

SPEECH AND DRAMA ARTS PROGRAMME

Specialised Educational Services

UNLOCKING POTENTIAL

The aim of the SES Speech and Drama Arts Programme is to develop literacy, communication and presentation skills and boost the self-esteem of learners with dyslexia. Drama can be a powerful tool to help students with learning differences.

OUR APPROACH

Using drama activities, students have the opportunity to enhance their persuasiveness and confidence in communication and is designed to help:

- Freedom of expression
- Use of imagination and creativity
- Communication skills
- Role-playing and stage performances
- Learn to understand, interpret and process script
- Exercise their working memory and processing speed

The students will also learn the fundamentals of stage directions, character dialogues, music and light cues. Class sizes are kept to a maximum of 10 students and are conducted once a week in a 1.5 hour session.



Find out more:
www.ses.org.sg
6444 5700



RECOMMENDED FOR

Students with low self-esteem or low self-confidence, students who have difficulties expressing themselves as well as students who enjoy drama.

ENTRY CRITERIA

All primary school students are welcome to enrol.

Specialised Educational Services (SES) is a division of the Dyslexia Association of Singapore.

Specialised Educational Services

Speech and Drama Programme

Evaluation Report 2015

Pushpaa Arumugam

Assistant Director, SES Enrichment Programmes

Dyslexia Association of Singapore

BACKGROUND OF PROGRAMME

Speech and Drama Arts is an effective means of developing our students' talents and self-confidence, which in turn can lead to a more positive self-concept for a student. Our goal is to provide an outlet specifically for DAS students to express themselves, their inner feelings and emotions and to demonstrate their talents in a fun and artistic way.

In our observation, dyslexia does not only affect the academic component of learning, which is literacy but also emotional well-being of a student. Hence, we recognise that Drama is a powerful tool for self-development and we wanted to give students with dyslexia the opportunity to improve their self-esteem through our structured drama classes focusing on:

- ◆ language development,
- ◆ communication skills and
- ◆ personal development

PROGRAMME DESCRIPTION

Understanding the background and characteristics of our dyslexic students has allowed the team to develop a programme that would enhance their learning journey and discover their potentials.

OUR OBJECTIVES

- ◆ Identifying their inner strengths and hidden talents to boost self-esteem
- ◆ Developing literacy skills
- ◆ Develop effective communication and presentation skills
- ◆ Enhancing students' listening and concentration skill
- ◆ Drama For Personal Growth

We recognise that Drama is a powerful tool for building self-confidence, which in turn can lead to a more positive self-concept for our students. They are then able to express themselves, their inner feelings and demonstrate their talents in an entertaining and artistic way without inhibition.

Some of the activities in our drama classes help our students to enunciate words clearly and effectively to convey their intended message. For example, activities such as role-play provides stimulation in learning conversational interactions. This is a language-based activity where learners are given the freedom to express themselves freely with the use of the language while incorporating imaginative skills.

For our dyslexic students, shyness and fear of using English very often blocks learning. We recognise that Speech and Drama Arts as an effective means for developing our students' language skills such as reading, writing, speaking and listening. Hence, we provide an outlet for our students to use language in a fun, creative and engaging setting.

Listening and concentration skills are vital for an actor. Ranging from classroom lessons such as role plays to stage performances, students are required to understand the fundamental of stage directions, character dialogues, music and light cues.. Thus, our drama program will, with no doubt help dyslexic students to enhance their listening and concentration skills

Personal Development - We create opportunities for students to discover their strengths and weaknesses, organise their thoughts, attitudes and their feelings in the light of shared experience with their peers. Furthermore, they also learn to work together, to cooperate, to contribute, and to listen to and accept the viewpoints and contributions of others.

CURRICULUM DEVELOPMENT

The curriculum and lesson deliveries are influenced by **Multiple Intelligence (MI) Theory** that has a profound impact on thinking and practice in drama education and the **Orton-Gillingham (OG) approach** which is practiced by our Educational Therapist in the literacy teaching delivered under the MOE-aided DAS Literacy Programme (MAP). The SDA programme combines both approaches.

When the programme was first launched, we worked on a curriculum that had three stages; namely, Foundation, Intermediate and Advanced.

- ◆ Young Artiste (Foundation 20 sessions)
- ◆ Growing Artiste (Intermediate 20 sessions)
- ◆ Theatre Artiste (Advanced 20 sessions)

The Revised New Curriculum:

Moving forward, in 2014, the team revised the curriculum into a modular format. We planned a one year programme that will consist of 40 lessons. (Please see below the revised, new curriculum). There were two reasons for this change:

Student numbers: We were not able to accept new students on a termly basis, unless we have sufficient number of students to start the foundation level. The change in curriculum allows us to accept new students with the existing group and regroup them according to the age group.

Manpower: Secondly, there was a need for more teachers as the current teachers have to follow through the students moving to the Intermediate and Advanced levels.

CURRICULUM DEVELOPMENT 2015

Creative Drama & Literacy Through Drama Curriculum

With a whole range of highly interactive and enriching modules, SDA team planned to develop **a new curriculum - "Literacy Through Drama"** to meet the changing needs of our students. Literacy is one of the essential 21st century competencies, therefore, the SDA team has will step into the new year addressing this through our specialised Drama curriculum for the Upper Primary students and students who have completed the Speech and Drama Programme.

CREATIVE DRAMA CURRICULUM - DESCRIPTION OF THE 4 MODULES

MODULE 1: EXPLORING VOICE AND EMOTIONS THROUGH CORAL READING

This module provides an opportunity for students to develop fluency through reading of poems, using vocal and physical expression. Students will learn how to perform a choral reading text in 4 different styles such as Refrain, Antiphonal, Line-a-child and Unison. The main emphasis will be on learning how to express one's feelings through body language and developing speaking skills such as projection, clarity, expression and speaking in harmony which are needed in Choral Speaking Presentations

MODULE 2: DRAMATIC STORYTELLING

Our story telling program is designed to give students the chance to develop ways to tell stories in an interesting and exciting way using, masks, pictures and props. Based on a given story, students will learn how to create character voices, express emotions, facial expressions, body movements, eye contact with audience and most importantly, performance discipline.

MODULE 3: ROLE PLAY AND IMPROVISATION

Role play is the basis of all dramatic activity. In this module, students are encouraged to step into another character's shoes using improvisation techniques that promote creative expression, physicalising of thoughts, collaboration and teamwork. During the drama lesson, this can be used to great effect, challenging children to develop a more sensitive understanding of a variety of viewpoints whilst sharpening their language and movement skills. It helps children to acquire social skills, problem solving skills and also provide opportunities to be imaginative and creative.

MODULE 4: PLAYBUILDING TOWARDS PERFORMANCE

In this module students will create a short performance from practically nothing. Ideas are generated from issues, events, pictures, poems and themes. What they start out as and what the ideas finally become is part of the playbuilding process. In the process, students, will select a starting point and move on to a lot of discussion, brainstorming and even some improvisation. They will find the spine by collating the information as a group and work on scenes and physically act them out. Finally, students will reflect on their performance both individually and as a group. The process in the playbuilding skills allows students to experiment, discuss, collaborate, refine, choose and evaluate.

A Certificate of Participation will be presented to all students upon completion of each module.

CREATIVE DRAMA CURRICULUM FOR 7–8 YEAR OLDS

Term 1 - Module 1: Exploring Voice & Emotions through Choral Reading	NO. OF LESSONS
What is Drama & Pictures Alive! (Tableux)	2
Exploring Voice Production - PPPIT	1
Emotions (Vocal & Physical Delivery)	2
Expressive Voice Through 4 styles of Choral Reading	2
Preparation for Performance	2
Short Performance for Parents: Choral Recitation	1
Total No. of Lessons	10
Term 2- Module 2: Dramatic Storytelling	NO. OF LESSONS
Expressing Emotions through Voice	1
Whose Story? (Skills: Verbal Expression)	2
Story Web (Skills: Speaking & Listening)	2
Tell it Again (Skills: Speaking & Listening)	2
Preparation for Performance	2
Dramatising Stories - Short Performance for parents	1
Total No. of Lessons	10
Term 3 - Module 3: Role Play and Improvisation	NO. OF LESSONS
Role Play: based on Stimuli	2
Role Play: Theme based	2
Role Play: Characterisation	3
Preparation for Performance	2
Short Performance for parents	1
Total No. of Lessons	10
Term 4, Module 4: Playbuilding Towards Performance	NO. OF LESSONS
Introduction to play scripts	2
Exploring Characters through Voice & Emotions	2
Introduction to Poetry Theatre	2
Preparation for Performance	3
Final Performance for parents	1
Total No. of Lessons	10
Total Number of lessons per Year	40

LITERACY THROUGH DRAMA - DESCRIPTION OF THE 4 MODULES

MODULE 1: LET IDIOMS AND PHRASES DO THE TALKING

IDIOMS AND PHRASES

In this module, students explore the use of idioms and phrases in the English language. Through drama tools such as dialogues, tableaux, story crafting and reader's theatre, students learn to make meaning and apply idioms and phrases in appropriate areas of language usage.

MODULE 2: BETWEEN THE LINES

COMPREHENSION

Comprehension implies understanding a given article. In this module, through the exploration of various stimuli such as posters, articles, poems and story passages, students learn the art of constructing thought processes to read between the lines and make meaning.

MODULE 3: TRICKS OF THE TRADE

VOCABULARY AND ORAL COMMUNICATION

In language usage, choosing the right word and using the right tense play an integral part. In this module, students actively learn the nuances of using vocabulary and grammar effectively through drama games and activities.

MODULE 4: GET THE SHOW ON THE ROAD

SCRIPTING A PLAY

The last module for this year, is a culmination of all the literacy skills acquired through the year. Students apply their language skills to create and deliver an original story through forms of drama.

A Certificate of Participation will be presented to all students upon completion of each module.

LITERACY THROUGH DRAMA CURRICULUM FOR 9-12 YEAR OLDS

Term 1 - Module 1: Let Idioms And Phrases Do The Talking	NO. OF LESSONS
Class Lesson	4
Script Reading and Casting	1
Preparation for Performance	4
Short Performance for Parents:	1
Total No. of Lessons	10
Term 2- Module 2: Between The Lines	NO. OF LESSONS
Class Lesson	4
Script Reading and Casting	1
Preparation for Performance	4
Short Performance for Parents:	1
Total No. of Lessons	10
Term 3 - Module 3: Tricks Of The Trade	NO. OF LESSONS
Class Lesson	10
NO FINAL PERFORMANCE	
Total No. of Lessons	10
Term 4, Module 4: Get The Show On The Road	NO. OF LESSONS
Playbuilding Skills: Script Analysis and Characterisation	1
Playbuilding Skills: Stage Directions	3
Playbuilding Skills: Exploring Props and Costume Ideas	1
Preparation for Performance	4
Final Performance for parents: Short Drama	1
Total No. of Lessons	10
Total number of lessons per year:	40

EVALUATING STUDENTS' PROGRESS

The SDA team has planned to use two different methods to evaluate the students.

Overall skills learned in the specific module.

This method evaluates students after each drama component is covered. Students will be evaluated on the last day of the specific lesson / topics skills. Students will be evaluated on overall skills learned in the specific level. For example:

- ◆ Tableaux - on 3rd lesson,
- ◆ Miming - on 2nd lesson,
- ◆ Voice - on 3rd lesson... etc

A progress report will be given to their parents upon completion of each module.

Students' Evaluation method:

- ◆ Use rubrics to evaluate for skills taught by the 10th lesson (1 module)
- ◆ Observations by teachers during class for lesson 1 - 5 and the final performance.
- ◆ Student Evaluation Form (Annex 1)
- ◆ How is the score tabulated? Rubrics (Annex 2)
- ◆ Finally scores are tabulated for individual students (Annex 3)

Southampton Emotional Literacy Scale (SELS) Survey

Being a programme which promises to heighten self-esteem and self-confidence level of its students, SDA needs a tool to measure the efficacy of its objectives. The Southampton Emotional Literacy Scale was selected in Term 4 2014 to be the tool to measure our students' emotional literacy level. There is an increased awareness to discover students' strengths and weaknesses in the area of emotional literacy.

SELS touches two components;

- i) personal competence and
- ii) social competence.

There are three types of checklists designed to assess the emotional literacy of our students;

- i. parent's checklist,
- ii. student's checklist and
- iii. teacher's checklist.

The checklists contain statements that seeks the views of the student, parents or care-giver and teacher on the emotional literacy of the student.

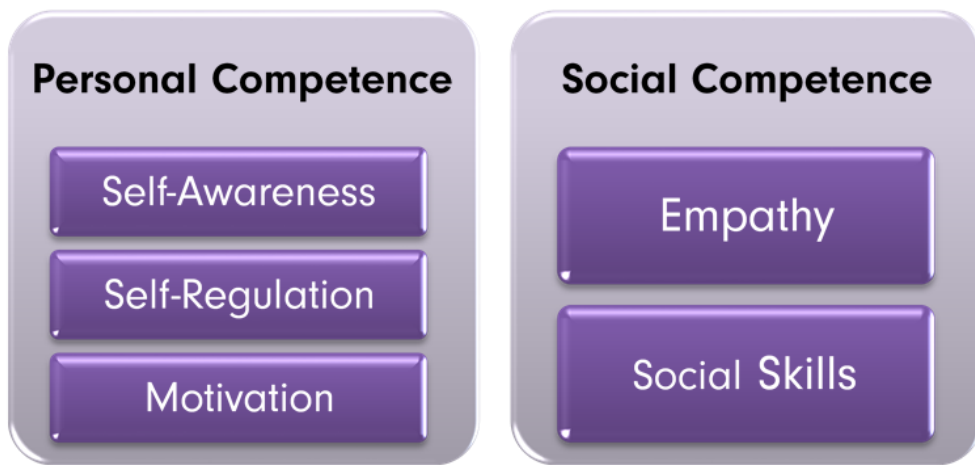


Figure1: Components covered in SELS

In Term 4 2014, SDA team approached 27 parents of our students to participate in SELS but we were not able to carry out the survey with those affected students. As there were few responses and some of the students were almost completing the Speech and Drama Programme, the SDA team decided to collect data from our fresh students in Term 1 2015.

Moving forward, we strive to provide a programme that will improve the social-emotional competencies and the literacy skills of our SDA students. The SDA team is committed towards the continuous improvement of our specialised Drama programme catering to the specific needs of students with dyslexia.

ENROLMENT

As of end 2014, there are a total of 28 students enrolled on the programme with an estimate of 5 of them receiving bursary support from the DAS.

With an expansion plan, SDA team is aiming to increase its total intake to 40 students in the coming year.

New Initiatives to increase the student enrolment - Trial Classes

To Increase the Enrolment the SDA Team conducted trial lessons for prospective students in Bedok, Bishan and Jurong Point Learning Centres. The response from the parents was good. There was a total of 22 sign ups and 18 attendees for the trial lessons.

The team has intended to continue this new initiatives in the coming year too.

TEACHERS TRAINING

To meet the increasing demands of the new year, 5 trainee drama teachers completed a Professional Certification Course (PCC) in Speech and Drama Arts in 2014. With the addition of our new teachers, we are now able to open new classes in other centres like Bedok Learning Centre and also utilise their knowledge and training experience during drama holiday workshops.

About The Training Programme

The Personal Certification Course (PCC) was designed for Educational Therapists who wished to hold dual-specialisation in Speech and Drama Arts. The course provided the knowledge and skills required to teach Speech and Drama lessons.

Course Duration:

Total of 20 hours over seven Fridays from 1 August 2014 to 23 September 2014 (there were some breaks during this period)

At the end of the course, there was a summative assessment lead to awarding competent learner with a PCC Certificate.

The assessment was based on:

1. Teaching Practicum - 25 minutes
2. Submission of a 1-hour lesson Plan
3. 500 words Written Journal

To further develop our SDA instructors professional qualification in the field, two Educational Therapists completed their Diploma in Educational Studies (Speech and Drama) in 2014.

In July 2014, Ms Aishwariyah (Asha), a Drama and Theatre Educator with 10 years experience in the field joined the team as a consultant. She has extensive work experience with many cultural, arts and media organisations locally and overseas. Asha is currently working towards a Master of Education (Drama) at Nanyang Technological University (NTU). She has since written lesson plans for two modules, planned and executed the above-mentioned PCC for the new SDA teachers. In addition, she also started looking into creating a resource pack for the SDA programme.

WIDENING OUR REACH

In term 2, 3 and 4 of 2014, we conducted three "Things I can do to Provide Support for my child (TIPS)" talks at our Tampines, Bishan and Rex Learning Centres. The topic covered "Effective Ways to Read with Your Child to Encourage Literacy Learning" was targeted for the parents of Primary School going children. The interactive and activity based talk was conducted for 90 minutes, ending with the question and answer session. The objectives and outline of the talk is as follows:

Objectives:

To enable parents of preschool and primary school going children to use effective storytelling and drama tools at home to address literacy development by improving oral language, reading and comprehension.

Outline:

- ◆ Discovering storytelling through drama as a powerful tool for literacy development
- ◆ Techniques to encourage children to appreciate good children's literature

- ◆ Learning how to select stories to interest and empower children
 - ◆ Learning how to craft and tell stories using Drama as tool
 - ◆ Encouraging children to re-tell stories
 - ◆ Learning dramatic storytelling techniques
-
- ◆ We have also opened up the SDA programme at our Jurong Point Learning Centre in term 3, 2014, with the intention of catering to our students residing in the west.

SDA Newsletter

The team came up with a new Initiative to reach out to our DAS parents and Internal Staff - The SDA Newsletter.

CLOSING THE YEAR 2014

Closing the year with a bang, SDA Staged a Final Year Performance with a total of 28 SDA students for 'Embrace Dyslexia Seminar' on the 20th of November 2014, at the NTUC Auditorium.

The performance titled "Castaway" was the original story created by our students in Term 3 through improvisation and story building activities. The performance was then scripted, devised and directed by the SDA team. After many hours of rehearsal, planning and preparation, our students made the SDA team proud with their wonderful performance. The experience provided our SDA students with a platform to prove their ability and showcase their unique talents.

SDA students then restaged the performance for an intimate audience of family and friends as a term end showcase on 22nd November 2014.

Finally, to conclude the year, the SDA team conducted a 10 hour Drama Holiday Workshop at Bishan Learning Centre, for a total of 18 students from both lower primary and upper primary levels from 24th to 27th November 2014.

FEEDBACK FROM TEACHERS



Amrit Kaur Gill

Educational Therapist & Drama Instructor

"I am extremely delighted to share that majority of the students in the Speech and Drama Arts programme have shown great improvement in their communication and presentation skills. When they initially step into our program, they experienced difficulties in expressing themselves, managing their emotions and working together as a team. However, over the terms with our active learning approach in classrooms have proven to be beneficial to these students. They now demonstrate better articulation skills, and work well as a team. Credit goes to our teaching methodology that allows the students to express their thoughts and ideas confidently in a safe environment without any inhibitions. This positive change is indeed commendable."



Muzdalifah Hamzah

Educational Therapist & Drama Instructor

"Reminiscing the time when the SDA Team had its first meeting back then in November 2012, our passion and dedication was focused towards building the social-emotional development of our students so that they would be 'bold and courageous' to pursue more successes in life. Today, our programme has developed further and groomed students in line with our initial objectives.

Through the non-intimidating nature of Drama, our students experiment with roles and values, while gaining self-awareness and discovering their own voice. Infused with stimulating activities, our programme promotes the active learning of literacy skills which benefits our students in different areas of development. Honing their skills and being able to grade their progression each term is truly a privilege for me. Undeniably, it was not an overnight success story for these children. Our students had put in a lot of effort and hard work every lesson, alongside with their Drama Instructors. Kudos to their parents for being so supportive!

FEEDBACK FROM PARENTS - TESTIMONIALS

"Andie is more confident now. It is fun for the children."

"Andrew is more animated at home. Great way to build his self-esteem and confidence."

"My children are always excited to come for the Speech & Drama Arts class. Good Job Teachers!"

"My son is happy and enthusiastic to attend every drama lesson. He is gaining confidence".

"The programme has improved her memory and attention span".

"My son can express himself better now".

"Saturday is the day he will wake up early all by himself and look forward to the drama class"

"Her self-confidence is improving".

" He is more expressive now. It shows that the programme has positive improvement in my child".

" Alan wants to go for the drama class even if he is sleepy because he is enthusiastic about the programme"

" Cheryl is now more confident and better able to take turns"

"The programme has helped Albert's reading and pronunciation"

"I am impressed that the kids came up with their own 'play' ...so wonderful!!

"Andy looks forward to the next term of FUN"

"We can see confidence level has improved compared to last time"

"My son, attended the Speech and Drama Arts (SDA) programme since it first started in August 2013. He enjoys the interactions with other children, learnt language in creative ways and improved communications. I am pleased that DAS has started the SDA programme last year. Thank you for the initiative."

"The stage is Awesome but today's performance is Super Awesome!

The children have practiced very hard; Despite of the challenges they have, they managed to perform very well with confidence! Love it!

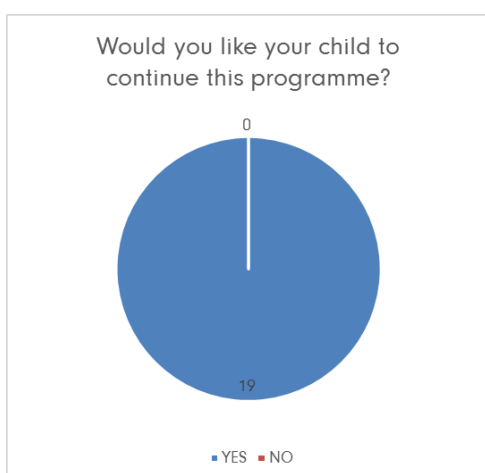
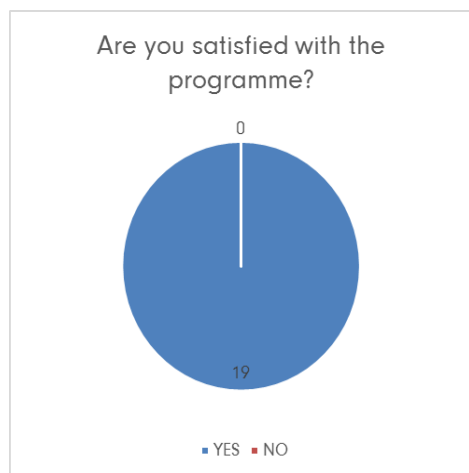
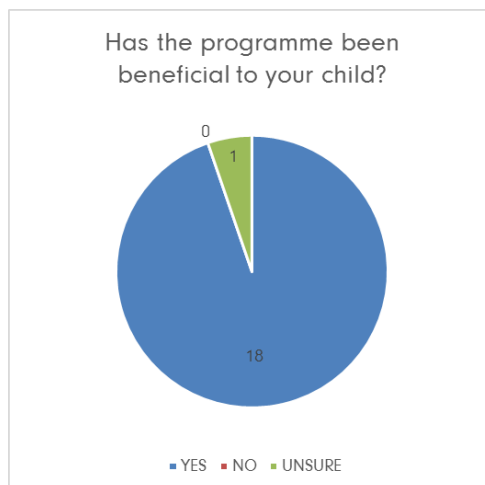
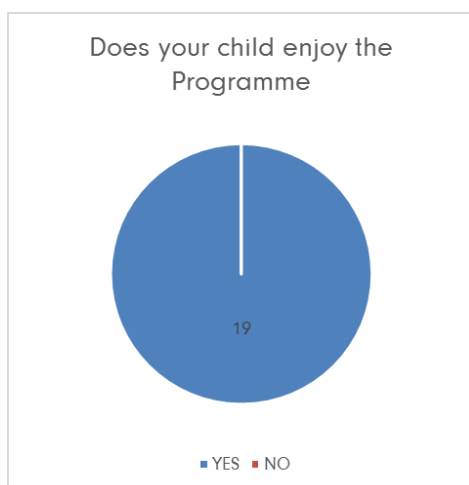
The teachers' seriousness, passion, patience and dedication are admirable too.

So proud of all of you! Salute! Thank you for your hard work and guidance to the children."

"Interestingly, since he started the Drama program, Daniel's school teacher noticed his positive change in his attitude; he has become more cheerful and he is happy to learn. Daniel has since improved extensively in his overall result this year and he will be receiving the Edusave Good Progress Award this year. Thank you very much for all the encouragements and positive notes flown to Daniel."

"In 2013 he had the opportunity to act in a Tamil drama aired in the local television creating awareness about dyslexia supported by DAS. Last year he acted in a drama presented at the Embrace Dyslexia Event. These opportunities provided by DAS have definitely boosted his self-esteem and discover his talents."

CREATIVE DRAMA PROGRAMME—PARENT SURVEY TERM 1—2015



PARENT COMMENTS ABOUT THE PROGRAMME:

Parents from the Creative Drama Programme were surveyed in for Term 1 and 19 feedback forms were received. Their comments about the programme are listed below:

How has the programme benefitted your child?

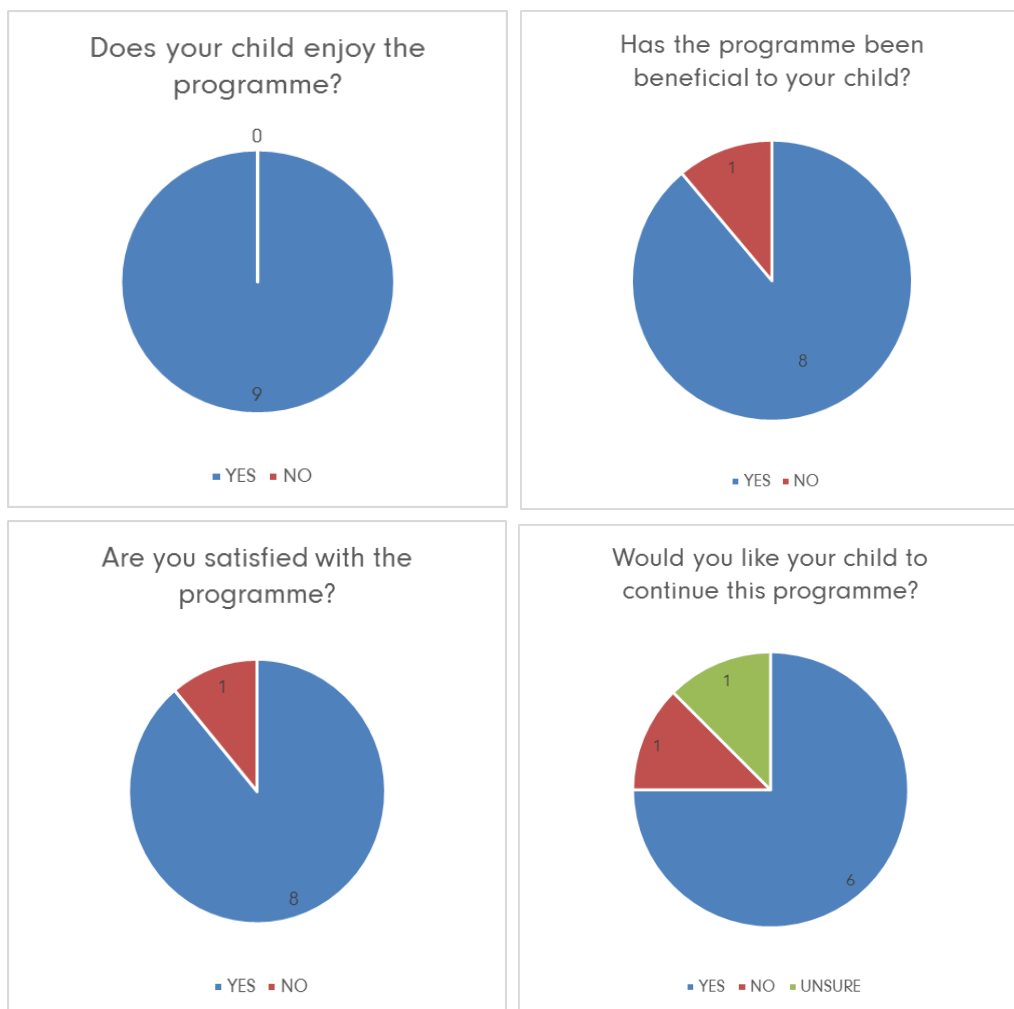
1. She can speak and express more.
2. Improving in confidence level.
3. Find her more confident and improve in her English.

4. Able to express himself and concentrate.
5. Able to stay focus for a longer period of time. Increased self-esteem.
6. Tries reading more (Road names, lables).
7. He has improved in his reading skills.
8. More confident, Reading better, put acting in his daily life (quite animated at times)
9. Confidence and Expression. She is able to express herself.
10. Confidence level has gone up. Can really see any specific improvement in other areas.
11. Confidence level. Reading ability.
12. Improved in confidence level. Reading ability. Able to understand instructions.
13. Confidence level.
14. Actually not sure but he seems to enjoy it. This is the only extra class he requests from me.

Which is the part of the programme you are most satisfied with?

1. The programme and the script given. She makes an effort to look through.
2. Developed a liking to perform.
3. My son's ability to stay focus and my daughter's ability to work independently.
4. The programme has build my son's confidence and concentration level.
5. More open in speech but confidence level remains low.
6. I am satisfied in the area of performance.
7. He is enjoying himself.
8. She is able to articulate very clearly.
9. Helps Ian in describing. Confidence in speaking aloud. Satisfied with small group session.

LITERACY THROUGH DRAMA PROGRAMME—PARENT SURVEY TERM 1—2015



PARENT COMMENTS ABOUT THE PROGRAMME:

Parents from the Literacy through Drama Programme were surveyed in for Term 1 and 9 feedback forms were received. Their comments about the programme are listed below:

How has the programme benefitted your child?

1. Reading Ability. Understanding Instructions.

2. Confidence Level, Reading Ability, Understanding Instructions
3. My daughter has gained confidence and able to read lines. Most importantly, she likes and enjoys the programme, which she shows interest in learning.
4. He is more dramatic at home. He likes coming for this class. I can see confidence.
5. She is more confident in front of people. Able to take instructions.
6. Confidence level
7. We didn't see any improvement.

Which is the part of the programme you are most satisfied with?

1. He managed to get his lines correctly and managed to play the lead role.
2. Communication.

FUTURE DEVELOPMENT

1) Building new curriculum for new 'Literacy Through Drama' programme

'Literacy Through Drama' (LTD) programme is an extension after the Creative Drama programme. This curriculum infuses the learning of the English language such as idioms and phrases, comprehension, vocabulary and writing with Drama instructions.

Our Drama Instructors are not only trained to facilitate high energy drama classes but also professionally trained to provide literacy remediation to children with dyslexia. With the knowledge and experience of teaching literacy to dyslexic children, our teachers are actively involved in building this new curriculum. Lessons in each module are thought out carefully to meet the diverse group of students who learn differently.

Objectives:

- ◆ to equip students with essential literacy skills
- ◆ to expand students' vocabulary bank
- ◆ to discover concrete meaning of words or phrases

It is very important not to confuse both Speech and Drama programme and Literacy Through Drama (LTD) programme, despite both programmes involve the learning of the English language through Drama. The former focuses on drama and theatre skills, reading fluency, building self-confidence and self discoveries such as expressions and emotions, while the latter heavily emphasises on the usage of the language using Drama activities as a tool

2) Expanding SDA & LTD programme to more DAS centres.

Currently, SDA & LTD classes are offered in these Learning Centres; Bishan and Jurong Point Learning centres. In the year 2015, we will be offering it in Bedok Learning Centre as well.

3) Continuing with SELS survey and collation of data

From parents' feedback, it is clear that SDA programme does bring positive change in our students. That is not sufficient to evaluate how well our students fare in emotional literacy. The team will continue to collect data from parents, students and Drama Instructors. With the data collected, the team hope it would provide purposeful information for us to support, encourage and intervene, where appropriate, in the social and emotional development of our students.

ABOUT THE AUTHOR



PUSHPAA ARUMUGAM

Assistant Director, SES Enrichment Programmes

Pushpaa is the Assistant Director for SES Enrichment Programmes. She has years of experience conducting enrichment courses for Kindergarten, Primary, Secondary, Junior College and Tertiary students. Pushpaa has obtained her Bachelor of Performing Arts majoring in Drama & Theatre Studies at Monash University, Australia in 2004. She is a National Arts Council Theatre Grant Award Recipient for the years 2001 – 2003. She has also obtained a Diploma in Educational Studies (Enrichment Education), accredited by The College of Teachers, UK.

Here at DAS, we recognise Speech and Drama Arts as an effective means of developing our students' talents, and self-confidence. Pushpaa's objective is to provide a channel specifically for our dyslexic students to develop their language skills, express their inner feelings, and demonstrate their talents in a fun and artistic way.