



Editorial Comment

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It is a very great pleasure to publish the 4th 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 three 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 seven articles, the majority of which are drawn from the Asian context. The majority of articles in this issue are experimental studies that investigate the impact of a range of manipulations on outcomes for children at risk of dyslexia.

In the paper from Abir Al-Sharan and John Everatt from New Zealand, a controlled study is presented evaluating the impact of behavioural interventions on dyslexic children in Kuwait. The interventions contrasted a positive self affirmation approach with relaxation techniques, and found that there was a role for this type of support within schools, but that they worked most effectively when combined with multisensory teaching.

The second article by Dr Ong Hoon and colleagues from Sarawak describes the improvements achieved during a 3-week summer school with dyslexic children, using ubiquitous bottle tops as an aid to learning. This clever approach shows what can be achieved using everyday objects, even within a system where there may not be more formal methods of support and there can be shortages of equipment for intervention use.

The article from Yeo, Bunn and colleagues from the Dyslexia Association of Singapore, focuses on the important topic of Maths. The team present an analysis of performance pre/post a 6 months intervention for 39 dyslexic children. They show that targeted support can make statistically significant improvements for this group in addition, subtraction, multiplication, division, time, fractions, geometry, decimals, percentages and ratio.

The approach adopted by Professor Piero Crispiani and his colleague Eleanora Palmieri from Italy focuses on building the fluidity of motor skill and reading performance in children with dyslexia and dyspraxia. Following a case study of a 10 year old girl with severe problems undertaking an intense support regime, an experimental study is presented which

shows significant improvements in fluency of reading for the participants.

A second article from the Dyslexia Association of Singapore by Edmen Leong focuses on improving study skills in children prior to the important PSLE exam on leaving primary school. The results of this exam dictate the type of secondary schooling children receive and can be particularly problematic for children with dyslexia. Evaluating the design of the curriculum to impact on English study skills, and the success of the children undertaking the intervention over 4 terms showed almost 100% improvement across the groups, with significant improvements in all areas targeted.

The next article in this issue by Alexander-Passe addresses the important issue of stigma and disclosure in dyslexic adults. This forms part of a series contributed by this author, using mixed methods, the article considers perceptions of stigma in 29 dyslexic adults, a percentage of whom have suffered from depression. Following a strong empirical review of the area, the author demonstrates that, the majority of dyslexic adults have encountered discrimination and stigma based on their disabilities, although many feel that dyslexia itself is a gift. They recognised the need to work harder to achieve what others can achieve with less effort, and attribute problems in recognition of dyslexia to lack of knowledge across society. This research was undertaken in the UK, and it is likely that this stigma will be even more pronounced in Asian countries.

The final article by Landolfo and colleagues from the National University of

Singapore critiques the provision for dyslexia in Singapore. The report concludes that despite the efforts of the Dyslexia Association of Singapore in conjunction with the Ministry of Education, Dyslexia is currently under-identified and under supported in Singapore. This article calls for further investment in providing this support for children with dyslexia, including the further training and the provision of a specialist school for severe dyslexia, as well as raising levels of public awareness and tackling issues of bullying.

We hope that you find the current issue interesting and that you will consider the APJDD as an appropriate vehicle for submitting your own research. The journal continues to be available for free access and can be downloaded from <http://www.das.org.sg/publications/research-journal>