singapore 229832
Tel: 6643 9600



The DAS-Parents' Support Group (PSG) was formed to provide support for parents of the students at DAS. It aims to organise inspirational sharing sessions by successful people with dyslexia, fun-filled activities just for DAS students, their parents and even for the whole family.

If you would like to join the PSG, please contact:

psg@das.org.sg

Visit the PSG Facebook group at:



**[WWW.FACEBOOK.COM/
GROUPS/DASPARENT](https://www.facebook.com/groups/dasparent)**

#TOGETHERWECAN



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 initiatives

BE PART OF A NETWORK

We understand that parenting a child with learning differences is challenging. DAS 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 DAS PSG member, you will demonstrate the importance you place on education and enhance your bond with your child.



FEEDBACK ON DAS AWARENESS TALKS

conducted by the DAS Outreach Team

“Presentation was very well done and able to engage the audience well.”

- Parent from Al-Istighfar Mosque

“Very impactful when the participants are encouraged to try experiencing what a dyslexic child experience.”

- Volunteer from Sembawang Family Centre

“Samples given were very useful.”

- Teacher from Marsiling Primary School

“The simulation exercises are very useful in helping us understand how a dyslexic person feels in school.”

- Student from Nanyang Polytechnic

“The activities were engaging and fun.”

- Teacher from St. Anthony Primary School

“Very informative. The booklet given helps us to narrow down what are the symptoms of dyslexia.”

- Teacher from Edgefield Secondary School

“It was an engaging session and very clearly presented.”

- Educator from Rainbow Centre

PLEASE GIVE US FEEDBACK ON OUR AWARENESS TALK!





Be **RECOGNISED** for your expertise in the field of **SPECIAL EDUCATIONAL NEEDS**

BENEFITS OF A RETA MEMBER

- ★ 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
- ★ Opportunity to be listed on RETA website for private consultation (Not applicable for DAS Staff and AEDs)

Register of Educational Therapists (Asia) (RETA) provides a list of private tutors and consultants in the various fields of SpLD that you can look through and connect with.

MEMBERSHIP LEVELS (3 YEAR RATE)

- Affiliate - \$130
- Associate - \$180
- Associate Plus - \$230
- Member - \$280
- Associate Fellow - \$330
- Fellow - \$380

If within the 3 years, a member requests for an upgrade in member level, e.g. Member to Fellow, an additional \$50 will be charged but you do not have to pay the additional difference in member fee amount e.g. \$380-\$280=\$100. The new membership fee will apply when membership expires and member has to renew.

For educators who make a difference, join us as a RETA Member and be listed in our Register.



6444 5700 / www.RETA.sg / info@reta.sg

STAY CONNECTED AND SUPPORT THE COMMUNITY



FACEBOOK

DAS
dyslexiaSG

DAS ACADEMY
dasacademy

DAS INTERNATIONAL
dasint

WORLD DYSELXIA AWARENESS WEEK—1st week of October
World Dyslexia Awareness Week—WDAW



INSTAGRAM

DAS
dyslexiaSG

DAS ACADEMY
dasacademy



YOUTUBE
WATCH US ON YOUTUBE!!
dyssg



WHATSAPP

WE USE WHATSAPP TO KEEP IN CONTACT WITH OUR PARENTS .
CONTACT YOUR LOCAL LEARNING CENTRE FOR YOU WHATSAPP NUMBER.



**PLEASE GIVE US FEEDBACK
ON OUR AWARENESS TALK!**

DONATE TO EDUCATE



DAS PROVIDES MORE THAN **\$2 MILLION** IN BURSARIES EVERY YEAR AND THIS FIGURE IS RISING. Without the support from the generous people and organisations of Singapore this support would not be possible. Please consider donating to DAS.



DYSLEXIA ASSOCIATION OF SINGAPORE LTD

Main Office:
1 Jurong West Central 2
#05-01 Jurong Point
Singapore 648886

FOR ENQUIRIES:

 6444 5700
 info@das.org.sg
 www.das.org.sg
 www.facebook.com/DyslexiaSg