



## Editorial Comment

Dr Geetha Shantha Ram, Executive Editor

It is with great pride that we present this special issue of the Asia Pacific Journal of Developmental Differences (APJDD), commemorating a decade of publication under the auspices of the Dyslexia Association of Singapore. As we reach this remarkable milestone, we are delighted to witness the journal's steady growth, its expanded scope to include a diverse range of developmental differences and its commitment to fostering advancements in both research and practice.

Since its inception, APJDD has been dedicated to addressing major issues related to learning disabilities and developmental differences, providing a platform for scholars, academics, and professionals from around the world to share their insights and findings. Over the years, we have evolved to embrace a broader spectrum of developmental differences, acknowledging the significance of co-morbidities and the need for a holistic approach to supporting individuals with diverse learning needs. This evolution is a direct reflection of the Dyslexia Association of Singapore's revised mission. Key to our journal's success is the invaluable contribution of our esteemed scientific board of reviewers and the international editorial board, comprising eminent academics and professionals. Their expertise and dedication have allowed us to maintain the highest standards of ethics and professionalism in the field, ensuring that we publish cutting-edge research that impacts the lives of individuals with developmental differences positively.

In this 10th-anniversary edition, we are delighted to present seven outstanding articles that exemplify the breadth and depth of research on dyslexia conducted by academics and practitioners in Southeast Asia. These articles not only offer essential insights into the challenges faced by individuals with developmental differences but also propose innovative interventions and support strategies that can bring about tangible improvements in their lives.

Article 1, authored by Beth A. O'Brien, Tan Chee Soon, and Malikka Habib, investigates intervention studies within the field of learning disabilities, focusing on reading difficulties. The study provides critical insights into the challenges faced by teachers in addressing specific sound-symbol associations during interventions.

Article 2, by Fu Yu Kwok, Beth A. O'Brien, Stacey K. H. Tay, Monika Sobczak-Edmans, and Annabel S. H. Chen, explores brain network connectivity during verbal working memory in individuals with dyslexia. The findings shed light on the functional disconnection

between cerebral and sub-cortical regions, offering implications for improved diagnostic approaches and interventions.

Article 3, by Madinah Begum and Sujatha Nair from DAS, delves into bullying experiences among students with special educational needs (SEN) from a parental viewpoint. The study emphasizes the importance of parental and school support in reducing bullying rates among SEN students.

Article 4, by Suthasha Kelly Bijay and Shakthi Bavani d/o Sathiasilan, evaluates the impact of using Raz-Kids interactive electronic books (e-books) in early literacy intervention classrooms. The research highlights the potential benefits of incorporating e-books in improving comprehension skills and reading engagement among struggling readers.

Article 5, by Amrit Kaur Gill, examines the use of drama approaches to enhance communication skills in children with SEN, offering valuable insights for educators and teachers.

Article 6, by Hamadatun Najwa bte Yusuf Wahbi, investigates the challenges faced by English-Malay bilingual learners with dyslexia in acquiring the Malay language. The study suggests strategies for supporting bilingual learners with dyslexia.

Article 7, by Motohide Miyahara, Tessa Pocock, Isabelle Moebs, and Rie Konno, offers a comprehensive synthesis of subjective experiences related to activity and participation in individuals with Developmental Coordination Disorder (DCD)/Dyspraxia. The study underscores the importance of individualized evaluation and increased clinical resources to support activity and participation among individuals with DCD/Dyspraxia.

Each of these articles contributes significantly to the body of knowledge surrounding developmental differences and provides valuable insights for practitioners, educators, and researchers alike. As we continue to publish cutting-edge research, APJDD remains committed to making a positive impact on the lives of individuals with diverse learning needs. We extend our deepest gratitude to all the authors, reviewers, and readers for their invaluable contributions, which have enabled us to maintain the highest standards and advance knowledge in this critical field.

This 10th-anniversary edition celebrates the progress and achievements of the journal and highlights the continued dedication of the Dyslexia Association of Singapore and our esteemed contributors in advancing the understanding and support for individuals with developmental differences. As we look forward to the next decade of publication, we remain steadfast in our commitment to driving positive change and inclusivity in education for all.

---

## **ACKNOWLEDGEMENTS:**

Before I conclude this introduction, I would be remiss not to express our heartfelt appreciation and gratitude to the Editor-in-Chief, Dr Angela Fawcett, who has been the guiding force behind APJDD since its inception. Dr Fawcett's vision, unwavering dedication, and exceptional leadership have played an instrumental role in shaping the journal into the esteemed publication it is today.

Under Dr Fawcett's stewardship, the journal has flourished, evolving to address a wider spectrum of developmental differences and becoming a beacon for ground-breaking research and insights in the field of education and learning disabilities. Her unwavering commitment to maintaining the highest international standards of ethics and professionalism has ensured that the journal remains a credible and trusted source of knowledge for researchers, practitioners, and educators worldwide.

Dr Fawcett's passion for advancing knowledge in the area of developmental differences has inspired the scientific board of reviewers, the international editorial board, and all contributors to strive for excellence in their work. Her mentorship and support have fostered a collaborative and supportive environment, encouraging researchers and practitioners to share their invaluable expertise and findings, further enriching the journal's content. We are profoundly grateful for Dr Fawcett's tireless efforts and immeasurable contributions to APJDD.

As we celebrate the 10th year of publication, we extend our heartfelt appreciation to Dr Angela Fawcett for her exceptional leadership and guidance, without which this journal would not have achieved the remarkable milestones it has. Her legacy in the field of developmental differences research will continue to resonate for years to come, and we are honoured to have had the privilege of working with her.

Thank you, Dr Angela Fawcett, for your dedication, passion, and unwavering commitment to advancing knowledge and creating a positive impact in the lives of those with developmental differences. Your leadership has been instrumental in shaping the journal's journey, and we look forward to continuing this meaningful endeavour under your guidance.

With utmost respect and gratitude, we would like to extend our sincere thanks to Professor Rod Nicolson for his invaluable contributions to the comments for the Asia Pacific Journal of Developmental Differences (APJDD). Professor Nicolson has been a research partner with Dr Angela Fawcett for nearly 40 years. Their collaboration has had a profound impact on the field of developmental differences. We are immensely grateful for Professor Nicolson's endorsement of APJDD, which has further solidified the journal's standing as a credible and influential publication in the realm of developmental research.