



Editorial Comment

Angela J. Fawcett

It is a very great pleasure to publish the fifth issue of this new journal, the Asian Pacific Journal of Developmental Differences, which is published by the Dyslexia Association of Singapore. The response to the previous issues has been extremely gratifying, and we intend to maintain these high standards in this issue and forthcoming issues. We have now amassed an even stronger editorial board, and I am grateful for the support of the academics and professionals involved.

In this issue we present six articles, the majority of which are drawn from the Asian context. In this issue we have a stronger focus on adults with dyslexia, with two articles, and evaluation of the teachers who work with children with dyslexia, with a further article. The remainder of the journal focuses on experimental evaluations involving both quantitative and qualitative data. Finally, we introduce a new computer programme designed for young children.

The first article in the journal is drawn from Malaysia, by Professor Sharanjeet Kaur and colleagues, and focuses on the impact of font size and spacing in reading in young dyslexic children. The results demonstrate that wider spacing overall improves the speed of reading for

this group, and has implications for a range of publications. The next article, joint research from the Dyslexia Association of Singapore and staff from the National Council of Social Services, examines the self-concepts and self efficacy of a large group of adolescents with Learning Differences (LD) in comparison with age matched controls. The results suggest lowered self-esteem and greater behavioural problems in the LD group, but students with LD had elevated levels of self perception in General Intellectual Ability, Reading and Spelling compared to their normally achieving peers.

An article from the National Institute of Education in Singapore, from a group led by Prof Zachary Walker, evaluate the effectiveness of teachers at the Dyslexia Association of Singapore. This article examines the importance of using a theoretical framework for supporting creative writing with students with dyslexia. The teachers evaluated show strong evidence of understanding the need for these frameworks and applying them in their daily practice.

An article from Ben Seal presents a case study of two Chinese speakers at school in the UK, contrasting outcomes and demonstrating that one is dyslexic and

the other has more generalised problems.

The final two articles focus on adults with dyslexia in the UK. The final article in a series of feature articles from Neil Alexander-Passe examines a new theory of Post Traumatic growth, arguing that the difficulties experienced in school can provide an impetus for exceptional success in dyslexia. The article is well illustrated with a large survey and an interview study, providing converging evidence in support of these ideas. Finally, an article from Dr Margaret Meehan examines the experiences of a range of dyslexic students during their university degrees, and the impact that their problems have had on their success. In a future article we plan to present the views of staff at the University dealing with these students and how changes in support for dyslexia within the universities impacted on their practice.

In conclusion, this is a strong set of articles, with implications for the Asian Pacific context, and we hope that you will enjoy this issue and continue to contribute your articles for review.