



# **DAS PARENTS' HANDBOOK**





DAS Parents' Handbook 2023

Published in Singapore 2023

© Dyslexia Association of Singapore 2023

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

[www.das.org.sg](http://www.das.org.sg) | [info@das.org.sg](mailto:info@das.org.sg) | 6444 5700

UEN: 202114767K

*DAS is a registered charity under the Charities Act, 1994.  
Institution of a Public Character (IPC) from 25 August 2021 to 31 March 2024*

# DAS PARENTS' HANDBOOK

Information about your  
child's educational journey  
with DAS





# CONTENTS

	Page
Welcome to DAS	1
Dyslexia Association of Singapore—What we do	3
What Parents say about the Services at DAS	5
What is Dyslexia?	7
Specific Learning Differences	9
The DAS Approach	10
DAS SpLD Assessment Services	12
English Language and Literacy Programmes	13
Main Literacy Programme (MLP)	14
Educational Technology Integration into the curriculum	18
iReach™	19
iStudySmart™	20
Specialised Educational Services	21
Preschool Early Literacy Programme	23
Chinese Programme	24
Maths Programme	25
PREP 2 PSLE Programme	27
Speech and Drama Arts Programme	28
Speech and Language Therapy	29
Short-Term Programmes	30
School Holiday Workshops	31



	Page
DAS International Specialist Tutoring	33
DAS International Concierge Assessments	35
DAS Academy Courses and Workshops	37
Caregivers Training Grant (CTG)	38
ONLINE Course – Understanding Dyslexia	39
Programme Fees	41
Terms and Conditions	43
Financial Assistance	46
DAS Parents' Orientation	47
Access Arrangements	49
Communication Platforms	50
DAS Parents' Support Group	51
DAS Student Alumni	52
Dear Parents	53
DAS Learning Centres	55
Contact Us!	57
Donate to Educate	58



*Information in this booklet was correct at the time of publication. (February, 2023)*

# WELCOME TO DAS

We are committed to ensuring that your child's educational journey with us is a positive and successful one. DAS has developed comprehensive and robust programmes to support individuals with Dyslexia and associated SpLDs and we know that your child, under the care of our passionate and dedicated Educational Therapists, will benefit and thrive from their time at DAS.

As we look ahead, we note that more Singaporeans are becoming aware of the impact of Dyslexia on their children. DAS will respond with the necessary programmes and services so that your child is adequately served. To do this, there are five areas that DAS will "go beyond" in this regard!

First of all, we have gone 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) division incorporates writing components and reading comprehension. DAS continues to update its curriculum to meet our student's needs. The Main Literacy Programme (MLP) will continue to expand and improve as we support children with dyslexia with a full range of literacy skills. The iReaCH programme offers targeted reading comprehension and writing intervention.

Secondly, DAS has gone 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, Exam Skills and Science programmes designed specifically for students with dyslexia. Creating and delivering a wider range of programmes must, therefore, be a continuing effort of DAS in the coming years.

Thirdly, our support has gone 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 the 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 emerge into productive adults and find employment in industries where they can excel.

Fourthly, we have gone beyond the current age group we serve. We have always been working with primary and secondary school students. We 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 have gone beyond dyslexia. Many of our students with dyslexia have accompanying Specific Learning Differences such as ADHD, Dyspraxia, Dyscalculia, Developmental Language Difficulties, and this is well recognised. DAS must therefore also help our students overcome these issues over and above their dyslexia.

As we engaged the community, we have come across many students and young people who are falling through the cracks and are not receiving the support they need to achieve academic success. They are struggling to learn for different reasons, such as a lack of foundational knowledge or skills, attention and focus issues, executive functioning challenges, and emotional and behavioural difficulties. These students may not have a learning difference, may not meet all criteria for a specific diagnosis or have yet to undergo a formal assessment. However, with specialist support, they too can achieve their full potential. DAS recognises this gap and the obstacles these children face and we are exploring making available our specialist services to help them achieve academic success. While the DAS approach based on Orton Gillingham principles is good for those with dyslexia, it is also effective for most learners. The intervention may not be different to what we already do, and we are in a position to help them together!

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

DAS will 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 the Masters level, will help us achieve this.

DAS will 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 your child !

Lee Siang  
Chief Executive Officer  
Dyslexia Association of Singapore

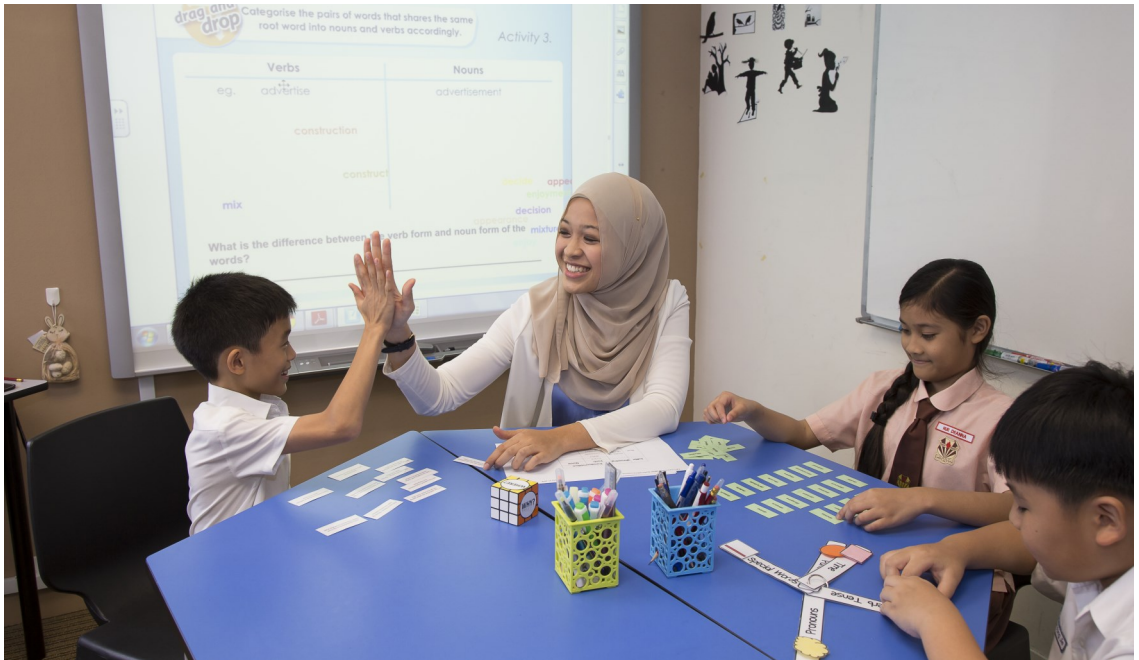


# DYSLEXIA ASSOCIATION OF SINGAPORE

## WHAT WE DO







## HELPING PEOPLE WITH DYSLEXIA AND OTHER SPECIFIC LEARNING DIFFERENCES ACHIEVE

The Dyslexia Association of Singapore Limited (DAS) is a vibrant organisation with professional staff who provide a wide array of services for people with dyslexia and other learning differences in Singapore.

DAS Specialist Psychologists are able to provide psycho-educational assessments for students (primary to tertiary), as well as school-readiness assessments for preschoolers. Assessments and consultation are also available for adults with concerns. We conduct assessments in the following areas :



- ◆ Dyslexia
- ◆ Dyscalculia
- ◆ Giftedness
- ◆ School Readiness
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)
- ◆ Autism Spectrum Disorder (ASD)
- ◆ Intellectual Disability

DAS Educational Therapists provide remediation to students from pre-school level right up to secondary and tertiary level. DAS also provides Speech and Language Therapy for students in primary and secondary. We also conduct regular activities to raise awareness about dyslexia for parents, educators and the public.





# WHAT DAS PARENTS SAY ABOUT OUR SERVICES



*"My son was diagnosed with ADHD when he was in kindergarten. I did not notice he was dyslexic until he went to primary 1. When he was in primary 1, it started off with the mirror image spelling. I thought something was strange, and I started to do some research on the internet. I thought it was unusual for a kid, who spoke like a mature adult, but severely lacked with his spelling abilities.*

*I went for the free screening at Marine Parade Branch and discovered his dyslexia level was high. I asked how much was the fee was psychological assessment and the cost for the tuition there, I couldn't afford it as I'm a single parent and I have too many responsibilities to handle on my own. His education worsened as time went by, especially with his spelling. His teacher provided negligible assistance for my son and believed his insufficiencies was simply laziness.*

*As a parent, I believed my son was not that slow at learning but suffered from dyslexia, however, I couldn't afford the fees. I decided to call the DAS in search of advice. I was told I could apply for a bursary and financial assistance can be granted for lower-income family.*

*I decided to apply for the bursary and send my son there for tuition. He started quite late. His reading significantly improved since going to the classes at DAS.*

*Today, my son took his PSLE, and I was very pleased with the results. As a result of his results, he had the opportunity to attend both academic or technical. He scored 155 for his PSLE. I did not expect him to score high grades, I always tell him, I'm grateful as long as he passed. I did not pressure my kid as I understand his learning abilities.*

*Before getting his results just now, I was preparing for the worst, cause he didn't perform well in his prelims. I am just thankful with the help of teachers at DAS, especially Zaiton who's been instrumental with guiding my son with his PSLE preparation. I really would like to thank DAS for enabling my son's education and providing myself financial assistance and for other needy families.*

*I don't think my son would be able to pass his exam without the help of DAS. I'm so happy that kids, despite their learning differences and financial grievances are able to learn and succeed. Thank you for giving my son the education he needed, that the teachers at school failed to give.*

*Thank you, DAS!"*

**DAS Parent**  
**Jurong Point Learning Centre**



*"I would like to express my appreciation for the remarkable achievement of my daughter. I still remember that she was not able to read simple English words. However, after joining DAS for 3 years. She managed to become Top in her level for English subject. Thank you, DAS. Without all of you, this will not happen!"*

***DAS Parent, Woodlands Learning Centre***

## Parent Testimonials from the DAS Satisfaction Surveys 2019 to 2021



"DAS is giving greater confidence to my son. He knows that it is important to feel:

1. OK to learn at a different pace than others and,
2. OK to make mistakes and,
3. OK to ask for help."

**DAS Parent  
Parkway Parade Learning Centre**

"We would like to show our appreciation to all the staff for their commitment and dedication in helping children with special needs. A big thank you to all of you."

**DAS Parent  
Yishun Learning Centre**

"Everything is Wonderful!  
Thank you for all you do, DAS!  
Thank you for your hard work, we  
are so happy to have found you."

**DAS Parent  
Queenstown Learning Centre**

"Thank you for giving the best support towards my child."

**DAS Parent  
Woodlands Learning Centre**

*"I am very satisfied with my child's learning journey. These past years have been fruitful and she has grown more confident in overcoming her literacy differences. Thank you."*

**DAS Parent  
Chua Chu Kang Learning Centre**

"DAS has been a great support for my children's journey in learning needs. The Centre Manager, Staff and Educational Therapists are most patient, caring and competent. Thank you!"

**DAS Parent  
Jurong Point Learning Centre**

"The DAS Academy courses for Parents to help their kids in primary school were good to help us see how to help the child in their subjects. I feel that my daughter has improved a lot in her reading and spelling since she started DAS in kindergarten. I can see her trying to use the new words she learns from her DAS teacher."

**DAS Parent  
Parkway Parade Learning Centre**

# WHAT IS DYSLEXIA?

Dyslexia is a specific learning difference that makes it difficult for people to read, write and/or spell. It has nothing to do with the person's intelligence. Often, weaknesses may be seen in areas such as of language development, memory and sequencing. Having dyslexia does not mean that your child's ability to learn is below average.

Characteristics of dyslexia are difficulties in phonological awareness, verbal memory and speed.



Co-occurring difficulties may be seen in aspects of language, motor-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

## UNDERSTANDING LEARNING DIFFERENCES

### EARLY SIGNS

- ◆ Finding it difficult to remember nursery rhymes.
- ◆ Difficulty in listening to and pronouncing sounds.
- ◆ Problems with learning the connections between sounds and letters.
- ◆ Trouble remembering words they have seen many times.
- ◆ Unable to remember two or more instructions in sequence.
- ◆ Uncertain of left or right.
- ◆ Difficulty with learning the alphabet despite repeated teaching.

### AT SCHOOL LEVEL

- ◆ Difficulty learning the alphabet, numbers, days of the week, colours, shapes and etc.
- ◆ Difficulty learning to spell and write his or her name.
- ◆ May have difficulty telling and/or retelling a story in the correct sequence.
- ◆ Often has difficulty separating sounds in words and blending sounds to make words.
- ◆ May be slow to add new vocabulary words.
- ◆ May be unable to recall the right word.



## SIGNS AND SYMPTOMS

Below are some signs that children with dyslexia display. If your child has one or two of the following signs, it does not mean that he or she is dyslexic. However, it may mean that your child should be tested for dyslexia. A formal psychological testing is the only way to confirm a diagnosis of suspected dyslexia.

Visit [www.das.org](http://www.das.org) for a more comprehensive list.

## THE COMMON SIGNS

- ◆ Poor fine motor control e.g. holding a pencil.
- ◆ Poor, immature handwriting.
- ◆ Copying from a board or book is difficult and inaccurate.
- ◆ No idea of punctuation when reading or writing a story.
- ◆ Attention problems – child appears to have a short attention span.
- ◆ Daydreaming and switching off in class and at home.
- ◆ Difficulty transferring ideas in their head into a written form in a clear and well-organised way.
- ◆ Confuses mathematical signs & symbols.
- ◆ Difficulty in counting, playing sequencing and matching games.
- ◆ Difficulty understanding the concept of time.
- ◆ They may forget important information, e.g., their date of birth, their home address etc.
- ◆ Short-term memory is poor.



# SPECIFIC LEARNING DIFFERENCES

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.

Very rarely will an individual be affected by only one specific learning difference. Research shows that individuals can have more than one of these 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.



# THE DAS APPROACH

## At DAS each child is special

DAS is a **ONE-STOP CENTRE** which provides a full range of services to help those with dyslexia and other specific learning differences. We are composed of a multi-disciplinary team of psychologists, speech and language therapists and educational therapists. This group integrates with the team of lecturers, marketing and operations teams to educate professionals, teachers and parents on dyslexia and how to support a child with dyslexia. This approach ensures that the physical, social, psychological, emotional and even financial needs of the DAS students are looked into.

Before enrolment into the **Main Literacy Programme (MLP)**, children must be **assessed** for dyslexia. The child is tested for intelligence, literacy abilities and ability to use psychological processes of imagination, creativity, reasoning with language.

As no two individuals with dyslexia are the same or have the same type/severity of difficulties, an assessment is vital. Each assessment takes approximately 3 hours to complete.

Our programmes have been carefully tailored to meet the specific needs of our students.

We also offer **an excellent teacher to student ratio**. This enables our teachers to give each child the individual attention that is so important for them.

Even with the benefits **of small dedicated classes**, it is necessary however, to understand that each child is different and will develop and progress at their own pace.



# PSYCHO EDUCATIONAL ASSESSMENT

## The Importance of Early Identification of Specific Learning Differences (SpLD)



“ A 2013 study conducted by DAS confirmed the findings of several early intervention studies, that students who started intervention early achieved the most in literacy gains. ”

Early identification and early intervention of SpLD is vital for a child’s well-being and educational progress.

A psycho-educational assessment provides useful information about an individual’s learning profile or behavioural challenges and helps to identify the presence of a learning or developmental difficulty.

Delayed identification, can impact learning which may lead to:

- ◆ emotional distress
- ◆ poor self-esteem
- ◆ frustration in learning
- ◆ further behavioural issues.

A psycho-educational assessment identifies:

- ◆ strengths and weaknesses in terms of cognitive abilities and academic skills
- ◆ appropriate intervention strategies.

So it is vital that we understand the signs and symptoms of SpLD and avoid labelling underachievement as a result of laziness or apathy.

A psycho-educational assessment is vital to unlock the support strategies needed for individuals with SpLD.

Find out more about DAS Psycho-educational Assessments - [WWW.DAS.ORG.SG](http://WWW.DAS.ORG.SG)



DYSLEXIA ASSOCIATION  
OF SINGAPORE  
HELPING DYSLEXIC PEOPLE ACHIEVE

CONTACT US

6444 5700

(Mon to Fri—9am to 5:30pm)



# DAS SPLD ASSESSMENT SERVICES

## Early Support for learning differences is essential for a child's well-being

DAS SpLD Assessment Services provide psycho-educational assessments for students (primary to tertiary) and adults, 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
- ◆ School Readiness
- ◆ Autism Spectrum Disorder (ASD)
- ◆ Intellectual Disability (ID)
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)

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.

# DAS ENGLISH LANGUAGE & LITERACY PROGRAMMES

DAS English Language and Literacy Division (ELL) provides programmes with comprehensive and quality curricula to support students with dyslexia facing literacy challenges.

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

(MOE Audit Report 2015)

## ENROLMENT

Children with a psychological assessment report with a diagnosis of dyslexia or those who have been diagnosed with dyslexia by MOE psychologists or have attended the School-based Dyslexia Remediation Programme (SDR) can be enrolled into our Main Literacy Programme.

A psychological assessment is important because it allows us to determine the best way of helping a child.

Though DAS has its own SpLD Assessment Services, we do however accept reports and referrals from professionally recognised psychologists.



# MAIN LITERACY PROGRAMME (MLP)

The Main Literacy Programme (MLP) supports Primary and Secondary school students. MLP is the only DAS programme that is part-funded by the Ministry of Education.

## OUR CURRICULUM BANDING SYSTEM

The Main Literacy Programme Curriculum integrates key essential learning components that are crucial in remediating students with learning differences.

The MLP Curriculum is banded according to abilities:

- ◆ **BAND A**  
covers emergent literacy skills and students who are assigned to be in this band typically have language or cognitive weaknesses that co-occur with their dyslexia.
- ◆ **BAND B**  
covers functional literacy skills and students who are placed in this band would likely have fairly developed language skills but significant basic literacy difficulties.
- ◆ **BAND C**  
covers functional to advanced literacy skills and students who are placed in this band would likely have fairly developed language skills and some functional literacy skills but continue to struggle with reading fluency, reading comprehension and writing.



## PLACEMENT OF STUDENTS

Placement of a child requires a typical wait of 4 - 6 weeks depending on the class demand in the centre, manpower constraints and the availability of time slots requested.

## CLASS GROUPINGS

DAS class groupings are based on students' profiles and not based solely on school levels. Centre managers will offer classes that suit students' learning needs and profiles based on a set of placement policies. This ensures that the needs of your child is met with intervention that provides solutions for them to overcome their underlying difficulties.

If you require an alternative slot, it will be subject to availability and it may result in a delay in your child being placed.



# MAIN LITERACY PROGRAMME

## MAIN LITERACY PROGRAMME (MLP)

The Main Literacy Programme (MLP) provides a comprehensive and quality curriculum to support students with dyslexia facing literacy challenges. The MLP curriculum integrates key essential learning components that are crucial in remediating students with learning difficulties and these recommended areas of instruction are adapted from the National Reading Panel, (2000).

## 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 equips 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.



## LITERACY. COMPREHENSIVE. QUALITY.

### VOCABULARY

Beyond phonics, MLP explicitly emphasises vocabulary development of sight and high frequency word instructions 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. More importantly, to make learning more accessible and contextualised for them, the curriculum and resources are guided by Singapore's mainstream English curriculum. 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" (New technologies and applications for special education 1996, 4), MLP integrates the use of educational technology into all components of the lesson to complement the curriculum and to enhance students' academic success and independence.



## THE DAS MAIN LITERACY PROGRAMME (MLP) AIMS TO:

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

# 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 to learn the way that best advantages them!

## INTEGRATION OF EDUCATIONAL TECHNOLOGY IN THE DAS CURRICULUM

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

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 our 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 use of iPads in DAS classrooms, impact of Mimio Teach Smart Bars on educators and learners with dyslexia, and the formative approach to the digitalisation of the Curriculum Based Assessments.



EdTech in DAS is at its beginning stages but 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.





## iReaCH™

The DAS English Language and Literacy (ELL) Division also provides 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™

### iStudySmart™

In our constant efforts to develop and enhance programmes that cater not only to students' learning needs but also to keep up with changing times and demands in the education landscape, iStudySmart, was developed for secondary 4/5 students with dyslexia embarking on their post secondary education as well as tertiary students. Lessons are delivered through online consultation sessions 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.

Study skills techniques and executive functioning skills are essential, especially for students with learning differences, to enable them to overcome challenges in the academic environment. Hence, the iStudySmart programme empowers students in the areas of time management and prioritisation, planning and organisation, tertiary writing and presentation skills. Furthermore, iStudySmart also strives to bridge the gap in intervention and resources at the tertiary level, developing students to become more self-directed, independent and empowered individuals- qualities essential for current and future success and accomplishments.

[iReaCH™](#) and [iStudySmart™](#) programmes do not receive funding from MOE.



**Specialised  
Educational  
Services**

UNLOCKING POTENTIAL

# SPECIALISED EDUCATIONAL SERVICES

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

All of our professionals are highly qualified and specially trained to help students with learning differences who may be struggling in the different areas of their lives. We have a good understanding of the curriculum and the demands that today's education systems place on students' and we strive to bring out the best in every individual that we see.

## Our Programmes

- ◆ Chinese
- ◆ PREP 2 PSLE
- ◆ Maths
- ◆ Problem sums for Upper Primary
- ◆ Preschool
- ◆ Speech and Drama Arts
- ◆ Speech and Language Therapy & Assessment

## Other Services

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



SES programmes are not funded by MOE.

# Specialised Educational Services

UNLOCKING POTENTIAL



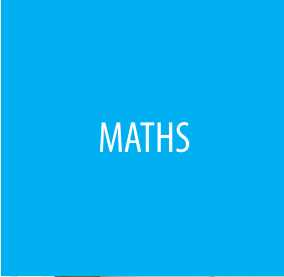
PRESCHOOL  
EARLY LITERACY  
INTERVENTION



CHINESE



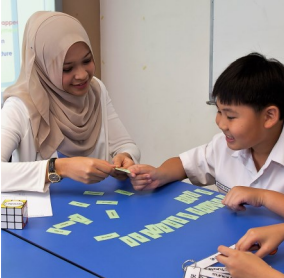
SCHOOL  
HOLIDAY  
WORKSHOPS



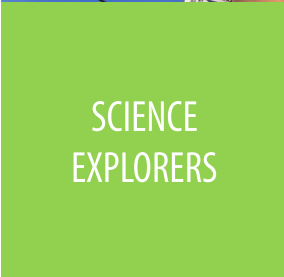
MATHS



SPEECH AND  
DRAMA  
ARTS



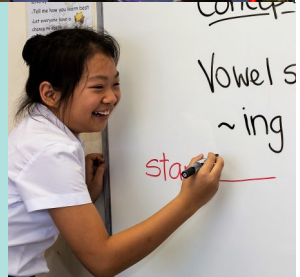
PREP 2 PSLE



SCIENCE  
EXPLORERS



SHORT-TERM  
PROGRAMMES



SPEECH AND  
LANGUAGE  
THERAPY



# PRESCHOOL EARLY LITERACY PROGRAMME

The Preschool Early Literacy Programme is for Kindergarten 1 and 2 students who show dyslexic type tendencies, developmental delay in early literacy skills or are experiencing early literacy learning difficulties despite supportive efforts from home and school. The programme is executed according to a child's learning abilities and pace. The aim of the programme is to help preschoolers develop skills and strategies to become confident learners and to be able to manage learning tasks when they enter primary school.

## OUR APPROACH

The SES Preschool Programme integrates Orton-Gillingham (OG) Instructional Approach, along with early childhood literacy teaching pedagogy. The programme is intentionally multi-sensory, learning is layered with repetition, and personalised to a child's profile thereby supporting mastery, retention and understanding.

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.

## 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



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 Upper Primary students to better equip them with skills and strategies for examinations. A curriculum-based approach is adopted for secondary school students. The secondary school class is currently available at selected centres.

## RECOMMENDED FOR

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



# 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

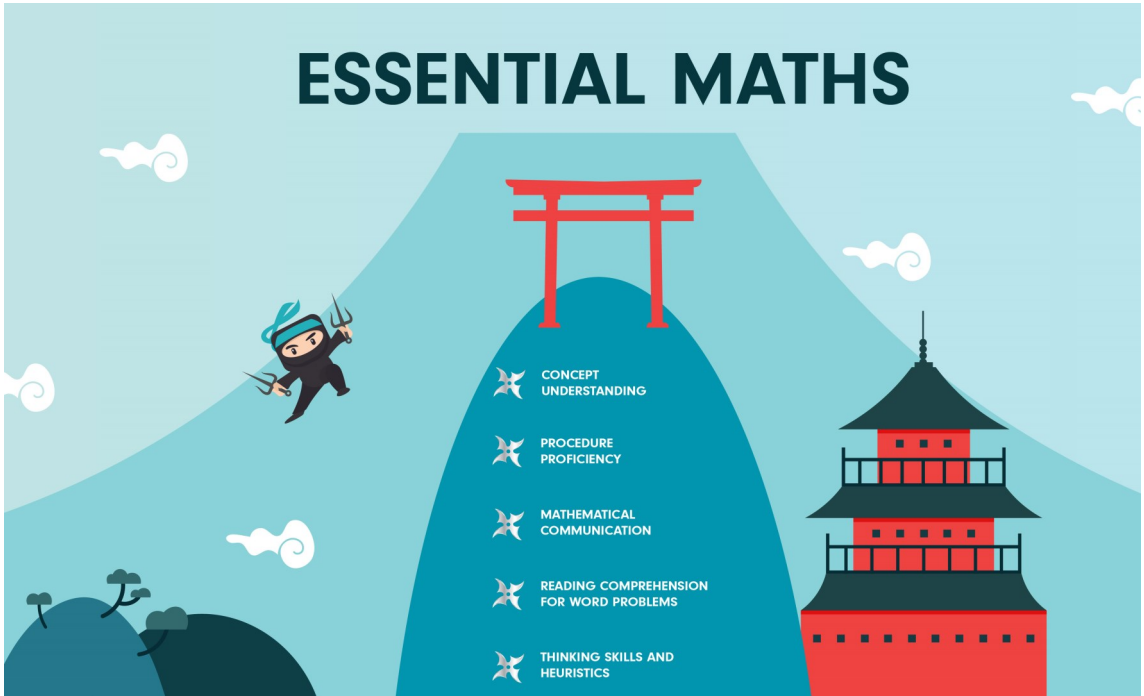
This programme is recommended for Primary School students with dyslexia who are struggling with understanding Maths concepts or understanding common maths problems taught at the school level.

## 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

## MATHS CURRICULUM

The Maths programme has two curriculums that serve to meet the diverse needs of our learners.



## ESSENTIAL MATHS

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.

## PROBLEM SUMS FOR UPPER PRIMARY

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.

Students in the PSUP curriculum are taught appropriate heuristics to solve common challenging word problems introduced to them in each topic. Besides the Polya Four-Step strategy, we also use a collaborative teaching approach known as Try-Share-Learn-Apply to encourage students to try a selected problem on their own and share with each other clearly, their ideas on how to solve the problem in a safe environment. This sharing allows students to learn from their peers as well, and not just from their teacher. Finally, the teacher summarises what has been shared and introduces a recommended approach that students can practice with other similar questions.



# PREP 2 PSLE PROGRAMME

The Prep 2 PSLE Programme (Preparation for PSLE English Paper 2) is a specialised intervention programme that supports learners by equipping them with the knowledge, skills, strategies and attitudes to cope with the demands of the English language syllabus in school. Our curriculum includes key learning components that will enable them to manage challenging components of the English exam paper.

## 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.





# 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 GROUP:

- ◆ 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 this service.

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). AHPC is a professional board under the Ministry of Health which governs and regulates the professional conduct and ethics of registered allied health professionals in Singapore. Your child is in good hands with our therapists.

Speech and Language Therapy is offered in individual or group settings. 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. Speech and Language Therapy is offered in individual or group settings. Our speech and language therapists aim to build up the child's fundamental speech, language and communication skills to support his or her development and learning. Our therapists also provide social skills intervention to support the child in understanding social interactions, making and maintaining relationships. 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 language difficulties in understanding what others are saying and/or expressing their thoughts and feelings as well as unclear speech.



# 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 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
- ◆ English Comprehension Cloze Passage
- ◆ Secondary 1NT Mathematics
- ◆ Science Explorers
- ◆ Artventure

## How are Short Term Programmes different from the standard programmes offered e.g. PREP 2 PSLE, Speech and Drama Arts etc?

The standard programmes offered to cater to the long term needs of our students. These help to progressively build our student's foundation in literacy, numeracy, exams skills and other needs. The Short Term Programmes (STP) are short term courses designed to cater to the specific needs or topics our students typically would struggle with.

## How big is the STP class size?

Each STP class is catered to 6-8 students to ensure that teachers are able to attend to the individual needs of students. This is particularly important for struggling learners.

## Is my child/ student entitled for a bursary?

Yes, bursary is available for Short Term Programmes for both DAS and non-DAS students with a diagnosis of dyslexia.

## Can my child join a Short Term Programme in the middle of the term?

No. The skills taught in each STP are cumulative, so if students join the programme midterm, they will not be able to catch up with concepts and topics taught during the first few weeks.

## How can I register my child for a Short Term Programme?

Links are available on the description page for each STP for online application. Alternatively, you can register at any DAS Learning Centre.

## What will my child learn in a Science Explorers Short-Term Programme?

Your child will learn to engage and explore Science concepts from a specific Science theme in a Short-Term Programme as an experiential learning in their daily lives, society and the environment. As such, Science themes covered throughout the year include Diversity, Interactions, Cycles, Systems and Energy.

# SCHOOL HOLIDAY WORKSHOPS

DAS runs a wide array of holiday workshops for your child. If you are looking for fun bite-sized activities for your child, do make sure that you keep your email address updated as parents will be informed through emails and social media about the latest happenings. Our workshop sizes are kept small and cosy to ensure that our children benefit most with their time with us. In case you are wondering what are some of the workshops that we organise - they range from academic (i.e. Timetable Tricks, DIY Science Champion) to hands-on creative workshops including art and drama.

All of our workshops are open to DAS and non-DAS students in preschool, primary and secondary. What's more, students on bursary can receive subsidies of up to two workshops per year.

Following are some workshops we have conducted. Please check our DAS website for more information on our upcoming workshops.

## September Holiday Workshop

### I Like to Move it Move it!

**Coding with mBot**  
**For P4 to Sec 2 students**



**\$68**



Always wanted to drive a drone? Let the tech-savvy crew at Roboto Coding Academy lead the way and equip you with everything you want to know about navigating the skies! Learn the basics of drone technology, program it to take flight and even take on an exciting rescue mission. Put on your thinking helmets – it's fly time!

**Find out class details or sign up at [tinyurl.com/DAS-Holidays](https://tinyurl.com/DAS-Holidays)**

 @DyslexiaSG  [www.das.org.sg](http://www.das.org.sg)  [info@das.org.sg](mailto:info@das.org.sg)  6444 5700 (Mon - Fri: 9am - 5:30pm)



# September Holiday Workshop

## Speak up: Chinese Shadow Puppetry for Oral communication 自制皮影学华文

For P3 to P6 Students

**\$78**

90% subsidy for all DAS Bursary students



Shadow puppetry is part of the Chinese traditional culture. Participants will make shadow puppets and reenact the story of Monkey King creating havoc in the Heavenly Palace with peers. Finally, the participants will perform the story with the shadow puppets. 皮影戏是华人传统文化的一部分。学生们将在老师的指导下制作皮影木偶，并与同伴一起重现孙悟空大闹天宫的故事。最后，所有参与者通过皮影戏表演来呈现学习成果。

Find out class details or sign up at [tinyurl.com/DAS-Holidays](https://tinyurl.com/DAS-Holidays)

[@DyslexiaSG](https://www.instagram.com/DyslexiaSG) [www.das.org.sg](https://www.das.org.sg) [info@das.org.sg](mailto:info@das.org.sg) 6444 5700 (Mon - Fri: 9am - 5:30pm)

# September Holiday Workshop

## DIY Science Champion: DNA, I see you!

For P5 to P6 Students



**\$55**



Have you seen DNA in a tube? Do you know that we can do this using only items you can find in your kitchen? In this workshop, you'll make your own DNA extraction kit from household chemicals and use it to separate DNA from strawberries! Bonus: As a DIY science champion, you will get to germinate green beans and make your own lava lamps, too!

Find out class details or sign up at [tinyurl.com/DAS-Holidays](https://tinyurl.com/DAS-Holidays)

[@DyslexiaSG](https://www.instagram.com/DyslexiaSG) [www.das.org.sg](https://www.das.org.sg) [info@das.org.sg](mailto:info@das.org.sg) 6444 5700 (Mon - Fri: 9am - 5:30pm)



# SPECIALIST TUTORING

WORKING CLOSELY WITH PARENTS AND EDUCATORS TO PROVIDE  
THE BEST SUPPORT FOR YOUR CHILD

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.



**DAS International**  
EMPOWERING SUCCESSFUL LEARNING

[WWW.DASINT.ORG.SG](http://WWW.DASINT.ORG.SG)  
6643 9600

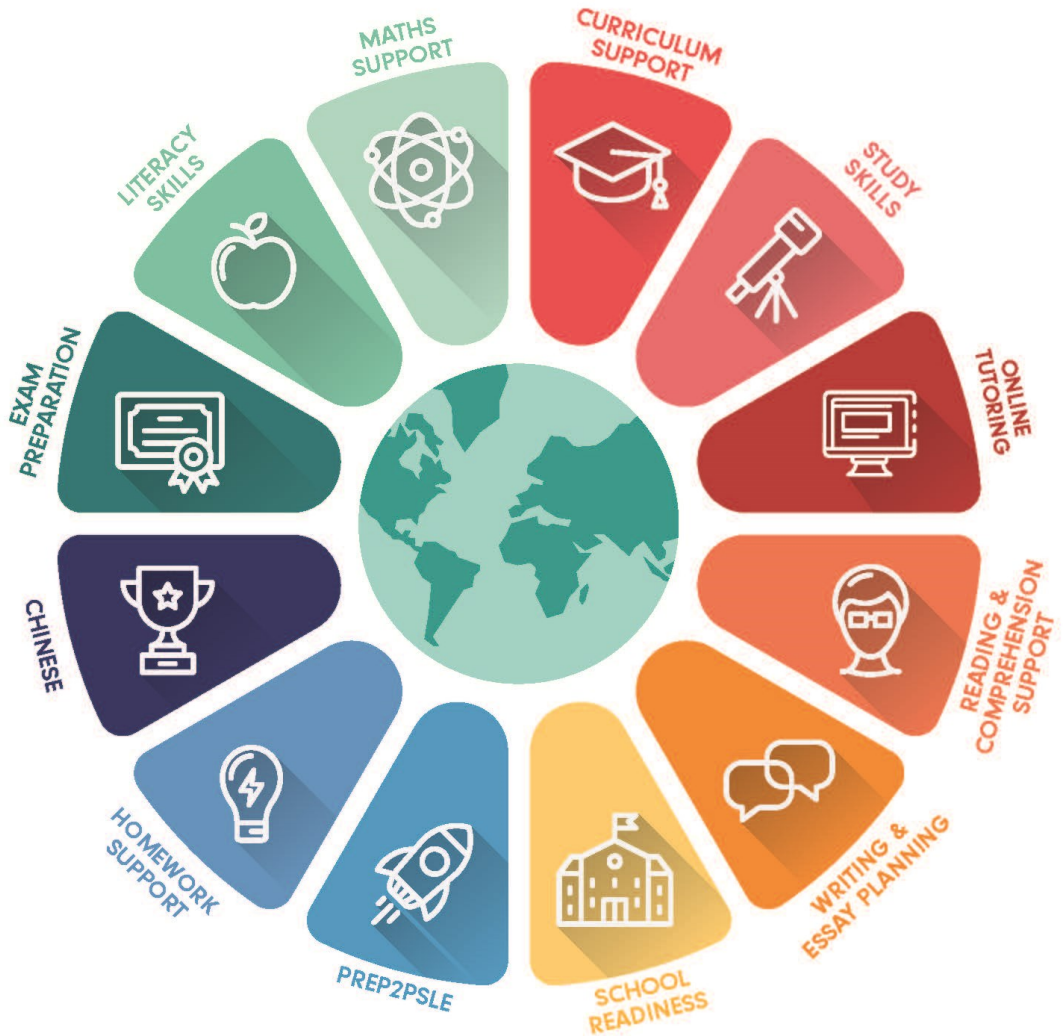


## SPECIALIST TUTORING

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

## CURRICULUM-BASED REMEDIATION

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



## INTENSIVE TUTORING

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

## SPECIALIST ONLINE TUTORING

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



**DAS International**

EMPOWERING SUCCESSFUL LEARNING

# Concierge Assessment Service

by DAS International

**ONE-STOP Assessment Centre** delivered by experienced registered Educational Psychologists providing the gold standard worldwide recognised assessments.

## Why Choose DAS International?



Direct access to the psychologist within 3 weeks of receiving the enquiry form



A personalised approach for every client



An assessment report within 2 weeks after the assessment conclusion\*

## What Do We Assess For?

- Attention Deficit Hyperactivity Disorder (ADHD)
- School Readiness (Mainstream Schools)
- Special Educational (SPED) School Entry
- Dyslexia for Adults
- Dyscalculia
- Dyslexia

## FIND OUT MORE ABOUT THE CONCIERGE ASSESSMENT SERVICE

Scan the QR code at the top of the page or go to

[WWW.DASINT.ORG.SG](http://WWW.DASINT.ORG.SG)

**The CONCIERGE ASSESSMENT SERVICE is provided by DAS International and is separate from DAS SpLD Assessment Services (SAS).**

\*Timelines will be discussed with clients individually. The timings indicated are the quickest possible turnaround times.

@DASinternationalsg [www.dasint.org.sg](http://www.dasint.org.sg) [enquiry@dasint.org.sg](mailto:enquiry@dasint.org.sg)





**DAS International**  
EMPOWERING SUCCESSFUL LEARNING

# Concierge Assessment Service

by DAS International

# VS



## SpLD Assessment Services (SAS)

by Dyslexia Association of Singapore

### AREAS OF ASSESSMENT

Adult :

**Dyslexia**

Child (Primary and Secondary School) :

**ADHD**

**Dyslexia<sup>^</sup>**

**Giftedness**

**Dyscalculia**

**School Readiness<sup>^</sup>**

**Intellectual Disability**

**Special Educational School Entry<sup>^</sup>**

**Autism Spectrum Disorder (ASD)**

**DAS International Experienced Registered Psychologists**

**3 weeks**

Direct access to the psychologist within 3 weeks of receiving the enquiry form

**Assessment report within 2 weeks**

after assessment conclusion

**From \$1575 to \$3675**

This range of fees is for one area of assessment (excluding GST).

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

Call **+65 6643 9600**

**DELIVERED BY**

**WAITING TIME**

**ASSESSMENT PROCESS\***

**FEES**

**CONTACT**

**Specialist Psychologists**  
under the supervision of Registered Psychologists

**10 to 12 weeks**

**Assessment report within 6 to 8 weeks**  
after assessment conclusion

**Starts from \$892.50**  
Additional costs may apply. Bursaries are available.

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

Call **+65 6444 5700**

<sup>^</sup>Assessments for Dyslexia, School Readiness and Special Educational (SPED) School Entry may be available for preschoolers as well. Enquire with us for details.

\*Timelines will be discussed with clients individually. The timings indicated are the quickest possible turnaround times.



# DAS ACADEMY COURSES & WORKSHOPS



“At 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.”

## PROGRAMMES OFFERED BY DAS ACADEMY

- ◆ Workshops for Parents, Caregivers and Educators
- ◆ Certificate Courses for Educators and Parents
- ◆ Specialist Diploma in Learning Support for Specific Learning Differences  
- With specialisation in Chinese, English, Maths & Preschool
- ◆ Master of Arts in Special Educational Needs / Additional Learning Needs
- ◆ Customised training programmes catered to the needs of the organisation.
- ◆ Consultation Services



**DAS Academy**  
ENABLING EXCELLENCE

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



# CAREGIVERS TRAINING GRANT (CTG)

Caregivers Training Grant (CTG) is applicable for **DAS ACADEMY WORKSHOPS** only, subjected to the care recipient's eligibility and availability of funds in the CTG account and a co-payment of \$10. For more information regarding the CTG administered through the Agency for Integrated Care (AIC), please visit [www.aic.sg](http://www.aic.sg).

## CAREGIVERS TRAINING GRANT

A \$200 annual subsidy that lets caregivers attend approved courses. With a co-payment of at least \$10, DAS Parents can attend Workshops to learn how to better support their child.

HAVE YOU USED YOUR CTG?

**\$200**

**10%**  
In 2020, only 10% of DAS Parents made use of their \$200 grant for training.

*\* CTG is administered by the Agency of Integrated Care and subject to eligibility.*



**DAS Academy**  
ENABLING EXCELLENCE

6336 2555  
[info@dasacademy.edu.sg](mailto:info@dasacademy.edu.sg)  
[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)

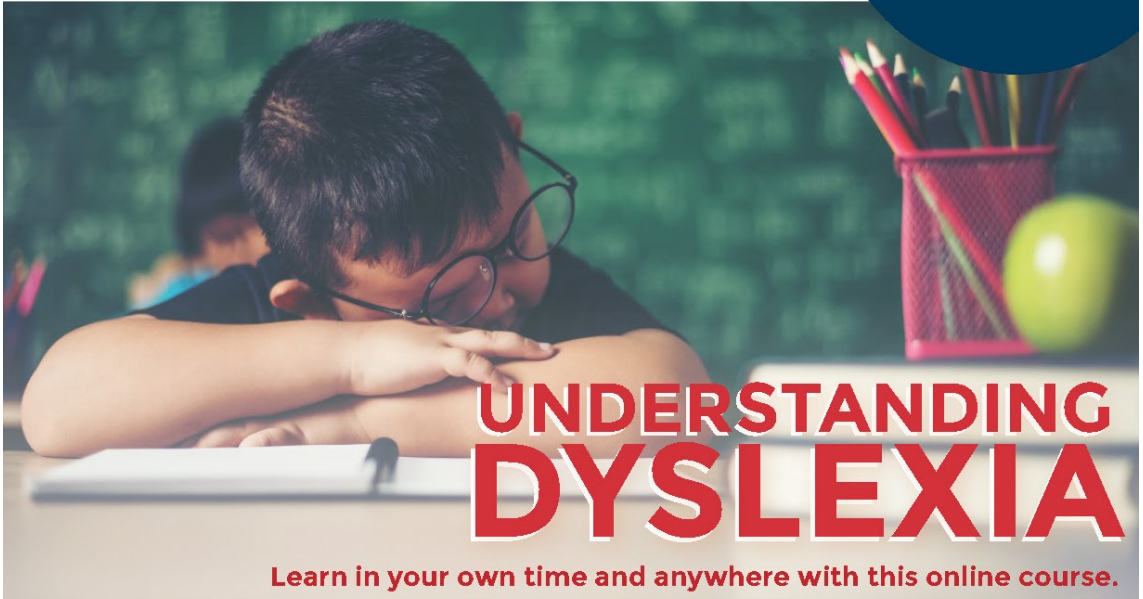


**DAS Academy**  
ENABLING EXCELLENCE

**SUSS**  
SINGAPORE UNIVERSITY  
OF SOCIAL SCIENCES

UniLEARN

**ONLINE  
COURSE!**



# UNDERSTANDING DYSLEXIA

**Learn in your own time and anywhere with this 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 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.

**THIS COURSE IS ESSENTIAL FOR EVERY PARENT! IT HELPS YOU TO UNDERSTAND YOUR CHILD'S STRENGTHS AND CHALLENGES**

# DAS ACADEMY ONLINE COURSE

## UNDERSTANDING DYSLEXIA

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



**COURSE DATE: 1ST OF EVERY MONTH\***



**DURATION: 4 HOURS**



**MODE: SELF-PACED ONLINE LEARNING**



**COST: SGD 110**

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](http://WWW.DASACADEMY.EDU.SG)

CPE REGISTRATION NO. 201003689Z— Validity: 30 December 2017 - 29 December 2021

## DAS PROGRAMME FEES

ALL DAS PROGRAMME FEES ARE UPDATED ON THE DAS WEBSITE:

[www.das.org.sg/services/about-our-services/all-programme-fees.html](http://www.das.org.sg/services/about-our-services/all-programme-fees.html)

### ENGLISH LANGUAGE AND LITERACY PROGRAMMES (ELL)

#### MAIN LITERACY PROGRAMME (MLP)

*All Fees are inclusive of GST. Each term comprises 2 hours of lessons per week for 10 weeks.*

**OFF PEAK**            2 hours on weekdays

**PEAK**                1 hour weekday & 1 hour weekend class

**SUPER PEAK**        2 hours on weekend class (Saturdays and/or Sundays)

#### SUBSIDISED FEES APPLY WHEN:

- ◆ Student is a Singapore citizen and is attending an MOE school.
- ◆ Student is a Singapore PR/Foreigner but has one parent who is Singaporean and the student is attending an MOE school.
- ◆ Student has a diagnosis of dyslexia

#### STANDARD FEES APPLY WHEN:

- ◆ Student is a Singapore citizen but is not in an MOE school e.g. International schools, Madrasahs, Specialised Independent Schools and home-schooling.
- ◆ Student is a Singapore PR/Foreigner and both parents are Singapore PR/Foreigners.

#### MODES OF PAYMENT: GIRO ONLY

- ◆ Giro bank deductions are made in **TWO** instalments within the term.
- ◆ Each instalment is collected every **5th of the month**.

For e.g.,            \$510.30 (Off-Peak Class) payment for a term will be deducted:  
\$510.30/2 instalments = \$255.15 per instalment.

*Please note that there are late charges for unsuccessful deductions.*

*For more details please refer to our Terms and Conditions.*

*All details were correct at time of publication*

## DAS PROGRAMME FEES

**ALL DAS PROGRAMME FEES ARE UPDATED ON THE DAS WEBSITE:**

**[www.das.org.sg/services/about-our-services/all-programme-fees.html](http://www.das.org.sg/services/about-our-services/all-programme-fees.html)**

### **ENGLISH LANGUAGE AND LITERACY PROGRAMMES (ELL)**

*NOTE: Only MLP is funded by the Ministry of Education (MOE) other programmes offered by ELL are NOT funded by MOE*

iReaCH™ and iStudySmart™

### **SPECIALISED EDUCATIONAL SERVICES PROGRAMMES (SES)**

*NOTE: SES Programmes are NOT funded by the Ministry of Education (MOE),  
MOE only supplies a grant for the DAS Main Literacy Programme (MLP).*

Preschool

Maths (Primary, Secondary 1NT, Problems Sums for Upper Primary P5 and P6)

PREP 2 PSLE (Primary 3 to 6)

Chinese (Primary and Secondary)

Speech and Drama Arts (SDA)

Short Term Programmes (10 week programmes)

Holiday Workshops

Speech and Language Therapy

### **SPECIALIST TUTORING SERVICES BY DAS INTERNATIONAL**

**ALL DAS INTERNATIONAL SPECIALIST TUTORING SERVICES FEES ARE UPDATED ON THE  
DAS INTERNATIONAL WEBSITE HERE:**

**[WWW.DASINT.ORG.SG/FEES](http://WWW.DASINT.ORG.SG/FEES)**

*All fees are inclusive of GST. Specialist Tutoring sessions are paid in blocks of 10.  
10% discount applies to 20 sessions.  
All details were correct at the time of publication.*



# DAS TERMS & CONDITIONS OF SERVICE

*PLEASE READ CAREFULLY*

These Terms and Conditions are set for the benefit of parents of Dyslexia Association of Singapore Limited ("DAS") students to enable a clear understanding of the service provided by DAS. DAS reserves the right to update and revise the Terms and Conditions of Service below as and when necessary. Please refer to the latest terms and conditions on the DAS website [www.das.org.sg](http://www.das.org.sg).

## **MOE FUNDING**

- ◆ As MOE pays for approximately 50% of the tuition fees for the Main Literacy programme and/or you have obtained financial assistance from DAS, your child must maintain at least 75% attendance each term and should not miss more than 5 hours in a term in order to remain on the programme and/or be eligible for subsidised rates.
- ◆ Please note that DAS and MOE will conduct a review of your child's progress before his/her 48, 72 and 96 months on the Main Literacy Programme to determine if he/she has reached specific achievement points to be eligible for continued MOE funding.
- ◆ Please be advised that each child is eligible to attend only one MOE-funded programme. Parents are therefore required to inform DAS if your child is attending the School-based Dyslexia Remediation (SDR) programme or if there is an intention to enrol the child in SDR as each child is only entitled to attend either the SDR or MOE-funded DAS Main Literacy Programme.
- ◆ Effective 2022 and as agreed with MOE, DAS will make available supplementary classes in the form of Structured Mandatory Make Up (SMMU) at the end of each term for all Main Literacy Programme lessons missed due to gazetted public holidays, school holidays and DAS closure days such as Teacher's day and eve of National Day. The dates and times of the SMMUs are non-negotiable and will be determined by DAS and advised to parents on a termly basis.

## **CLASSES**

- ◆ Your child must be punctual for all his/her classes.
- ◆ For all non-MOE funded programmes, the fees payable are on per term and not per class basis, for any class that falls on a gazetted public holiday, school holiday and DAS closure days such as Teacher's day and eve of National Day, there will be no replacement or refund of classes.
- ◆ Make up classes will only be conducted if DAS cancels any scheduled classes. No make up classes or refund of fees if a student is absent for a scheduled class for whatever reasons.



- ◆ Written withdrawal notification of at least 4 weeks must be given to DAS and all withdrawals will only take effect at the end of each term.
- ◆ Request for changes to the class schedule is subject to availability.
- ◆ For SES Speech Drama and Arts Programme (“SDA”), there will be a student performance held at the end of each calendar year instead of MTP.
- ◆ For quality assurance & training purposes, DAS may make video recordings of its classes.
- ◆ In light of the recent increase in the number of COVID-19 cases, DAS classes may be required to be conducted online at short notice as mandated or recommended by the relevant government agencies.
- ◆ To provide continuity for your child's learning, DAS classes will be conducted online if our educational therapist is tested positive but is well and able to continue to conduct classes virtually. Our educational therapist will give parents at least a day's prior notice if classes are to switch online. If our educational therapist is tested positive on the day of class, then the class will be postponed and made up accordingly.
- ◆ Parents/ Guardians are advised to provide support and devices to their child/ ward to attend online classes when required. Please do not hesitate to approach DAS colleagues should you require additional information.
- ◆ DAS reserves the right to discontinue services at its sole discretion if your child's conduct or behaviour in class affects his own safety and/or the safety of the other students and DAS staff.

## **FEES**

- ◆ All term fees will be collected via GIRO.
- ◆ Late payment charges will be imposed. Please ensure prompt payment of fees as this may affect the continuation of your child's classes.
- ◆ Should you require financial assistance, please contact your Centre Manager.
- ◆ Full term fees are payable even if a child withdraws mid-term. There will be no refund of fees paid.

## **OTHERS**

- ◆ In order to graduate from the Main Literacy Programme, please note that your child must be a current student till the end of his/her graduating year.
- ◆ To better collaborate with professionals involved in your child's education, DAS reserves the right to notify your child's enrolment and his/her progress in DAS with your child's school and/or the Ministry of Education (MOE).



# DAS TERMS & CONDITIONS OF SERVICE

*PLEASE READ CAREFULLY*

- ◆ You will be liable for any damaged or lost DAS library books.
- ◆ DAS accepts no responsibility nor liability for losses/damages of any personal property or injury to person/s within DAS premises.
- ◆ Parents and/or guardians will accept full liability for any damage caused by the student to DAS property.
- ◆ Parents/Caregivers are advised to send/pick up their child 10 minutes before/after class.
- ◆ In the event your child is unwell or injured, DAS staff may administer basic first aid as it deems necessary. Should your child require more than basic first aid, DAS will call for emergency medical services and the parent/main caregiver/emergency contact (as provided to DAS) will be notified accordingly.
- ◆ If there are any changes to citizenship or the school attended by your child, please inform DAS immediately. Upon notification, if there are any change to the fees payable by your child, it will take effect from the following term only.

## **PERSONAL DATA PROTECTION ACT**

In accordance with the PDPA Act, I give consent to DAS to collect, use and disclose mine and my child's personal data and educational information for the following purposes:

- ◆ to notify me of relevant events or activities organised by DAS.
- ◆ to utilise pictures/videos/materials with regards to your child for training and research purposes.
- ◆ for requesting continued funding support from the Ministry of Education (MOE). – Information such as literacy needs, intervention plans, progress at DAS, reports from DAS and other ancillary services will be shared with MOE.
- ◆ for collaboration with school teachers and Allied Educators and providing them with needful information such as literacy needs, intervention plans, progress at DAS, reports from DAS and other ancillary services. This is to ensure that your child obtains timely, appropriate and uninterrupted learning support.

*Disclaimer: DAS may at its sole discretion, without prior notice, deny or terminate its services without assigning any reasons.*

# FINANCIAL ASSISTANCE

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

## DAS PROGRAMMES

We provide financial assistance to students who are Singapore citizens, and attending MOE mainstream schools between Primary One (1) and Secondary Five (5).

## DAS PSYCHOLOGICAL ASSESSMENTS

We provide financial assistance to all applicants (students) who are Singapore Citizens. Applicant must be a full-time student, aged 25 and below. For students who are eligible for the financial assistance ranges from 33%, 50%, 70%, 90% and 100%.

Bursaries need to be applied for yearly and applications are to be submitted to DAS by 15 February each year.

For more information on bursaries and how to apply, please visit our website or call your Learning Centre.

Bursary information: [www.das.org.sg/services/financial-assistance](http://www.das.org.sg/services/financial-assistance)



# GET TO KNOW MLP

## DAS PARENTS' ORIENTATION



### THIS ORIENTATION WILL HELP YOU TO UNDERSTAND HOW

- ♦ The DAS Main Literacy Programme (MLP) supports your child
- ♦ Your child's progress is monitored and is shared with you
- ♦ You can find out what else you can do to help your child

### EVERYONE IS WELCOME

This talk will benefit you regardless of whether your child is an existing student, is waiting for an assessment, waiting to be placed into a DAS class or you are keen to know more about DAS programmes.

### Q&A

There will be a Q&A segment by our panelists at the end of the session.



“ I greatly appreciate this valuable webinar session and the information on how I can guide and help my child to improve. I strongly recommend this webinar as it saves time and travelling. I could also share this information with my husband who needs to work on weekends. Thank you so much for holding this webinar!”  
Ms Doris Lim, DAS Parent ”

VISIT OUR WEBSITE TO SEE WHEN THE NEXT PARENTS' ORIENTATION SESSION IS SCHEDULED

FOR MORE INFORMATION  
[PSG@DAS.ORG.SG](mailto:PSG@DAS.ORG.SG)

6444 5700

Office Hrs:  
9am to 5:30pm

**FREE**  
ADMISSION



[WWW.DAS.ORG.SG/GET-INVOLVED/PARENTS.HTML#ORIENTATION](http://WWW.DAS.ORG.SG/GET-INVOLVED/PARENTS.HTML#ORIENTATION)

Find out how your child will benefit from our **Chinese, Maths, Preschool** and **Prep 2 PSLE** programmes



Specialised  
Educational  
Services  
UNLOCKING POTENTIAL



A parents' orientation organised by the SES Division of DAS

**FREE**  
Admission



**Everyone is Welcome!**

This talk will benefit parents of students who are currently in one of our SES programmes or considering signing up your child for any of our SES programmes

**Highlights:**

- Sessions to the programme of your choice (20min)
- Q&A session (10min)

**Date:** 11 Feb 2023, Saturday

**Time:** 9.30am - 12.00pm

This Parents' Orientation is held virtually via ZOOM.

**Programme Flow:**

- 9.30am - 10.00am: Chinese
- 10.10am - 10.40am: Maths
- 10.50am - 11.20am: Preschool
- 11.30am - 12.00pm: Prep 2 PSLE



To sign up, scan the QR code or go to [tinyurl.com/SES23](https://tinyurl.com/SES23)

@DyslexiaSG [www.das.org.sg](http://www.das.org.sg) [info@das.org.sg](mailto:info@das.org.sg) 6444 5700 (Mon - Fri: 9am - 5:30pm)

# EXAMINATION SUPPORT

Students formally diagnosed with dyslexia typically have an official psychological report that details the profile of their learning needs, and recommendations on strategies or support for learning.

Recommendations may also be made, by professionals such as psychologists, speech and language therapists, occupational therapists or doctors, for access arrangements. These arrangements allow a student with dyslexia to demonstrate their attainments while minimising the barriers that result from his or her learning difficulty.

Applications for examination support also known as 'access arrangements' can be supported by valid evidence obtained by relevant professionals through an assessment that demonstrates a student's needs. For example, a psychological report detailing specific difficulties in reading and writing as measured on standardised tests may help to illustrate the benefits of giving the student additional time during examinations.

It is advisable to ensure that applications for access arrangements are supported with an updated report of an assessment done within 3 years of the student sitting for his/her examinations. It may also be useful for parents to consult their child's school teachers or Allied Educators on the required documents to support such applications.

Please note that:

- a. There is no need for an updated assessment report for students applying for the same and/or similar access arrangement requests previously approved at an earlier national examination (e.g. PSLE).
- b. For students not applying for the same and/or similar AA requests previously approved at an earlier national examination, a periodic therapy update or evaluation report by a relevant professional may serve as a current profile of educational needs for students who have been receiving recent ongoing therapy (within the previous three years prior to the year of the examination). Evaluation reports from specialised remediation programmes funded by MOE, such as MLP(MA), can also be used to update their current profile of educational needs.

Application for access arrangements are made through the school, to the relevant approving body in the Ministry of Education. They are provided after official approval is granted.



# COMMUNICATION PLATFORMS REACHING OUT TO YOU

We communicate about the things we do in a number of ways.

## PUBLICATIONS

DAS produces a number of publications and they can be found on the DAS website. We also have a BLOG where we publish articles on a number of topics to support you and your child.

## DAS ONLINE

Follow us on Facebook, Instagram, and YouTube to keep up to date with what is happening at DAS!

	WEBSITE	SOCIAL MEDIA	YOUTUBE
DAS	<a href="http://www.das.org.sg">www.das.org.sg</a>	dyslexiaSG	dyssg
DAS Academy	<a href="http://www.dasacademy.edu.sg">www.dasacademy.edu.sg</a>	dasacademy	
DAS International	<a href="http://www.dasint.org.sg">www.dasint.org.sg</a>	dasint	
DAS Alumni	<a href="http://www.das.org.sg">www.das.org.sg</a>	DASstudentalumni	

## PARENT & EDUCATIONAL THERAPIST COMMUNICATIONS

At DAS, there are various ways for you to communicate with your child's Educational Therapists (EdT), either by phone or email. Please check with your child's Educational Therapist for more information.

## DAS PARENTS' ORIENTATION

Parent Orientation provides an opportunity to welcome you and share information of how best to support your child. Our aim is to attempt to answer all your questions to the best of our ability and help make the transition into DAS smooth for your child.

Parent Orientation dates can be found on the DAS website here:

[www.das.org.sg/get-involved/parents.html#orientation](http://www.das.org.sg/get-involved/parents.html#orientation)



# PARENTS' SUPPORT GROUP

## CONNECT - VOLUNTEER GET INVOLVED

### BE ENGAGED

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

### BE PART OF THE NETWORK

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

### SHARE AND GAIN

Gain valuable experiences and grasp new opportunities by sharing; to support your child effectively.

### MAKE A DIFFERENCE

Provide DAS with feedback to make positive recommendations and ideas.

### BE A ROLE MODEL

As a PSG member, you demonstrate the importance you place on your child's education and enhance bonding with your child.

### BE A VOLUNTEER

Sign up to volunteer your expertise and support for the PSG!

Join the **DAS PSG** email:

**PSG@DAS.ORG.SG**

*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. Be part of the PSG!*

*If you would like to know more about PSG and how to be a volunteer, please contact our Learning Centre Managers for more information or write to [psg@das.org.sg](mailto:psg@das.org.sg)*

*The DAS PSG Facebook is a **PRIVATE GROUP***

*To access this forum visit [www.facebook.com/groups/dasparent](https://www.facebook.com/groups/dasparent) and request for access.*

**#TOGETHERWECAN**



# STUDENT ALUMNI NETWORK. CONNECT. MAKE A DIFFERENCE

*As an alumnus, you stay engaged with DAS and give back to your alma mater by volunteering your time and talent. And students welcome the chance to interact with alumni who have gone through the DAS experience.*

## BE INVOLVED

Share your learning journey as an individual with dyslexia at DAS Awareness Talks. Volunteer at DAS events. Attend and network during online webinars. Visit the DAS Alumni Facebook [www.facebook.com/DASStudentAlumni](http://www.facebook.com/DASStudentAlumni)

## MAKE A DIFFERENCE

We appreciate your giving back to your alma mater by volunteering your time and talent to make a difference in DAS.

No matter which option you choose, our hope is that you will make a difference in DAS.

# JOIN THE DAS ALUMNI



Come chat with us or write to:  
**ORA@DAS.ORG.SG**



# Dear Parents,



*Here are some suggestions from teachers on how you can support your child at home. Collaborating with teachers can make a significant difference for your child!*

## **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 positive 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.

## **RULES**

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

## **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.

## OTHER ACTIVITIES

Activities other than academics are very important, it is these activities that can help your child be successful and happy, so ensure that they can do other things than just academic pursuits, life is about BALANCE!

## 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.





## FOR MORE



## INFORMATION

DYSLEXIA ASSOCIATION OF SINGAPORE LTD  
[www.das.org.sg](http://www.das.org.sg)

DAS ACADEMY LTD  
[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)

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

REGISTER OF EDUCATIONAL  
THERAPISTS (ASIA)  
[www.reta.sg](http://www.reta.sg)

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



## JOIN US ON FACEBOOK!

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

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

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

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

DAS PARENTS' SUPPORT GROUP  
[www.facebook.com/groups/dasparent](http://www.facebook.com/groups/dasparent)



WATCH US ON YOUTUBE!  
[www.youtube.com/user/dyssg](http://www.youtube.com/user/dyssg)

# 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

## **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  
Opening Term 2, 2022

## **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 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

---

# CONTACTING US!

---

General Information	<a href="mailto:info@das.org.sg">info@das.org.sg</a>
Careers at DAS	<a href="mailto:jobs@das.org.sg">jobs@das.org.sg</a>
DAS SpLD Assessments	<a href="mailto:enrol@das.org.sg">enrol@das.org.sg</a>
DAS classes	<a href="mailto:info@das.org.sg">info@das.org.sg</a>
DAS Data Protection Officer	<a href="mailto:dpo@das.org.sg">dpo@das.org.sg</a>
Editor of DAS Publications	<a href="mailto:editor@das.org.sg">editor@das.org.sg</a>
DAS International Concierge Assessments	<a href="mailto:enquiry@dasint.org.sg">enquiry@dasint.org.sg</a>
DAS International Specialist Tutoring	<a href="mailto:enquiry@dasint.org.sg">enquiry@dasint.org.sg</a>
DAS Academy Workshops & Courses	<a href="mailto:info@dasacademy.edu.sg">info@dasacademy.edu.sg</a>
To arrange an awareness talk	<a href="mailto:ora@das.org.sg">ora@das.org.sg</a>
For donation/philanthropic queries	<a href="mailto:surjati@das.org.sg">surjati@das.org.sg</a>
Media	<a href="mailto:deborah.hewes@das.org.sg">deborah.hewes@das.org.sg</a>

---





# Hope for children with **#iwishyouknew** Dyslexia!



QUALIFIES FOR  
40% MATCHING  
by Tote Board



[i.ead.me/iwishyouknew](https://i.ead.me/iwishyouknew)

#embracedyslexia #embracespld

Students with dyslexia form the largest group with special educational needs in Singapore. These students primarily struggle with reading, writing and spelling.

DAS needs to raise **over \$2.3 million a year** to support children with dyslexia from low-income families to access specialised intervention.

Give **HoPE** to our students and **DoNATE** today to help them receive the education they deserve!

@DyslexiaSG

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

[info@das.org.sg](mailto:info@das.org.sg)

6444 5700 (Mon - Fri, 9am - 5:30pm)

# CERTIFICATE COURSES AT **\$10 ONLY**

LIMITED 2+1 OFFER

PROMOTION  
ENDS ON  
31 MARCH  
**2022**



## SPECIALLY FOR DAS PARENTS



*DAS Academy*  
ENABLING EXCELLENCE



# 2 + 1 CERTIFICATE COURSES OFFER

## FOR DAS PARENTS WHO HAVE CHILDREN ON THE BURSARY SCHEME

We understand that attending courses may be a challenge for DAS parents who are on the bursary scheme. We are glad to announce that the Dyslexia Association of Singapore (DAS) has put aside some funding for parents to access training at DAS Academy. This funding will allow many DAS parents to attend two courses of their choice and one e-learning course for the financial year from April 2021 to March 2022, with a co-payment of \$10 per certificate.

The certificate courses provided by DAS Academy are developed with parents and educators in mind. The content is designed to provide you with information about your child's learning difference and learning strategies that will enable you to provide support for your child at home. We also hope that you share with others the strategies and skills you learn through these courses with confidence. Parents are often the best advocates for their children in their learning journey.

We have enclosed a brochure that showcases the certificate courses available to you at DAS Academy. Please note this offer only applies to Certificate Courses.

The terms and conditions for applying for DAS Academy Certificate Courses:

1. This 2+1 offer is only available for up to Two (2) certificate courses and One (1) e-learning certificate course per household. The offer is valid from 1 April 2021 - 31 March 2022. *(T&C's to be revised after 31 March 2022)*
  - A. If you have redeemed any certificate course using the funding before 1 April 2021, you are able to enjoy the full 2+1 offer.
  - B. If you have redeemed any certificate courses from 1 April 2021, you will be eligible to redeem the remaining balance in the 2+1 offer.
2. This funding offer is limited and provided on a first-come, first-served basis.
3. Applications for the certificate courses are to be made in person at the DAS Academy with your identification card.
4. Applications are to be made at least two weeks prior to the commencement of the course.
5. A non-refundable co-payment of \$10 will be required upon registration.
6. Places on the courses are limited and if there are no vacancies, you will be placed on a waitlist.
7. This offer is not transferable to other households.
8. For non-attendance of a registered course, the offer cannot be reused for another course.
9. Participants must attain at least 75% attendance of the course; failing which, participants will have to pay the full course fee.



[WWW.DAS.ORG.SG](http://WWW.DAS.ORG.SG)

© 2023

