

# SpLD Assessments

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SpLD Assessments

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

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

## THE ASSESSMENT PROCESS

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

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

## WE CAN ASSESS FOR:

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

## SPLD ASSESSMENT SERVICES

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

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

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

# THE ASSESSMENT PROCESS

