

FACETS

A Publication of the Dyslexia Association of Singapore — January to March 2012

Celebrating 21 Years

Xian Pin's Road to Success

Off to Sri Lanka

Walk for Success

Get out your pencils and paintbrushes

Issue 1, 2012 MICA (P) 190/02/2012



21 years of helping you achieve

FACETS

Dyslexia Association of Singapore

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21 Years
of Success

If you have any feedback or comment on this issue, please email us at info@das.org.sg

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FACETS

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EVENTS CALENDAR

MARCH

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|------------------|--|
| 15, 16, 17 March | Foundation in Supporting Learners with Numeracy Difficulties Course |
| 16 to 18 March | KIDZ Academy Fair @ Suntec City Convention Centre See Ad on inside back cover |
| 17, 24, 31 March | Essential Literacy Approach Advanced Course |
| 24, 31 March | Coping with Spelling Workshop |
| 31 March | FREE Computerised Testing @ Rex House, 73 Bukit Timah Rd 6336 2555 |

APRIL

| | |
|--------------------|--|
| 14 April | Effective Study Skills for Upper Primary and Secondary |
| 14 April to 19 May | Foundation in Dyslexia Studies Course |
| 21 April | Developing comprehension Skills |
| 28 April | Supporting Struggling Learners with Mathematics |
| 28 April | Walk for Success—Fundraising activity at the Singapore River |

MAY

| | |
|--------|------------------------------------|
| 12 May | Developing Writing Skills Workshop |
| 19 May | Reading Fluency Workshop |

JUNE

| | |
|--------|--|
| 2 June | DAS Graduation |
| 4 June | Cambridge International Certificate for Teachers and Trainers launch |
| June | DAS Students Art Exhibition |



Celebrating 21 Years

Gala Dinner

8 September 2012

Guest of Honour

DPM Tharman Shanmugaratnam

The Dyslexia Association of Singapore (DAS) celebrates 21 years of helping individuals with learning differences succeed in life. The DAS has a vibrant, committed and dedicated multidisciplinary team who are passionate about helping children.

The DAS has grown from a small non-profit organisation in 1991 with only 12 students to the one-stop centre it is today supporting over 2000 pre-school, primary and secondary students with learning differences.

The DAS also celebrates the recent development of the DAS Academy which delivers educational programmes to educators, professionals and parents who work, interact and support individuals with learning differences.

More recently, DAS International was launched as another wholly owned subsidiary company of the DAS which provides specialist psychological and tuition services to the wider community of Singapore and to the South East Asian region.

Celebrate the success of the DAS and join us at the Celebration Dinner in September.

For more information please refer to our website:

www.das.org.sg/21





Dyslexia Association of Singapore Celebrating 21 Years

The Dyslexia Association of Singapore (DAS) provides hundreds of thousands of dollars in financial assistance each year for dyslexic Singaporean students from low income families to ensure that they access the professional intervention that the DAS provides.

There is increasing demand for this type of support and the DAS relies on public donations to sustain its operations and to continue to help individuals like James* to escape the poverty trap that dyslexia and learning differences places on many Singaporean families.

** Names have been altered to protect the identity of our beneficiaries*

Mr Lim is a single parent who recently discovered he has dyslexia, which he now reflects was his main obstacle during his schooling days and now presently hinders his job prospects and advancement. His son, **James***, was a Primary School student when he was diagnosed with dyslexia and enrolled with the DAS after receiving a DAS bursary. Today, James is confidently studying at a renowned university.*

Sponsorship and Payment Information

Please consider joining us at the Celebration dinner on Saturday, 8 September.

Tickets and/or Tables can be purchased as indicated in the Sponsorship table.

For further enquiries, please contact:

Phone: 6594 0314
Email: events@das.org.sg
Website: www.das.org.sg/21

Sponsorship Levels – Tables of 10

Gold Sponsor @ S\$10,000 nett (\$1,000 per ticket)

Silver Sponsor @ S\$5,000 nett (\$500 per ticket)

Bronze Sponsor @ S\$3,000 nett (\$300 per ticket)

I am unable to attend the dinner, however please accept a donation towards the DAS

Payment by Bank Draft/Cheque:

Payable to: Dyslexia Association of Singapore

Mail to: 1 Jurong West Central 2, #05-01,
Jurong Point, Singapore 648886

Closing Date: Sunday, 12 August 2012.

Payment by Internet Banking/Telegraphic Transfer:

Account Name: Dyslexia Association of Singapore

Account No. 854418001

SWIFT code: OCBGSGSG

Bank: Oversea-Chinese Banking
Corporation. Ltd

Bank Code: 7339

Branch Code: 501

Please email events@das.org.sg to confirm your donation by T/T.
Fees received must be nett of all bank charges.

Thank you for your donation it will help children with dyslexia succeed

Celebrating 21 Years

Fundraising Activities for 2012

This year a number of fundraising activities are being planned to celebrate our 21 years of success in our efforts to help children with learning differences succeed.

The first activity is planned for Saturday 28 April, where we will be walking along the Singapore River.

Join us with DJ Rod Monteiro and his morning crew from 91.3FM who will be there to support us in our "Walk for Success"

The walk will be starting and finishing from Brewerkz at Riverside Point. Brewerkz have generously sponsored our event and have also provided us space for the registration and finish line activities.

For more information see the advertisement on the next page or view our website:

www.das.org.sg/walk

Our second fundraising activity will be the DAS Art Competition entitled "Reach for the Stars". The competition will conclude with an exhibition of DAS student artworks held during the June school holidays.

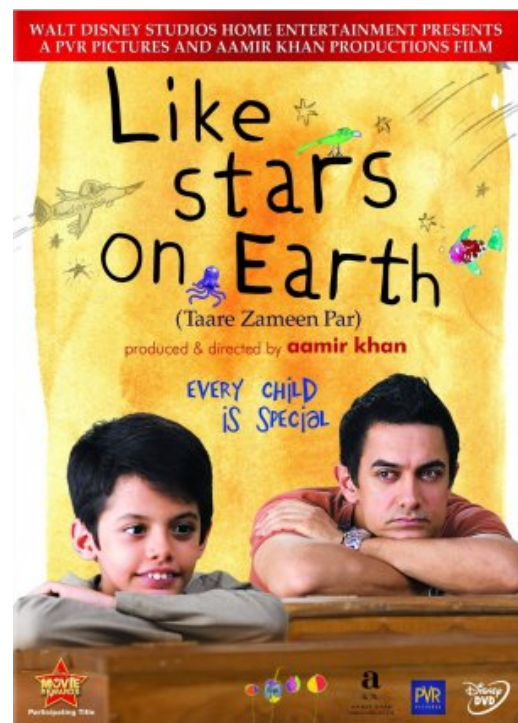
Details of the art competition can be found on page 47.

For more information about the art competition please view our website:

www.das.org.sg/art

Kid's let your creativity shine!!

Our third fundraising event will be the screening of the movie "Like Stars on Earth" (Taare Zameen Par). This is a moving story of eight year old Ishaan who just can't seem to get anything right in class. His art teacher, Nikumbh, soon realizes there is something wrong and sets out to discover why. With time, patience and care he ultimately helps Ishaan to find himself.



And finally, our last fundraiser will be held in September promoting parents to read to their children, with lots of fun activities in store for you.

More on this event in the next edition of FACETS.

If you would like to make a donation to support our fundraising events please make a donation at:

www.das.org.sg/donate.html

Or join us at the events and have lots of fun!!!

Walk for SUCCESS

along the Singapore River

Your generous donation helps support the education of students with dyslexia so that they can have success in learning.



Join us with DJ Rod Monteiro and his morning crew from 91.3FM for a scenic Singapore River walk to help raise much needed funds to support students at the Dyslexia Association of Singapore (DAS)

Entry Fee: \$ 50 Family
 \$ 20 Adults
 \$ 5 Kids under 12

For more information about the walk

www.das.org.sg/walk

**Saturday
28 April 2012**

**Start & Finish
Riverside Point
@ 9:00am**



Patron: Mrs Goh Chok Tong

Dyslexia Association of Singapore

www.das.org.sg | 6336 2555



We do what Werkz

Ad Astra Christmas Party 2011



A Collaborative Charity Event Between the Hwa Chong Institution Interact Club and the Dyslexia Association of Singapore

In the festive spirit of December, over 20 members from Hwa Chong's Interact Club selflessly hosted *Ad Astra*, a Christmas party for 30 of the DAS' students on 10 December 2011 at DAS Jurong Point.

Equipped with a slew of activities and games, the event took off at 11am with a series of handicraft workshops. The kids were taught how to make 3-D paper Christmas trees and paper trees out of handprint cut-outs, penning their wishes along with their cut-outs. Two young creative minds each won a huge candy cane for having the best decorated trees!

After a quick lunch break, the party swung into Christmas mood as the kids sang along to popular carols. The games that followed threw the kids into excitement with dozens of prizes given out through the classic games 'Pass the Parcel' and 'Charades'.

The event concluded after 3pm with a gift exchange, with every participant walking away with a goodie bag of candy! It was an eventful day for the volunteers who got to interact with the children and spread some festive joy.

Special thanks to the Hwa Chong Interact Club and Wei Jian for being such amazing hosts and for the well planned event. There were already talks of *Ad Astra* being an annual event and we look forward to future collaborations!





CREDIT SUISSE

Christmas Craft Workshop

It was the season of joy and giving!

On 3 December 2011, 19 Credit Suisse volunteers conducted a craft workshop in DAS Centre Jurong Point. 55 children participated in this workshop where they were taught how to make photo frames from ice-cream sticks as well as how to make pop-up cards for Christmas. The children were split into two classes where one class began on photo frames and the other class on Christmas cards, after lunch the classes were switched. In each class, the children formed groups of six to seven. Two volunteers were attached to each group to facilitate the workshop.



It was a day of creativity and fun as the volunteers worked with the children to create unique and attractive photo frames and cards to celebrate the arrival of Christmas. Materials used include ice cream sticks, colourful beads, crayons, felt cloth and coloured paper.

A Polaroid camera captured the smiles of the children in photographs which were placed in the self-made photo frames.



The children were very enthusiastic about the workshop which contributed to the joyous mood. Everyone left the workshop happy with two artistic works in hand.

Through the interaction with the children, the volunteers got a better understanding of Dyslexia as a condition. It was a rewarding experience working with the children and getting to know them better on a personal level as volunteers got to mingle with the children through the course of the workshop.

All in all, the Christmas workshop was a great success as everyone had fun and a good time.





Statutory Declarations 2012

Sin the beginning of this year, the DAS hosted its annual round of Statutory Declarations for DAS parents to ease their bursary applications.

Statutory Declarations is an additional service which provided parents a convenient alternative for our DAS parents. We are also honoured to have four professional lawyers volunteering with us.

This event was held at two DAS learning centres, Bishan and Woodlands respectively. We have received over 2000 student enrolments by the end of 2011, hence during our DAS Statutory Declarations 2012, we had a total of 186 beneficiaries turn up for the sessions, surpassing 154 beneficiaries in 2011.

Hereby, we would like to take this opportunity to thank each individual lawyer who took their time off to assist our beneficiaries:

- Ms Sim Bock Eng
- Ms Kee Lay Lian
- Mr Kevin Kwek
- Mr Raymond Chan

With the growing demand from our beneficiaries, DAS has decided to add DAS Tampines Learning Centre as a third venue for DAS Statutory Declarations in January 2013.

**If you are a certified Commissioner for Oaths and would like to volunteer with the Dyslexia Association of Singapore, kindly contact Sean at: sean@das.org.sg*



L to R—Kevin Kwek, Corina Lai (CFO DAS),
Kee Lay Lian and Sim Bock Eng



Amazing Race in Sentosa



The past two years of the Amazing Race held at the Zoo and Changi Airport have been highly successful and thoroughly enjoyed by all who participated. Therefore, it was no wonder that this year's Amazing Race held at Sentosa Island was not any different. A total of 17 families in groups of four, met at the Sentosa Boardwalk on a beautiful, breezy Thursday morning on 29 December 2011.

The Sentosa Amazing race had six pit stops where all the families had to struggle to complete the tasks within a specified time frame. It was wonderful to see how the whole family came together to figure out the clues at the various stops. Due to the nature of the trail, parents were huffing along while their children raced ahead eagerly urging them to 'Hurry Up!'

Sponsored vouchers for MacDonald's ice creams at the final pit stop were a delightful treat and great way to end the Amazing Race for our hardy participants.



The undisputed winner was the group "Noah's Ark" who have been staunch competitors of the Amazing Race over the last three years. They were lucky to win a \$100 Tangs voucher!

NUS Suit Up!



*Our DAS Recruitment team: (L to R)
Farhana, Roshni, Ashraf, Rita and Cheryl*

It was that time of the year again when we have interested students from NUS flocking towards our DAS recruitment team!

As a result of our rapid expansion, DAS was in search of some of the best University graduating students who wish to take their careers to a greater height with DAS! We had interested students dropping by our booth to find out more about DAS and its services.

Our recruitment team had an enjoyable and fulfilling day introducing the DAS to a wider community and at the same time raise awareness to the public.

We were also proud to be a participating organisation at the NUS Suit Up 2012 careers fair where we were lined up with major organisations like Coca-Cola, Siemens, Standard Chartered Bank, Keppel Land, and the Ministry of Education. The day ended with over 30 NUS graduating students signing up and expressing interest in having a career with DAS.

Rita Jegatheswari
Head, DAS Human Resources



Become a professional in the Specialist Psychology and Education Industry

DAS Recruitment drives for
Educational Therapists are held in
Mar/Apr, July/Aug & Oct/Nov and

Specialist Psychologists recruitment
drives are held in July and/or Oct.

For more information, please visit

www.das.org.sg/career-with-das

or email us at

jobs@das.org.sg.





Rosalyn Wee — a DAS Educational Therapist

My first job was at a brain development centre for very young learners, as young as a few months old in order to realize their potential early. Working there made me realize that there were many different types of students with various needs and that I would like to learn more about how to make a bigger difference in the lives of the future generation.

A Degree with Experience in Education

I still remember seeing a job advertisement in The Straits Times a couple of years ago. It was recruiting Trainee Educational Therapists to help children cope with Specific Learning Differences. The applicant must have a degree from a recognised university and with some experience in the education.

Mentoring and Professional Development

The successful candidates would go through a six-month mentoring programme, followed with a Post Graduate Certificate in Specific Learning Differences from London Metropolitan University. I was really attracted by the intensive training programme provided to the new teaching staff. Not wanting to waste a single moment, I applied for the job.

Rigorous Interviews

After two rounds of interviews, with quite a grueling test on phonics and a submission of a written essay plus a session where I sat in an

actual lesson to observe how teaching was done, I made it and was really delighted. Phew! I must say that was by far the toughest job selection process I have ever experienced.

Watching Amazing Transformations

One and a half years have gone by, and I have taught many students since the time I was a Trainee Educational Therapist. It is a joy to witness the amazing transformation of a low self-esteem reluctant learner who struggles with reading, spelling, and writing to one who perseveres and is more determined. Children who are finally able to grasp literacy skills have more confidence in themselves and come to DAS enthusiastically in anticipation of what they will learn and carry home with them that day.

Our Most Precious Resource

As I go on into my second year, the desire to help learners with dyslexia achieve has in fact increased. In the midst of attaining my Post-Graduate Certificate, I look forward to helping each and every child, which is also our most precious resource, boost up their literacy skills, and achieving their aspirations in the future. I am so glad that I have a role to play in that process.

"I touch the future, I teach."

Christa McPuliff.

Celine A Learning Support Officer (LSO)

Feelings on joining the DAS Teaching Staff

Signing my acceptance letter as a new teaching staff of DAS Education Division was an experience of joy, gratitude, and hope.

I will forever be thankful for this once-in-a-lifetime chance to serve as a facilitator for students with learning difficulties.

Views on my role as a Learning Support Officer

As a Learning Support Officer, I play an important role in forging the link between the students when they first come on board and transiting them onto the main literacy programme.

Before they start off with the Orton Gillingham approach and tackle the learning tasks required, they will need to have a good foundation in verbal communication, memory, concentration and focus – coupled with exposure to the basic phonic sounds by doing reading, spelling, and speaking during each class time. I am committed to help each and every learner in my care to attain a level of readiness to manage the main literacy programme.

I am responsible for facilitating Oracy and the Computer-Based Literacy Programme (CLP), to monitor each student in class, and to recommend them to ELA as soon as they achieve the required behaviour and performance levels.

Lastly, it is my responsibility to recommend



Celine with her student Ho Yijie

students who may be unfit or unprepared for oracy or CLP for review and to coordinate with the programme managers and their parents in working out the best intervention for them.

Students' general response to Oracy and Computer-Based Literacy Programme

Students have gained progress in verbal facility, memory and attention skills; as well as a certain level of exposure to basic phonics. When students are enrolled to Oracy or CLP, they attend with varying levels of motivations and expectations – with some of them having behaviour issues.

LSO coordinates with programme managers and parents to sort out any difficulty that may arise while students attend the said foundation programmes.

Personal aspirations

It is my personal aspiration to be able to offer to my students the best intervention that I am able to facilitate by providing the most suitable programmes and the best teaching tools and skills done in the most humanly possible way.



Dr Jessie Png shares with our Educational Therapists

DAS was proud to have Dr Jessie Png, senior lecturer at the NIE's Department of English Language and Literature, to share with us on the NIE teaching methods at the 2011 NIE Conference.

Dr Jessie Png is the sub-dean of School Partnerships and has experience working with teachers from both the primary and secondary school levels.

DAS to incorporate study skills

The inset began with her sharing what comprises of the major school examinations (PSLE, GCE O & N Levels) in Singapore. Our DAS Educational Therapists in Singapore had the honour to learn about the various sections of these major examinations, including what examiners usually look for in the students' answers. These are the skills that DAS believes that we could impart to our students.

DAS teaching in line with MOE Syllabus

The next session consisted of her inputs on teaching the English language. It was encouraging that Dr Jessie Png shared with us that the DAS teaching methods and the grammar and writing packs were in line with the MOE syllabus.

Thank you

Dr Jessie Png is an engaging speaker and our educational therapists have definitely gained a whole lot of insights from her.

Nur Alia
DAS Curriculum Team

The SpLD Landscape

Parent Support Group Sharing Session

Workshop: The SpLD Landscape
Date: 13th March 2011
Venue: Jurong Point Learning Centre
 #05-01— Phone: 6444 5700
Time: 11am – 12.30pm
Presenters: Wong Chong Lee
 Julia Ong
 Hani Zohra Muhamad

Ever wonder why your child can't sit still or is often restless and fidgety in class, or that you cannot seem to understand why his/her poor handwriting persists despite all efforts? Does your child seem to be easily affected by certain sound, light or smell?



Join Us in our upcoming SpLD talk on ADHD, Dyspraxia, Dysgraphia & Sensory Integration

Learn simple strategies to empower your child to cope better in school and at home. Support your child and build a strong teacher parent partnership.

*Attendance based on first come first served basis. For more information, e-mail:

hani@das.org.sg

No Two Children are the Same

Fintan flies into Singapore to talk about ADHD



Fintan O'Regan, a professional expert in the field of Attention Deficit Hyperactivity Disorder (ADHD), was invited by DAS to give Singapore school teachers a talk on the new developments of the study of ADHD on 14th February 2012. He also emphasized on ways to help children with ADHD improve their social and behavioural problems.

3 Main Types of ADHD

The Inattentive - This type is often overlooked, especially when inattentiveness cannot be observed directly.

The Hyperactive and Impulsive - They display symptoms like fidgeting, running around a lot, having difficulties sitting down, talking excessively and are often impatient.

The Inattentive and Hyperactive - This is a combination of both which is the most severe case.

Nature v's Nature

"ADHD is in fact hereditary," said Fintan "It is very important to see beyond a child's ADHD label, and not call the child the 'ADHD kid', but a 'child with ADHD'."

Parents, caregivers, and educators should not aim to change a child's ADHD behaviour completely. Instead, they should work around his or her unique personality, and help him or her adapt to the environment to better suit them.

No two children with ADHD are the same

No two children with ADHD functions the same and that is why parents, caregivers and educators need to come up with individualized approach to help

each child succeed in life. During the course of behavioural management, it is important to take into consideration the different co-morbidities that a child might have.

Fintan stressed that, "ADHD is not an excuse for bad behaviour. It is also not an excuse for not performing well in school or doing homework."

For severe cases of ADHD, medication such as Ritalin might help a child focus better in school. However, parents are strongly encouraged to incorporate education and behavioural strategies to help children cope with ADHD.

The SF3R Method

Fintan invented a useful strategy, the SF3R Method, to teach children the appropriate ways for learning and right behaviours. Below is a brief description of what SF3R stands for:

S refers to **Structure**. Parents, caregivers, and educators have to make known to their children a set of rules and expectations that they would not compromise with their children.

F refers to **Flexibility**. Some flexibility have to be used when it comes to disciplining their children such as allowing them to fiddle, or letting them get up and walk around during breaks.

The **first R** refers to **Rapport**. Parents, caregivers, and educators must seek to understand the child's point of view and build trust by engaging in active listening.

The **second R** is **Relationships**. It is necessary to help a child understand that building a good

relationship with their peers is important. Some key lessons include teaching them to take turns and getting them to understand their peers' needs.

Finally, the **last R** refers to **Role Model**. Parents, caregivers and educators must set a good example of how they want their child to act so that the child can imitate and eventually incorporate that practice into their own behaviour.

Fintan gave a great example of how parents, caregivers, and educators might shout at a child to stop him or her from shouting. This is a bad practice because parents are unconsciously modelling their child's behaviour. It is vital that parents or teachers be patient at all times.

Helping a Child with ADHD to Study At Home

It is crucial for parents to place their children with ADHD in a friendly and non-distractive environment when they are doing their homework. The buzzing sound of the air conditioner, computers, toys and windows are sources of distractions that children with ADHD should stay away from when they are studying.

For children with short attention span or difficulty concentrating, limit the number of questions at one go. Have the child complete one or two activities per page instead of all the questions.

Taking regular breaks also helps increase the child's productivity and attitude towards the task. Parents or teachers are encouraged to use a timer to help regulate breaks.

Fiddling or Doodling Helps

"Fiddling or doodling might help the child concentrate and manage their behaviours," added Fintan.



He emphasized that it is important to create a structural activity and enforce rules in favour of the caregivers. For example, if you are introducing a fiddler to a child, be sure not to take it away immediately if you see no immediate results.

Instead, give it some time for it to work.

Fintan discouraged the use of blue tacks and stress balls as fiddlers because it could cause disruptive behaviours in some children. Instead, tangle toys or concentrators are some good alternatives. Fintan also reminded all parents, caregivers, and educators to set rules and regulations when it comes to playing with tangle toys to prevent children from throwing or hitting other people with it.

To help children with ADHD improve their handwriting, papers with printed lines and margins help the child align their handwriting.

Creating daily assignment schedules such as a timetable would be a great way to get children organised. To help them organise their homework, it is useful to provide different folders for each subject. Colour coding books and colour folders would help the child organise better. Another way to improve a child's organisational skills is to keep post-it notes to allow children and their caregivers to write down their thoughts and daily tasks.

About Fintan O' Regan:

Fintan O' Regan is one of the leading specialists in learning and behaviour in the United Kingdom (UK). He was originally trained as a Secondary Science and Physical Education (P.E.) teacher and went on to become Headmaster of the Centre Academy School, regarded as the first specialist school within the UK for children with ADHD and Oppositional Defiant Disorder (ODD) from 1996 to 2002. He is currently a behaviour and SEN consultant for the Specialist Schools and Academies Trust (SSAT) and an associate Lecturer for Leicester and Brunel Universities, the National Association of Special Needs (NASEN) and the Institute of Education. He is also an educational consultant for ADDISS and the **Chairman of the European ADHD Awareness Taskforce.**

(adapted from: <http://www.fintanoregan.com/about-2>)

**Shared by Rosalyn Wee,
Educational Therapist,
Bishan Learning Centre (March, 2012)**



ENCOURAGE YOUR CHILD TO COMMUNICATE ACT NOW!

By Helen Driver
Senior Speech and Language Therapist
DAS International Services

Communication skills are the building blocks of a child's learning and development. Developing this skill is an intricate process that grows through the child's interactions with people and their environment.

Research shows that early developmental language deficits do not always disappear. If your child is showing early signs of a communication difficulty then the importance of early intervention is paramount. Persisting speech and language deficiencies have an impact on learning and children can develop associated behavioural or emotional difficulties. Undetected and untreated speech, language and communication problems can lead to difficulties with the development of literacy. The extent of need for some older children with learning needs could have been reduced by seeking help sooner.



Early Detection is Vital

As a parent if you are concerned that your child is not communicating as well as his or her peers then seek advice from a professional who will be able to provide accurate identification, assessment and diagnosis of speech, language and communication needs. Listening to family and friends saying 'don't worry, he/she'll grow out of it' or 'it's ok her grandfather didn't talk till he was 3 years old' or 'he is fine, boys are slower to develop than girls' may waste precious time.

Early Speech Intervention promotes confidence

Speech and Language Therapists can help children express themselves, listen and understand others. They work with parents to create positive parent-child interaction and identify activities and daily routines as language learning opportunities. Direct speech and language therapy intervention may be required for a child showing significant signs of struggling to understand or speak.

Follow your instincts

Parenting can be a daunting task. Parents cannot be expected to know everything about child development and the development of speech and language. However, if you have a gut feeling that something is wrong then follow your instinct and refer to a speech and language therapist sooner rather than later.

This article was published in Singapore Child December 2011 and is reproduced with their permission.



Body and Soul with Daniel Martin

Dr Louise McCauley
Consulting Educational Psychologist
DAS International Services

It was an honour to be invited to be interviewed by Daniel Martin on 938LIVE Body and Soul aired weekdays from 9-10am. Daniel was the perfect host, and put me at ease immediately through his personable and chatty style. Special needs is something that is close to Daniel's heart and he works with special needs children on a voluntary basis. Like most of us he is concerned about the lack of services, both social and educational, for young adults who have moved out of the education sector and are required to be independent and start living their lives more independently.

Diagnostic Tools and Developments

Daniel was keen to talk about diagnostic criteria due to the controversy that has surrounded the yet to be published revised Diagnostic and Statistical Manual (DSM-V). We chatted about the issues of concern, specifically under diagnosis of females, as well as the removal of 'Asperger's Syndrome' as a separate diagnostic label. The rumour is that in the new DSM-V the umbrella term 'Autism Spectrum Disorder' will be used and more complex labels, such as 'PDD-NOS' and 'PDD,' will no longer be used.

Autism in Singapore

We moved onto talking about autism diagnosis within Singapore. It appears that doctors and psychologists are using the Autism Diagnostic Observation Schedule (ADOS) and the Autism Diagnostic Interview (ADI-R) in order to explore whether a child meets the criteria for diagnosis. Both these assessment tools are seen as 'gold standard' and are valid and reliable measures.

Observation and Behaviour

It is important that a diagnosis is based on observation of the child within the clinic setting and school setting and a parental interview is

conducted in order to explore whether patterns of behaviour were present before, or from the age of 2.

Early Signs

Signs of autism are usually present by the age of 2 or 3 years, any of the following signs are reason to have a child evaluated by a qualified psychologist, paediatrician or psychiatrist:

- Delay in smiling
- Failure to follow a parent's gaze
- Failure to respond to his/her name or a parent's pointing gesture
- No babbling by 12 months of age
- No gesturing (pointing, waving goodbye etc) by 12 months
- No single words by 16 months
- No two-word spontaneous phrases by 24 months
- Any loss of language or social skills, at any age

Early Intervention promotes positive results

The earlier that parents seek an assessment by a specialist for their child the earlier intervention/specialist support can be introduced. Research (2001) indicates that the average age of diagnosis in Singapore is 3 years (60% of research sample), which is much younger than in the UK or USA.

This is very positive as there is an ever increasing research base documenting that early intervention has positive results in terms of functional skill development, improved social skills and improved communication skills.

**Body & Soul is heard weekdays
9-10am on 938LIVE**

"We aim to motivate the young mind to develop a love of learning to become happy, successful and independent learners."



We assess for:

- Dyslexia
- Dyspraxia
- Dysgraphia
- ADHD
- Asperger Syndrome
- Autism Spectrum Disorders
- Non-verbal Difficulties
- Auditory and Sensory Issues
- Articulation Difficulties
- Stammering
- Social Communication Difficulties



DAS International
Empowering Successful Learning

73 Bukit Timah Road
#05-01 Rex House
Singapore 229832

info@dasint.org.sg | www.dasint.org.sg



www.facebook.com/dasinternational

We have a solution for your child's educational needs

6336 2555

✓ **Psychological Assessments**

Our multi-disciplinary team have extensive experience assessing individuals with behavioural, developmental & psychological issues that lead to learning differences. Our reports are recognised world-wide.

✓ **Occupational Therapy**

Our Occupational Therapist will assess children who have motor coordination, balance, posture and sensory processing difficulties, and can focus especially on handwriting concerns at all stages of development. Direct therapy as well as advice about programmes of activities for parents and teachers can be provided.

✓ **Speech and Language Therapy**

Our Speech & Language Therapists provide speech assessment and therapy to help children develop their communication skills. Assessments can be completed on children from 2½ to 18 years.

✓ **Specialist Tuition Services**

Specialist tutoring is offered on a one-to-one basis tailored on the individual profile of the child. Our tuition takes a problem solving approach that targets individual needs. Your child need not have learning differences to enjoy the benefit of our tuition services.

Empowering Successful Learning



By Anaberta Oehlers-Jaen,
Head, DAS International Services
Senior Educational Therapist

Anaberta shares the experiences of one of our Specialist tutors who went to Sri Lanka for an intensive tutoring programme.

As part of our student support services, the newly formed subsidiary DAS International sent one of our Specialist Tutors to Sri Lanka last December on a two weeks assignment to provide specialist tuition to the students there.

This was DAS International's first venture overseas, hence lots of planning and coordination was required. The students' Psychological Reports, Individual Education Plans and teaching resources were carefully compiled prior to our tutors departure.

When the tutor was asked what stood out for him most during his visit to Sri Lanka, he commented, "As this is an overseas assignment for me, I must first fully understand the different areas of concerns before jumping right into interventions. By doing so, it greatly assisted my clients. This is the way towards holistic education. Besides that, it also helps to strengthen my skills as an educator. It is necessary to change my approach by incorporating many other techniques which then makes me more versatile when I'm put into an international context."

He also mentioned that keeping a log of all the students' works enabled him to see how much was covered during his stay and how effective his strategies are. He said, "It helps me to develop post-intervention measures. And even though I may not be able to carry out my

post-intervention measures this time, it will serve as a guideline for any educators who will be providing remediation in the future".

Last but not least, our specialist educator would like to express his gratitude towards DAS International. He shared,

"Thank you DAS International for providing me with this opportunity to develop professionally. I definitely look forward to making an impact on the lives of these young people in the near future!"

DAS International looks forward to extending our services to students in such regions who do not have direct access to specialist tutoring by organising future trips like the to one to Sri



Lanka. Through the use of Skype tutoring, our Specialist Tutors will continue to support these students in these regions.

*Special thanks
to our
Specialist Tutor
Mr. U*



Explaining the complexities of Dyslexia

By Dr Tim Bunn
Consulting Educational Psychologist
DAS International Services

Tim has written a scenario between an Educational Psychologist and Mother after the an assessment has been completed on her son. He is explaining his report to the mother and his diagnosis.

Madam Wong: So, is my Jiang Jie dyslexic? Will he get extra time in the PSLE?

Dr Ken: I think he probably is.

Mdm Wong: Well that is a relief, that explains why he has trouble at school, but what do you mean he “probably” has dyslexia?

Dr Ken: Let me try and explain. Dyslexia is the most common disorder of development for us modern humans, and we’ve done more research on it than almost any other problem, but we’re still a long way from any final answers.

To tackle the problem most psychologists and teachers have agreed to start with a “working definition” that *developmental* dyslexia is when a child has more than usual difficulty learning to read or spell at the word level, in spite of adequate teaching.

Once you have a working definition, you can agree which children you are looking at. Then comes the hard bit: why do some kids have difficulty learning to read and spell and not others?

For those of us lucky enough to learn to read easily, we usually don’t really know how we did

it. When it is harder, as it is for some boys, we have to try and dig deeper into what is going on, and even now we are really only beginning to understand how learning something as complex as reading works in the human brain.

Mdm Wong: Oh! so there is a difference between boys and girls?

Dr Ken: Boys are about 3 times more likely to have dyslexia than girls in Singapore today, and that’s pretty much the same in most developed countries. Why? We aren’t sure, but maybe boys brains develop a little bit differently, or perhaps they are not quite so good at language as girls generally, or perhaps girls are a bit less vulnerable than boys to all the many things that can go slightly wrong with their development at an early age.

But maybe there are some advantages at the end of the day. Boys may still be more able to “think outside the box”, to become brilliant scientists and leading businessmen.



There are lots of famous dyslexics, not all men, but many are. And yes, dyslexics do have to work a bit harder and they do need more help, so they may need some recognition in exam accommodations that enable them to answer in a reading and writing environment without an unfair disadvantage.

Mdm Wong: Ok, so what does this all mean for Jiang Jie?

Dr Ken: For some children it's very obvious they have difficulties with reading and spelling, in Jiang Jie's case it's more subtle.

He's already 9 and he's been making a lot of effort and he's managed to get by so far, with the extra tuition you have arranged for him. But he still is quite slow to work out hard words, and remembering what order the letters go in some words is harder than average for him.

I think we need to give him some more specialized help to try and give him greater fluency with reading and of course to make spelling less of a chore. However, Jiang Jie is clever in many ways, especially with shape and space problems.

Mdm Wong: So you recommend more specialised help. What does that mean?

Dr Ken: Jiang Jie has a subtle difficulty with phonology – that means hearing the individual sounds that words are made up of – the phonemes – and then working out how to change the phonemes into the correct letters in the right order.

It's made harder in his case because he struggles a bit to hold onto information as he works on it – his working memory is a bit limited, and so to remember the question he has to answer and to drag out of memory what he needs for the answer all take more effort and maybe a bit longer too for him.

He also has a bit of a naming speed difficulty. So getting all the huge amount of data he has stored in his brain out quickly to work out what a word is takes just a bit longer, and so it gets muddled.



Mdm Wong: But what do I need to do?

Dr Ken: You have to keep him positive, and not let him get disheartened.

Finding things that he can do well at, like archery which I know he enjoys, a good diet does help, and plenty of exercise and relaxation, as well. The best way to help is to be positive and supportive and actually teach him more systematically how to remember the tricky words.

Often that involves using more of his strengths in art and movement to help remember the difficult bits in words.

Many kids with a profile like Jiang Jie also need help to stay organised and if you can help him to understand how to manage his time he will feel more in control of his studies.

You have to find some extra money for tuition and maybe a laptop for him. And you need to help him with reading and writing practices whenever he needs you, and at the least you need to make sure he is keeping up with practice himself.

It's a really important fact that poor readers actually read only a small fraction of what good readers do. So the good readers are exposed to and learn many, many more words while they read, and the poor readers get left behind. It's tough, and it's called the Matthew Effect.

We need to step in to increase the amount of useful practice people like Jiang Jie are getting to try and reduce the gap between him and those students who read without any effort.

Mdm Wong: What do I tell his school and his teachers?

Dr Ken: His school can help by recognising that he has more than usual difficulty with words. They need not to make too much of spelling mistakes in his case, and pay more attention to what the ideas he's trying to express.

They need to talk positively about dyslexia, and help him work out ways of dealing with stress and giving him some help with revision and study strategies. For example, they might teach him more about planning what to say when he has to write a composition using "Mind Maps", and they might let him use a computer for long pieces of writing more often.

If you want I can help explain this assessment report to his teachers and advise them on teaching strategies that they can use with Jiang Jie to make him more successful in the classroom and with his school work.

Mdm Wong: Can you ask his teachers to give him less homework?

Dr Ken: No, his school will, I hope, be sensible and recognize in Jiang Jie's case that he is trying hard and producing the best he can.

I don't want to give him an excuse to take it easy. But you can help him with homework – don't do it for him, but help him by setting up a good place where he can work without distractions, at a good time (not too late). And then help him to sort things out: make sure he understands what he's got to do, and remind him where he can get information from.

Let him bang out a first go on the computer and then you can save him a lot of frustration by offering to help him get it into a sensible sequence. My guess is he has lots of good ideas, but he tends to go all over the place rather than explain the ideas clearly.

Mdm Wong: You mentioned he might need specialist tuition. How will that help him?

Dr Ken: He needs to go to a good tutor, probably in a very small group with other children at about the same level, and follow a systematic programme to build up his phonological and memory skills.

I doubt if we can make much direct difference to his recall speed problem – there are some programmes that claim to work, but I'm not yet convinced. But we do know that phonological and memory weaknesses can be helped, and that they do make a difference to children with dyslexia.

Tuition is direct training to improve reading and spelling, but it's done in such a way that the underlying weaknesses are addressed and compensated for. I would like him to go 3 or 4 times a week at first, but I'm afraid that's not practical. But the government will support two sessions a week, and that works in most cases.



Mdm Wong: So why did you say Jiang Jie "probably" has dyslexia?

Dr Ken: I'm sorry. I said "probably" because I'm interested in us getting a better and better scientific understanding of dyslexia and what we can do to help.

There's no such thing as certainty in science – we are always trying to find weaknesses in our theories so we can make better theories. It's the same with dyslexia; research into the human brain is very complicated.



I am as sure as anyone can be that Jiang Jie has a genuine difficulty in learning, that he needs specialist help, and that with help his "difficulty" can become a blessing.

So I am happy to describe him in my report as "dyslexic". He needs recognition for the greater effort he has to make, through getting extra support inside and outside school.

Mdm Wong: Thanks, Dr Ken.



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HOW PARENTS CAN HELP

Learn about your child's difficulty, acknowledge the challenges and stay positive.

Accept your child for who they are and don't impose your sense of who they should be.

Recognise, encourage and develop your child's abilities and talents, build their self esteem.

Help them to stay organised with school work, show them how to plan their time

Show interest in what they do, provide resources and support.

Involve yourself in the school community, be available to help and show support.

Be a partner with those who are helping your child, communicate effectively and provide feedback.

BE:

protective, organised, calm, relaxed, happy, supportive, imaginative, giving of your time and love, actively reading to and with them, ready to give lots of praise, a good listener.

DON'T:

judge, blame, be impatient, use sarcasm, give up, overload their time, stress out, do what they can do for themselves, ignore a problem.

Support DAS Psychological Assessments

The DAS provides dyslexia screening on a pro-bono basis to children residing in Singapore. Based on their results, they are recommended to attend a full assessment that is conducted by an educational or specialist psychologist. A psychological assessment provides an objective measurement of a child's abilities in a variety of areas.

The child is tested for intelligence, literacy abilities and ability to use psychological processes of imagination, creativity, reasoning with language. As no two dyslexics are the same or have the same type/severity of difficulties, an assessment is vital.

Benefits of an Assessments

1. Provides useful information about your child's cognitive abilities, memory and literacy skills which you can share with your child's teacher/tutor.
2. Gives greater insight into the nature and extent of the difficulties that your child may have or if speech therapy may be of benefit.
3. Helps you identify the appropriate learning programme based on your child's learning needs by knowing the cause of your child's difficulties.
4. Helps you identify your child's profile of strengths which he/she can make use of in learning.
5. At the DAS, our psychologists will provide a personal explanation of results of assessment together with a written report.

6. The DAS assessment report is recognised by the Ministry of Education. An assessment report is required when requesting for accommodations for a child in school or during exams.

Support a Child's Assessment

Due to financial constraints, many children have not come forward for an assessment to determine the severity of their condition despite being recommended to at their screening. Dyslexia is a condition best treated in the early stages, and we urge for financial assistance for these children to allow them to maximize their potential.

Pre-School Assessment **S\$375**
(inclusive of GST)

Primary & Secondary Assessment **S\$695**
(inclusive of GST)

If you wish to support a specific child's assessment or simply supporting a needy child, contact Sean at sean@das.org.sg or 6594 0314.

More information about donating to the DAS can be found on our website:

www.das.org.sg/support-cp/support-da.html

The DAS conducts means testing to ensure that the neediest of children will benefit from your contributions

NTUC Income OrangeAid Bursary For Preschool Remediation

"Levelling Playfields, Equalizing Opportunities"

In 2006, DAS developed a dyslexia-friendly preschool programme catering to K1 & K2 level students who are at risk of literacy delays. The programme is tailored according to each individual student's needs utilizing a multi-sensory approach in achieving its primary goal of providing early intervention and bridging the gap between these students and their peers prior to Primary One.

Six years on since its inception, the programme is now expanding. With the support of NTUC Income and its CSR initiative, OrangeAid, DAS is now capable of reaching out to more children, especially the disadvantaged among them. A generous grant of S\$120,000 towards bursaries effectively triples the enrolment of students from lower-income families to access the early professional remediation these children require to succeed.

In addition, each student receiving this bursary will benefit from a full psychological assessment at the end of the year to diagnose their learning difficulty – an essential procedure to be enrolled into the main DAS remediation programme, facilitating a seamless transition between preschool and primary.

Bursary applications are now open* and in its pilot year of 2012, DAS will be extending its outreach to other preschool centres in the region, including the PAP Community Foundation (PCF) kindergartens and NTUC First Campus schools. The static enrolment ceiling of 80 students now looks set to grow to a 100 which we hope will continue to increase with further support in the coming years.

The DAS is thrilled to be working with such an organization who shares a vision to equalize opportunities for children and youth. We foresee an exciting year ahead for our preschool division!



**To find out more about DAS bursary applications, please approach any of our learning centres, or e-mail:*

info@das.org.sg

SMART Board Enables Smart Teaching



Jeanne, with two of her students, having fun learning with the SMART Board

As technologies continue to advance in the 21st century, it is only a matter of time before classroom technology becomes readily available. The Dyslexia Association of Singapore (DAS) was honoured to receive a donation from IBM staff last year in their efforts to raise awareness for non-profit organisations.

IBM's Generous Donation

In an effort to revolutionise meaningful learning among dyslexic students and students with learning difficulties, IBM's generous donation went towards the purchase of two SMART Boards which were installed at the Ang Mo Kio Learning Centre and the Queenstown Learning Centre. The SMART Board was the first to be used with students at the DAS. Additionally, the SMART Board was used as a feature product during our Assistive Technology Seminar in November 2011.

Hands-on Interactive Learning

SMART Board is a large, touch-enabled whiteboard that instantly engages students

with hands-on, interactive learning. According to Jeanne, one of our Senior Educational Therapists, the use of SMART Board helps in the managing of behavioural problems in classrooms. It also helps students with Attention-Deficit Hyperactivity Disorder (ADHD) focus better during the lessons. Jeanne said, "The touch screen interactive feature has heightened interest in class and the students look forward to attending classes each week!"



Students learning spelling rules with the Nessy Learning programme on the SMART Board

Enhances Multisensory Teaching

Gone are the days when students sit passively at their desks listening to a teacher deliver lessons. The SMART Board makes learning more interactive and engaging because students get to move around. This fits into the multisensory teaching approach that DAS uses in its classes.



Secondary school student doing syllabication activities on the SMART Board

Technology Empowers Educators & Learners

Besides contributing to a creative way of learning, SMART Boards also benefit the educators using them. DAS educators feel like they are the ones controlling the technology in a way that empowers them to be better.

"Personally, having this board in class is such a bonus because I can store all my teaching digitally. As compared to the conventional whiteboard, which I have to erase constantly to make space to write more, the SMART Board allows me to just flip to a new page to write. This is a huge advantage because we have so many classes to teach and we can now refer to what we have taught after the class is over," said Jeanne enthusiastically.

The recent introduction of SMART Boards to DAS classes has greatly benefited both students and educators. Generally all students find them cool!

Support our Success

With your support, we can bring hope and support to the dyslexics in Singapore. Your kind donations will go towards sustaining our daily operations at our learning centres.

**All donors will receive a
2.5 times tax-exemption.**

Donations can be made through the following ways:

1. All cheque donations must be made out to **"Dyslexia Association of Singapore (DAS)"**
2. Online or GIRO donations can be found at **www.das.org.sg/donate**

Send your donations to:

Dyslexia Association of Singapore
1 Jurong West Central 2
#05-01, Jurong Point
Singapore 648886





DAS Collaboration with Y.E.S. 93.3FM Singapore's Top Radio Station

DAS was honoured to be selected as the adopted charity organisation for Singapore's most tuned-in radio station, Y.E.S. 93.3FM. The unwavering support from the Mandarin station was pivotal in our awareness outreach last year.

A series of exciting events were lined up last year during our collaboration. Our strong partnership kicked off in early 2011 with a round of awareness trailers aired on air, highlighting dyslexia and our quarterly screening test for public. This led to an overwhelming response from the public. The turn-up rate for our first screening test session conducted in March 2011 was a huge success!

In order to commemorate World Water Day, DJs Pei Fen and Jia Fa paid DAS Bishan Learning Centre a visit in March to hand out free mineral water bottles to our staff and students. Their grand arrival sent squeals of joy and delight among the children.



In May 2011, Singapore's morning show host, Cruz Teng, was invited to host our Dyslexia Raise Awareness Week (DRAW), hosted at SMU Admin Building, attracting a strong crowd. The crowd was given opportunities to win gifts and prizes courtesy of the radio station.

Following DRAW, 15 pairs of free movie tickets were given out to DAS parents and students for a private movie screening in conjunction with

YES 93.3's 21st anniversary. The movie provided a great bonding session between our beneficiaries and their parents.

DAS Flag Day was held in September 2011. With the help of DJs Pei Fen, Cruz Teng and Jiahui rallying for support at Orchard Road



In December 2011, Y.E.S. 93.3FM hosted an online donation drive in relation to the Christmas season. Public response was overwhelming when DJ Jiahui delivered a cart full of Christmas presents to our students at DAS Jurong Point.

All in all, it was an incredible year collaborating with Y.E.S. 93.3FM to raise awareness and donations. DAS would like to hereby express our sincere gratitude for this great partnership and we look forward towards another dynamic year partnering with Y.E.S. 93.3FM.

*For enquiries on collaborations with DAS, kindly contact Sean at:

sean@das.org.sg.





“Building Tomorrow”

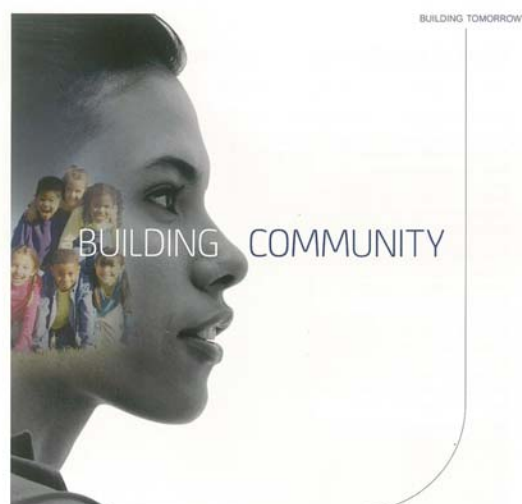
The Royal Bank of Scotland
Monthly Workplace Giving
RBS Employees Dig Deep for a Cause



Since being involved with the RBS Community Investment Project in 2011, the generous workforce at RBS have been donating portions of their monthly salaries towards the charity initiative, the monthly Workplace Giving. On top of that, the bank matches the donation by its employees, effectively doubling the monthly amount.

Back in July 2011, the RBS Charity Champions paid us a visit at our Jurong Point premises with a cheque of \$2,356 which has since snowballed to the latest figure of \$12,740! Each cent received through this selfless gesture will help the DAS in reaching out to an increasing dyslexic population in Singapore.

The Community Investment Project, taglined ‘Building Tomorrow’ is an initiative the DAS is extremely proud to be associated with and we hope that our continued relations will reflect in the Singaporean community through the work we do. Give a little, change a lot.



GLOBAL GIVING

Give a little
Change a lot

FastCode: Give



The Road to Success

Xian Pin's Story



We live in a society where academic success is highly valued and it is the desire of most parents that their children excel in their studies and achieve the best that they can. Hence, finding out that your child has learning disability is never easy. It can be traumatic and stressful and finding the road to success is a long and challenging one.

Madam Neo and her son, Xian Pin (DAS graduated student) shared their stories with us on how they have managed to tackle and conquer Dyslexia.

When Xian Pin was four, Madam Neo and her husband started noticing hints of developmental delays in him such as his difficulty in knowing his right shoe from his left, or having troubles expressing himself verbally.

Despite these differences, not once did it occur to Madam Neo that her son was dyslexic. "Our first real shock came about during his kindergarten graduation ceremony," recalled Madam Neo. "His teacher came to me and informed me that

Xian Pin didn't know his ABC's. I had kept quiet then but honestly, I was fuming. I couldn't believe how irresponsible the teacher was to have only told me about her concerns for Xian Pin at his graduation ceremony."

It wasn't until Xian Pin entered Primary 1 back in 1998 did she begin to realise that her son was indeed facing some sort of learning difficulty. Madam Neo had spent an entire day teaching him spelling. While learning a list of 20 spelling words may come easy to most children his age, it definitely wasn't the case for Xian Pin.

He would try so hard to memorize each word, only to forget them the next second. He couldn't match the letters to their sounds or combine the letters to create words. At the same time, his form teacher called Madam Neo to discuss his poor performance in class. Madam Neo was told that Xian Pin often confused his letter "b" and letter "d", or that his writing was untidy and he had a poor memory.

"We chose to face this bravely... we sought professional help... and found out about the Dyslexia Association of Singapore"

"Instead of living in self-denial or reacting negatively to the fact that my son was labelled as a kid with learning difficulty, both my husband and I choose to face this bravely. We didn't blame ourselves, indulge in self pity or think that the problem will go away itself. Instead, we sought out professional help and got him a full psychological assessment. Later, the results of the test confirmed that my son was dyslexic."

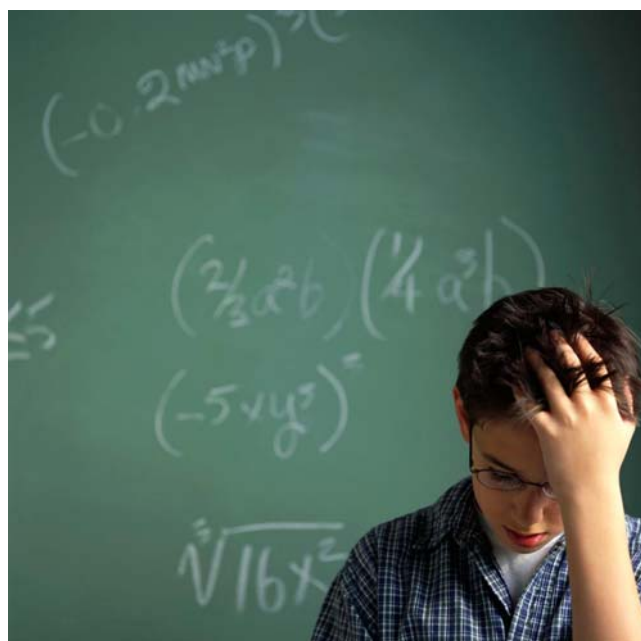
It definitely wasn't an easy road for Madam Neo or her family after the test revelation. It wasn't easy supporting a dyslexic child as well as juggling the demands of a career and family, this was especially so for Madam Neo who provided the extra support for her dyslexic son.

Xian Pin's school teachers would often call her in to school to complain about him being inattentive in class, or that his handwriting was illegible or that he failed to submit his homework.

"Before and during the initial period of his DAS programme, Xian Pin's self esteem was extremely low. He was actually aware that he couldn't recognise his ABC's, nor could he spell. He told me that he was a stupid boy and that literally broke my heart!"

This added stress caused Madam Neo to finally break down in tears. But being the strong mother that she is, she finally decided to seek his teachers' understanding by revealing to them about her son's dyslexic condition.

"It worked because all his teachers in school



began explaining to Xian Pin's classmates about his condition and everybody stopped thinking he was stupid or lazy!"

Xian Pin added, "I do remember how curious my primary school classmates were with regards to how a dyslexic person perceives the letters 'd' and 'b'. They would always ask me what I view on the whiteboard and I would just play along with them and pretend that I was visually handicapped."

Xian Pin's struggle with reading and writing the English language posed a huge obstacle on his other subjects too. Mathematics, had always been his favourite subject and it was the one subject that he fared relatively well. Despite all these struggles, his learning difficulty never put him down. Instead, he worked a lot harder than his fellow peers.

It wasn't long after Xian Pin's enrolment with DAS classes that Madam Neo and her husband began noticing a major transformation in him. Xian Pin became more receptive to learning and definitely a lot more confident than he was in the past.

"With the lessons at DAS, I was soon able to catch up with my peers in class. Language is no longer foreign to me," chirped Xian Pin. "I remembered how my Mom had made me read ladybird books back then, I then progressed on to more complex stories.

It was like a game to me as I couldn't wait to progress on to a higher level book after mastering the easier ones. Since then I've developed a passion for reading. I love borrowing books from the library."

Madam Neo shared, "He really enjoyed his classes at DAS. I think the ratio of 3 or 4 students to 1 Educational Therapist is perfect! Each student is able to receive a lot more attention from the educator, unlike his big class-size in school.

Xian Pin enjoyed the classroom interaction at DAS. It gave him plenty of opportunities to interact and express himself in front of the educator.

The yearly psychological test reports also

convinced Xian Pin and us that he is highly intelligent,” stated Madam Neo.

When asked to describe his moments at DAS, Xian Pin laughed and said, “I really did enjoy my lessons at DAS. There was this reward system in class where we get to earn stickers in exchange for the prizes. I was always looking forward to classes hoping to get more stickers to claim the Styrofoam airplane that I so dearly wanted! Besides that, I really like the way that the lessons



“I really like the way that the lessons were structured, and how the basic rules of the English language was taught and ingrained into us in a fun and pleasant way!

were structured, and how the basic rules of the English language was taught and ingrained into us in a fun and pleasant way! I did feel a lot more confident after several lessons, especially when it came to reading and writing!”

Madam Neo and her husband noted the continued improvement in Xian Pin, be it academically-wise or his overall mental well being, ever since he was enrolled with DAS.

After graduating from DAS, Xian Pin achieved an outstanding result of 6 A1's and 1 A2 for his GCE O' Levels.

In addition, he scored 38 for his International Baccalaureate (IB) well above the world average for IB scores, and has a place waiting for him at the National Technological University (NTU) Accountancy programme in the upcoming semester.

Xian Pin attributes his success to DAS, saying, “I

definitely have to say that without the proper teaching by DAS educators on how to use the English language, I would be severely illiterate.”

As the old saying goes, “Success doesn't come to you. You go to it.” Many people limit themselves to what they think they can do, however you are able to venture as far as your mind lets you.

Xian Pin's path to academic achievement was filled with twists and turns initially, but he had met with success due to his indomitable spirit and his perseverance in reaching his full potential.

Tips from Madam Neo:

“When you suspect that your child has a learning problem, it is wise to go seek professional help as soon as possible.

A psychological diagnosis will provide you an idea on which training programme suits your child's needs.

Never blame yourself, your spouse or your child for his or her ‘disability’.
It is nobody's fault.

Do not think that the problem will disappear if you look past it.
That is called self-denial.

I knew people who refused to seek professional help for their suspected dyslexic children and I witnessed how these children suffered in school.

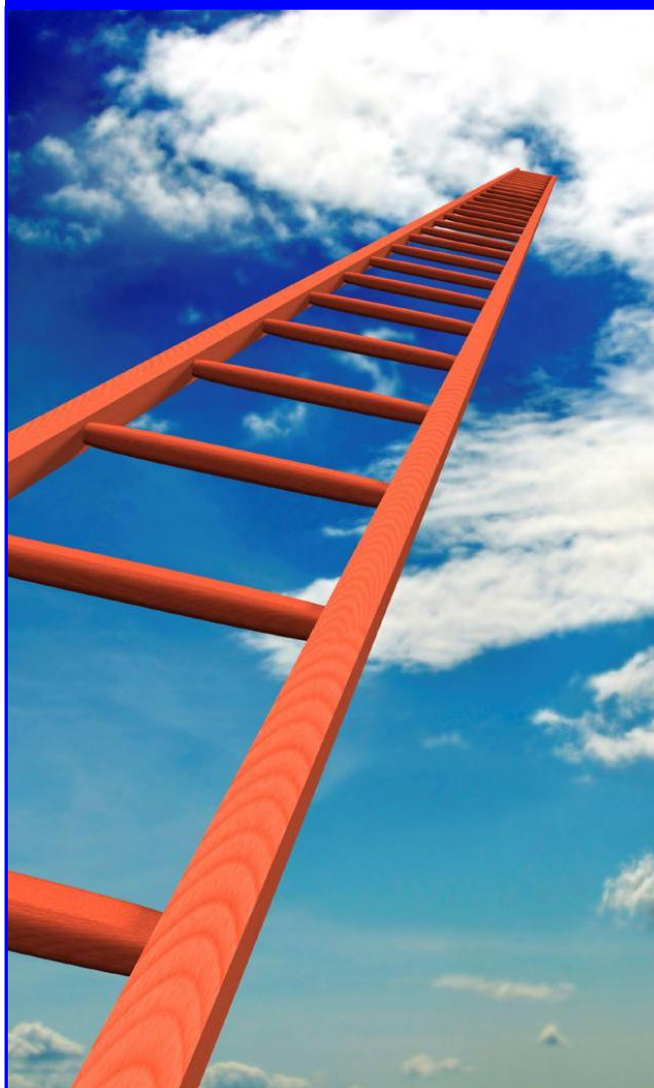
Every child is special. Do not compare your child against his or her sibling(s), nor neglect the other.

Give them all the love and support that they need.”



DAS Academy
Enabling Excellence

Enabling you to support
individuals with
Specific Learning Differences



DAS Academy

73 Bukit Timah Road
#05-01 Rex House
Singapore 229832 6336 2555

info@dasacademy.edu.sg

www.dasacademy.edu.sg

DAS Academy offers a new range of Qualifications



UNIVERSITY of CAMBRIDGE
International Examinations
Excellence in education

DAS Academy has been awarded International Centre status by the University of Cambridge International Examinations. DAS Academy will now offer a range of internationally accepted qualifications including Cambridge's Diploma for Teachers and Trainers.

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5–19 year olds. It offers a broad range of qualifications, created for an international audience. Cambridge qualifications are taken in over 9,000 schools over 160 countries and recognised by universities, educational providers and employers across the world.

Ann Puntis, Chief Executive of University of Cambridge International Examinations, said: "We are delighted to announce that DAS Academy had become a registered Centre and look forward to a long and productive relationship which will be of great benefit to students throughout the region."

As a Cambridge International Centre, DAS Academy will offer students international renowned qualifications that are recognised by educational institutions and employers across the globe.

Kevin Smith, Director of Training said: "DAS Academy is proud to be associated with Cambridge as it enables us to extend our service and offer quality education to the local community."



2012 Course & Workshop Calendar

Courses Enable Excellence

DAS Academy has developed courses that will assist you in supporting your child, or student that you work with, in their learning endeavours.

These courses are designed to suit everyone. If you are an individual wanting to pursue a career in teaching children with learning differences these courses are an excellent opportunity for you to develop the right skills in your pursuit of this.

We offer teaching practicum and practical hands-on exercises with students which are vital in equipping you with the right skills and experience to effectively support students with learning differences.

Foundation in Dyslexia Studies

14 April - 19 May 2012 Run 1 – 5 Lectures

15 September – 13 October 2012 Run 2 – 5 Lectures

Essential Literacy Approach Elementary – NEW

20 October, 3 & 10 November 2012 Run 2 – 3 Lectures

Essential Literacy Approach

28 May – 2 June & 9 June 2012 Run 1 – 7 Lectures

30 June – 4 August 2012 Run 2 – 6 Lectures

19–21, 26–28 November & 30 November 2012 Run 3 – 7 Lectures

Essential Literacy Approach Advanced – NEW

17, 24, 31 March 2012 Run 1 – 3 Lectures

6, 13, 20 October 2012 Run 2 – 3 Lectures

Essential Literacy Approach Pre-School – NEW

3, 4, 5 September 2012 Run 1 – 5 Lectures

Foundation in Supporting Learners with Numeracy Difficulties

15, 16, 17 March 2012 Run 1 – 5 Lectures

6, 7, 8 September 2012 Run 2 – 5 Lectures

Foundation in Speech and Language Impairment – NEW

3, 10, 17, 21 November 2012 Run 1 – 4 Lectures

Workshops – Enabling you to help your child



DAS Academy has developed workshops that will assist you in supporting your child and students that you work with in their learning endeavours.

Although these workshops have been designed for parents and caregivers we welcome anyone who is supporting a child with learning differences to join.

Funding schemes such as the Caregivers Training Grant (CTG) is available for some workshops, please contact us about more information on this. The workshops are run in three hour sessions on Saturdays mornings from 9:30am to 12:30pm unless specified otherwise.

All the courses are conducted at: **DAS Academy – 73 Bukit Timah Road, #05-01 Rex House, Singapore 229832**

| | | |
|------------------|-------------------|--|
| March | 24 & 31 March | Coping With Spelling (Run 1) |
| April | 14 April | Effective Study Skills for Upper Primary & Secondary (Run 1) |
| | 21 April | Developing Comprehension Skills (Run 1) |
| | 28 April | Supporting Struggling Learners with Mathematics (Run 1) |
| May | 12 May | Developing Writing Skills |
| | 19 May | Reading Fluency |
| July | 7 July | Electronic Dictionaries to Improve Your Child's Learning |
| | 14 July | Preparing Your child for English Language Paper 2— NEW |
| | 28 July | Effective Study Skills for Upper Primary and Secondary (Run 2) |
| August | 4 & 11 August | Developing Self-Esteem in your Child (Run 2) |
| | 18 August | Coping with Grammar |
| | 25 August | How Words Work: Morphological Strategies |
| September | 5 September | Developing Your Child's Language Skills— NEW |
| | 15 September | Supporting Struggling Learners with Mathematics (Run 2) |
| | 22 & 29 September | Coping with Spelling (Run 2) |
| October | 6 & 13 October | Understanding Phonics Instructions (Run 2) |
| | 20 October | Developing Comprehension Skills (run 2) |

Courses to help Struggling Learners



DAS Academy
Enabling Excellence

Dates:

28 May to 2 June &
9 June 2012
(Block Delivery)

Duration:

Six 7-hour sessions
For a total of 42
hours

Time:

9:30am to 5:30pm

Fee:

\$1,806

Essential Literacy Approach

Learning Objective

The Essential Literacy Approach (ELA) is a phonics-based approach that equips educators/parents with knowledge and skills to provide intervention to struggling learners. ELA is based on the internationally recognised Orton-Gillingham Approach and it assists learners to read and spell by simultaneously using visual, auditory and tactile channels.

Key Topics

- ◆ Dyslexia and language acquisition deficiencies
- ◆ Understanding the structure of the English language
- ◆ Phonics knowledge and its application in reading and spelling
- ◆ Oral support and reading for reading fluency
- ◆ Conceptual teaching, planning and carrying out a lesson



Method of Assessment

Written Test (Final Day), Oral test on Phonics knowledge and 2 lessons formally observed (either through video tapes or Evidence Teaching Skills-Practice Certificate)

Recommended For

Parents, teachers or professionals in a related field who wish to understand the problems their dyslexic child, student or client faces in trying to learn.

Essential Literacy Approach Advanced

Learning Objective

The Essential Literacy Approach (Advanced) is to provide further training for ELA participants who have successfully completed the ELA course. Dealing with higher literacy skills such as Grammar, Morphology and Advanced Writing, participants will garner knowledge so as to be able to work with older or higher-functioning students in these areas, and enhance their teaching repertoire to beyond a phonics based intervention

Key Topics

Morphology
Advanced writing
Reading Comprehension
Behaviour Management
Grammar

Assessment

Two journal reviews based on one of the above components (e.g. benefits of morphological awareness + impact of morphological awareness on ESL children)

Prerequisite

Successful completion of the ELA Course above. (Passed overall)

Qualification Awarded

A Certificate of Completion (Advanced) will be awarded by DAS Academy at the end of the course.



Dates:

17 March,
24 March &
31 March 2012

Duration:

Two 6-hour sessions
&
One 3-hour session
For a total of 15
hours

Time:

9:30am to 4:30pm
Session 1 & 2

9:30am to 12:30pm
Session 3

Fee:

\$645
\$545 DAS Parents

NEW

Foundation Courses in Dyslexia and Numeracy



Foundation Courses in Dyslexia

Dates:

14 April to 19 May
2012

Duration:

15 hours
Five 3-hour sessions
over 5 Saturdays

Time:

9:30am to 12:30pm

Fee:

\$642
\$535 DAS Parents

Learning Objective

The DAS Foundation in Dyslexia Studies aims to give a basic introduction to the issues that affect dyslexic children. At the end of the course, participants would better understand a dyslexic child and his specific needs.

Session 1: Introduction to Specific Learning Difficulties
Session 2: Understanding the Assessment and Diagnosis of Dyslexia
Session 3: Supporting Dyslexic Learners I

Purpose and approach of specialist intervention,
Orton-Gillingham (OG) history, principles and elements

Session 4: Supporting Dyslexic Learners II

Elements of dyslexia-friendly teaching, learning styles and Metacognition.

Session 5: Supporting Dyslexic Learners III

The relationship between dyslexia and self-esteem. nurturing self-esteem
Parenting issues and the importance of resilience building

Qualification Awarded

A certificate of completion will be awarded by the DAS Academy at the end of the course.

Recommended for

Parents, teachers or professionals in a related field who wish to understand the problems their dyslexic child, student or client faces in trying to learn.

Foundation Course in Numeracy

Learning Objective

The Foundation in Supporting Learners with Numeracy Difficulties aims to enable parents and teaching assistants to understand and support learners who have difficulties in learning Mathematics including those with dyslexia.

Session 1: Introduction to learning differences relating to Mathematics

Definitions of dyscalculia, Dyslexia, dyspraxia and Maths

Session 2: Understanding the Learner

Pre-requisite and support skills for learning Math,
Individual differences and thinking styles

Session 3: Identifying and Assessing Individual Needs

Standardised versus criterion-referenced tests Error patterns and analysis

Session 4: Supporting the Learner I

Levels of knowing Math, Language of Math, Using concrete/manipulative materials, Math Topics: Place value, 4 basic operations

Session 5: Supporting the Learner II

Elements of a Math lesson, Use of games, Long multiplication & division, fractions, decimals and percentages and Word Problems

Method of Assessment

A take-home assignment due 2 weeks after the last session of the course

Qualification Awarded

A certificate of completion will be awarded by the DAS Academy at the end of the course.

Dates:

Thursday, Friday
and Saturday
15, 16 & 17 March

Duration:

15 hours
Two 6-hour sessions
and
One 3-hour session

Time:

Thursday & Friday
9:30am to 4:30pm

Saturday

9:30am to 12:30pm

Fee:

\$642
\$535 DAS Parents

Workshops for Spelling and Effective Study Skills



Dates:

24 March 2012 &
31 March 2012

Duration:

6 hours
Two 3 hour sessions

Time:

9:30am to 12:30pm

Fee:

\$128.40

Caregivers Training
Grant is available
for this workshop

Coping with Spelling

Learning Objectives

Understanding why dyslexic learners find spelling difficult. Learn the skills and knowledge needed to spell English words including the underlying principles of spelling instruction. Gain the skills of teaching spelling using multi-sensory instruction and other techniques.

Key Topics

Session 1: Theory

Why spelling is difficult for dyslexic learners, the difference between phonetic and non-phonetic words, skills and knowledge needed to spell and the underlying principles of spelling instructions for dyslexic learners

Session 2: Practical

Strategies for spelling phonetic words, Learning the closed, open and magic 'e' syllables, Strategies and practice for teaching the spelling of non-phonetic words
Other strategies for building spelling skills

Recommended For

Parents and caregivers with children between the ages of 7 to 12 (P1 to P6). Participants must attend both sessions as content covered in session 1 will not be repeated in session 2, and both sessions are linked together.

Participants should also have a general knowledge of phonics. Prior attendance at the Understanding Phonics Instruction workshop or its equivalent is preferred.

Study Skills for Upper Primary & Secondary

Learning Objectives

Understand why dyslexic learners need effective study skills. Understand how we learn and become aware of self-management tips, techniques to understand texts and make notes and memory and revision techniques. Gain an understanding of how to improve test/examination skills

Key Topics

Theory

- ◆ Importance of study skills instruction for the dyslexic learner
- ◆ How we learn
- ◆ Self-management tips
- ◆ Test/examination skills

Practical

- ◆ Learning the structure of information paragraphs
- ◆ Learning to select information for note-making
- ◆ Practice in using visualization to remember information
- ◆ Practice in making cue cards

Recommended For

Parents and caregivers with children between the ages of 11 to 16 (P5 to S4).



Dates:

Saturday, 14 April
2012

Duration:

3 hours

Time:

9:30am to 12:30pm

Fee:

\$85.60

Caregivers Training
Grant is available
for this workshop

Comprehension, Mathematics & Writing



Developing Your Child's Comprehension Skills

Dates:

21 April 2012

Duration:

3 hours

Time:

9:30am to 12:30pm

Fee: \$85.60

Caregivers Training Grant is available for this workshop

Learning Objectives

Understanding a comprehension process by knowing the difficulties some children face when trying to comprehend what they have read. Look at practicing and using specific strategies to help your child overcome comprehension difficulties

Key Topics

- ◆ Developing visual memory strategies
- ◆ Before, During and After reading strategies
- ◆ Vocabulary development to tackle the text
- ◆ Learn the use of frameworks designed to help dyslexic learners tackle comprehension texts


Recommended For

Parents and caregivers with children between the ages of 10 to 16 (P4 to S4).

This workshop aims to be very practical hence participants are strongly encouraged to try the various strategies themselves during the workshops.

Dates:

28 April 2012

Duration:

3 hours

Time:

9:30am to 12:30pm

Fee: \$85.60

Caregivers Training Grant is available for this workshop

Supporting Struggling Learners With Mathematics

Learning Objectives

Understanding the theoretical and practical implications of Mathematics and how it affects students with dyslexia. Understanding dyscalculia and how parents can help by using practical strategies that can be applied both in school and at home


Key Topics

- | | |
|------------------------------|------------------|
| Common Errors in Computation | Fractions & Time |
| Number Sense & Knowledge | Place Values |
| Multiplication & Division | Word Problems |

Recommended For

Parents and caregivers with children between the ages of 7 to 10 (P1 to P4) who struggle in learning Mathematics. The use of alternative strategies and activities will be explored and discussed during the session.

Developing Writing Skills

Learning Objectives

Gain an awareness of the development of writing skills in children and the difficulties and strengths of dyslexic/struggling children with regards to learning. Understand how to use direct, explicit and multi-sensory activities to help children become more motivated, organized and fluent writers.

Key Topics

- ◆ Overview of writing development in students
- ◆ Writing planners and writing strategies to help with organisation, content and fluency in writing
- ◆ Playful writing – Several games to motivate reluctant writers


Recommended For

This workshop includes several hands-on activities and is recommended for parents and caregivers who seek to improve their child's or student's writing skills.

Dates:

12 May 2012

Duration:

3 hours

Time:

9:30am to 12:30pm

Fee: \$85.60

Caregivers Training Grant is available for this workshop

Workshop for Reading



Date:
19 May 2012

Duration:
3 hours

Time:
9:30am to 12:30pm

Fee: \$85.60

Caregivers Training
Grant is available
for this workshop

Reading Fluency

Learning Objectives

- ◆ To understand the role of reading fluency in reading
- ◆ To understand the components of reading fluency
- ◆ To learn the various strategies to support reading fluency



Key Topics

- ◆ Understand how a child with dyslexia reads
- ◆ Develop a child's ability to read effectively
- ◆ Incorporate strategies to develop reading fluency

Recommended For

Parents and caregivers with children between the ages of 5 to 9 (Pre-school to P3).

This workshop aims to be very practical, therefore participants are strongly encouraged to try the various strategies themselves during the workshops. Participants are required to bring along story books they would read with their child.

Registration for Courses and Workshops

Registration forms for DAS courses and workshops are available at:

www.dasacademy.edu.sg

Send the completed registration form with your payment to:

DAS Academy

73 Bukit Timah Road
Rex House #05-01
Singapore 229832

Phone: 6336 2555

Fax: 6643 9643

Email: info@dasacademy.edu.sg

Payment can be made by cash, NETS, cheque or credit card. Payment can be made at any DAS Learning Centre. For your protection please do not send cash through the mail.

Cheque Payments:

Cheques should be made payable to "DAS Academy Ltd" with clear indication of name and phone number of participants, course date and title on the reverse side of the cheque.

Credit Card Payments:

Credit card payments are only available for amounts of \$600 or more. For courses about \$1,000, interest-free installment plans of 6 and 12 months are available for OCBC credit card holders only.

All fees are inclusive of 7% GST.

Cancellation fees will not be imposed if notice to withdraw is given 14 days before the commencement of the course or workshop. Cancellations after this date will be charged at 25% of the course fee. For no-show or withdrawal from the course/workshop on the commencement date no refunds will be made. DAS Academy reserves the right to change or cancel courses/workshops due to unforeseen circumstances.



CAREGIVER TRAINING GRANT

Caregiver Training Grant (CTG) is a funding provided by Centre for Enabled Living (CEL).

A \$200 training subsidy per year can be received by a caregiver of each PNC (Person Needing Care). This is only available for pre-approved CTG training programmes.

All CTG applications approval is determined by CEL and not by DAS Academy Ltd.

Eligibility for the CTG:

- Have a PNC (Person Needing Care) in care.
- Singapore Citizen or Singapore Permanent Resident.
- Be the main caregiver of the PNC; he/she could be a family member or foreign domestic worker
- Attend a training course that is pre-approved for the purpose of the grant.
- A 90% and above attendance is required in order to complete the course and receive the Certificate of Attendance.

Mode and Quantum of the Grant:

- The caregiver of each PNC can receive training subsidies of up to \$200 (subject to changes) per year from CTG.
- Only one caregiver will receive the subsidy from the CTG, regardless of the number of caregivers belonging to the same PNC attending the training course.
- There is no limit to the number of caregivers attending different training courses to support the PNC.
- The \$200 grant has to be utilised within the financial year (April – March). Any unutilised grant will not be carried forward.
- A maximum amount of \$200 per year will be funded towards the training course. This is subjected to a co-payment of \$10 by each caregiver.
- All application forms must be submitted to DAS Academy at least 2 weeks prior to the commencement of the course. You will be notified by a training provider before the start of the course should you be selected.

For more information about the CTG please contact DAS Academy

6336 2555



DAS Academy
Enabling Excellence



info@dasacademy.edu.sg
www.dasacademy.edu.sg
www.facebook.com/dasacademy



Spotting Dyslexia Before Starting School

A new study at the Children's Hospital Boston has found that children at risk for dyslexia show differences in brain activity on MRI scans before they begin learning to read.

Early Intervention is Important

Developmental Dyslexia responds more effectively at early intervention. So finding out if a child has dyslexia before they start school could help with the difficulties the child and family face in school.

Functional MRI Imaging shows differences

The study involved 36 preschool-age children. Functional MRI imaging was performed on the children while they performed small tasks deciding on whether two words started with the same sound.

Reduced Metabolic Activity

During the phonological tasks, those children with a family history of dyslexia saw the reduction of metabolic activity in certain brain regions. In at-risk and control groups, children with high activation in these brain areas had better pre-reading skills.

Frontal Brain not active

Children at-risk for dyslexia showed no increase in the frontal brain regions, which may suggest that this area of the brain becomes active only when given instruction on reading.

"We hope that identifying children at risk for dyslexia around preschool or even earlier may help reduce the negative psychological and social consequences these kids often face. If we can show that we can identify these kids early, schools may be encouraged to develop programs,"

Nora Raschle, Ph.D., the lead researcher at The Children's Hospital Boston of the Laboratories of Cognitive Neuroscience, was quoted as saying.

This may help stop the frustration and anxiety that can develop in a dyslexic child caused by their failures throughout school.

SOURCE:

Early Edition of the 'Proceedings of the National Academy of Sciences', January 2012

www.ivanhoe.com/channels/p_channelstory.cfm?storyid=28849

Reported January 27, 2012



Dyslexia Association of Singapore

Dimensions of ADHD & DCD (Dyspraxia)

by Professor Amanda Kirby MBBS MRCGP PhD

Wednesday, 7 March 2012

DBS Auditorium

6 Shenton Way, Tower 1, Level 3, Singapore 068809

Session 1: Implications for School and Home 4:00pm to 6:00pm

- How can parents, teachers and professionals work effectively around the clock to maximise the child's skills in school,
- Transition – What this means to children with learning differences

Session 2: Professionals Working together 7:00pm to 9:00pm

- Screening and Diagnosis – Who does what?
- Executive functioning – What is it and why is it important for all children
- Intervention approaches – Evidence for working together in ADHD and DCD

Fees: \$30 per session or \$50 for both sessions

Online Registration and payment by PAYPAL:

<http://dastalk.eventzilla.net>

Offline Registration, download registration forms:

www.das.org.sg/register.html

Date:

Wednesday
7 March 2012

Time:

Session 1:
4:00pm to 6:00pm

Session 2:

7:00pm to 9:00pm

Venue:

DBS Auditorium
6 Shenton Way
Tower 1, Level 3

Fee:

\$30 one session
\$50 both sessions

Light refreshments will
be served between
the two sessions



About Professor Amanda Kirby MBBS MRCGP PhD

Professor Amanda Kirby is an expert in Developmental Co-ordination Disorder (DCD) also known as Dyspraxia and the overlap with other specific learning difficulties.

Amanda founded The Dyscovery Centre in Cardiff in 1997. Since that time The Centre has become internationally recognised for its work in (DCD) and related specific learning difficulties. In 2006, the Dyscovery Centre became part of the School of Education at the University of Wales, Newport. In April 2007 Amanda gained a Chair in Developmental Disorders in Education at the University.

Amanda previously worked as a General Practitioner and has worked in Community Paediatrics and Psychiatry. She has many books published in the field of specific learning difficulties, and has published Mapping SEN – a CD-based programme for schools - and "100 Ideas for Supporting Pupils with Dyspraxia and DCD" as well as academic texts. She has recently launched the 'Goal Maker', a goal setting kit with her colleague Lynne Peters.

Amanda has both a professional and personal interest in DCD (Dyspraxia) and related specific learning difficulties as her middle child, her 26-year old son, has co-ordination and some attentional difficulties, and trying to address his difficulties and finding answers to problems first sparked her interest in the area. Her research interests include the effects of nutrition on learning and behaviour, outcomes for students in further and higher education with Dyspraxia and DCD, and executive functioning in school and college students. Recent work has continued to look at the effect of specific learning difficulties in gaining employment. More information about Amanda can be found at this weblink:

www.mscdevelopmentaldisorders.org/wp-content/uploads/Amanda-Kirby-CV.pdf

More info: www.das.org.sg/talk

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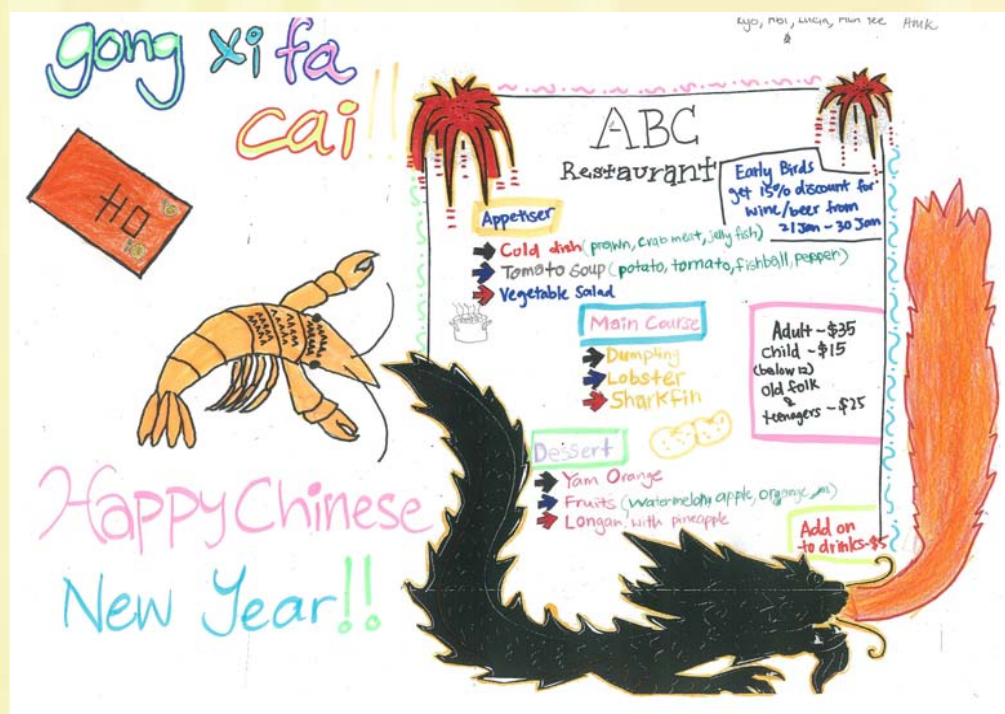


DAS

Welcomes
The Year Of Dragon



Janelle Eu, DAS Ang Mo Kio



Kyo, Abi, Lucia & Mun Yee, DAS Ang Mo Kio





Barry Leong, DAS Bishan



Lai Kyler, DAS Parkway Parade

THE WATER DRAGON

Water dragon deep in the depths
protecting humans from harms and
Making the world a better place
for the human race.

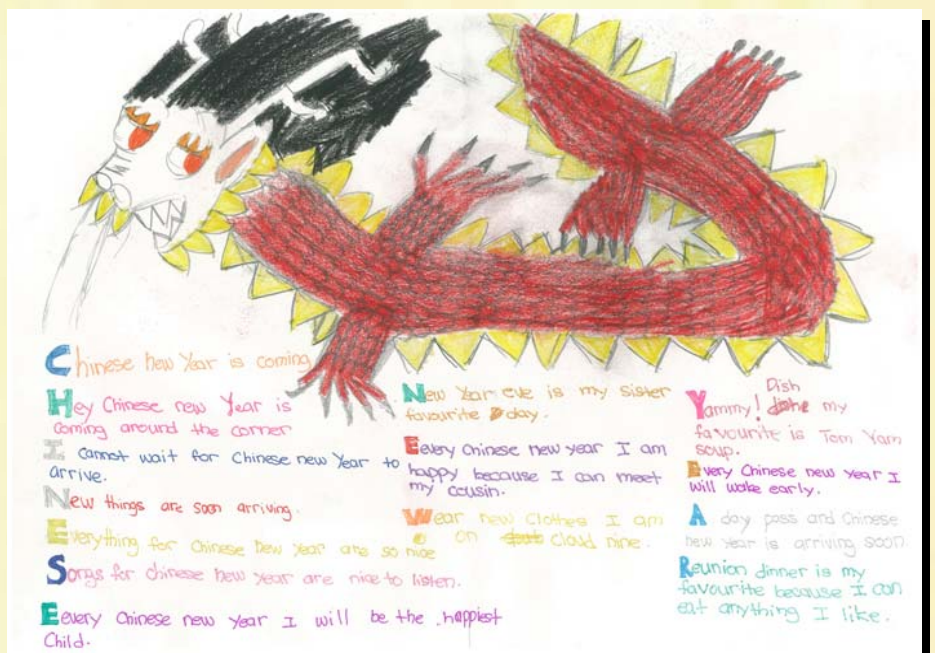
May the year of the dragon give
us good luck, happiness, peace,
fortune and love

Composed by :

Tobias Siow P6, Samuel Chia P6,
Dallas Chow P5

Bedok Learning Centre DAS

Ed T : Karen Wong



Lim Wei Qi Christobel, DAS Bedok

Student Gallery



Lai Kyler, DAS Parkway Parade

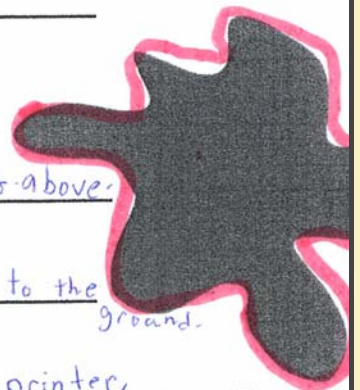


Yue Jia Xuan, DAS Bishan

Tan Tiong Guan, DAS Parkway Parade

Title: **colours of life**

1. **Red** and **Blue** reminds me of the siren.
2. **Yellow** is for the sun shining high high above.
3. **Green** reminds me of the grass rooted to the ground.
4. **Black** reminds me of a black and white printer.
5. and **Pink** reminds me of embarrassment.

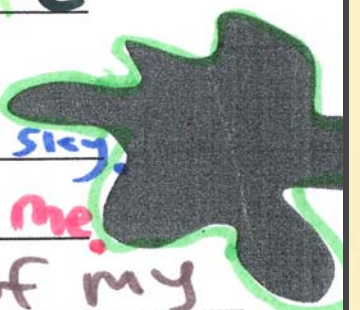


Kylie Tjipto, DAS Parkway Parade

Title: **RainBow Life**

1. **green** is the grass.
2. **blue** reminds me of the sky.
3. **Red** is the anger of me.
4. **Brown** is the color of my hair.
5. **peach** reminds me of my skin.

by: **♥Kylie♥**



DAS ART COMPETITION

Get out your pencils
and paint brushes
and
“Reach for the Stars”



Kids let your creativity shine and show us what it means to “Reach for the Stars”, demonstrate your artistic talents!

You can create an art piece with pencils, crayons, pastels, paint or any other creative way you would like.

We are calling all young artists to enter our competition with some great prizes to win.

The competition closes on Friday, 18th May

Maximum Size of Artworks = A3

Competition Details

Last Submission Date:
Friday 18 May 2012

Final Artwork Size:
A3 or smaller

Age Categories:
Preschool – Age 4-6
Lower Primary – Primary 1-3
Upper Primary – Primary 4-6
Lower Secondary – Secondary 1-2
Upper Secondary – Secondary 3-5



DAS Learning Resources

Learning Resources to support your child

We provide a wide range of resources on dyslexia and other related learning differences, such as:

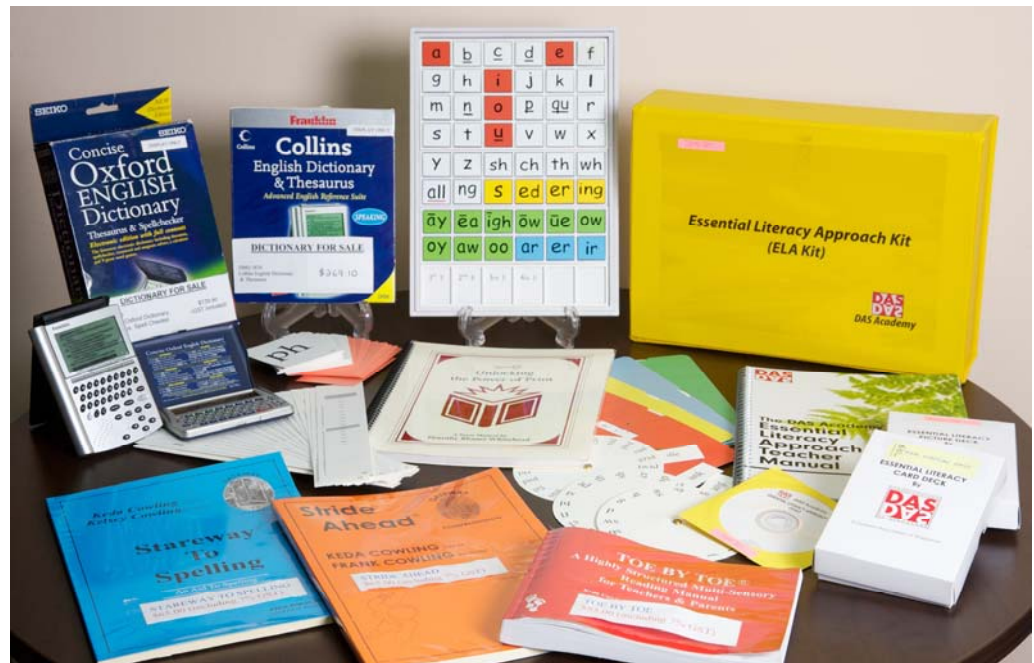
- ◆ Reference books
- ◆ Research papers
- ◆ CD-Roms
- ◆ Video tapes

Teaching aids and products highly recommended and favoured by parents and educators are also available for purchase:

- ◆ Finger Fast Spell
- ◆ Toe by Toe
- ◆ Unlocking the Power of Print
- ◆ Essential Literacy Approach Kit
- ◆ Electronic Dictionary
- ◆ Stareway to Spelling
- ◆ Stride Ahead

Order forms can be found on the DAS Academy website:

www.dasacademy.edu.sg/courses-and-workshops/resources.html



DAS uses Facebook as an interactive platform to engage with our parents, students as well as the general public. Be a part of our big family by liking us on Facebook today!

www.facebook.com/das
www.facebook.com/dasinternational
www.facebook.com/dasacademy

JOIN US @ The KIDZ Academy



16 TO 18 MARCH 2012
SUNTEC CC HALL 401
11AM TO 9PM
BOOTH: D1

Join us for this exciting event where you can explore the learning programmes and other services available for you and your child.

DOES YOUR CHILD STRUGGLE TO LEARN?

Take advantage of our **FREE** Dyslexia Screening and talk to our experts

*** Lets Play Out-Loud!**

Saturday, 17 March 2012
2:00 to 3:00pm

Fun and interactive session that promotes Speech, Language and Literacy for Pre-schoolers.

DON'T MISS OUT !

We will be giving out discount vouchers during the fair which can be used for full assessments and courses.

For more information please contact us:

6336 2555



Patron: Mrs Goh Chok Tong

Dyslexia Association of
Singapore

www.das.org.sg

Helping Dyslexic People Achieve

Dyslexia Association of Singapore

1 Jurong West Central 2

#05-01, Jurong Point

Singapore 648886

info@das.org.sg

www.das.org.sg



Nessy Fingers is a powerful way to improve spelling by developing your memory for movement.

Age: 8+ years

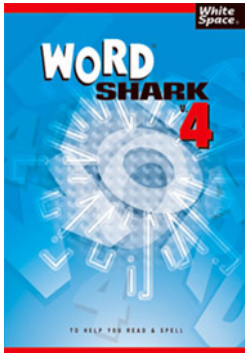
\$45.00 for single user license



Nessy Learning Programme enables all abilities to read, write and spell with confidence.

Age: 5 – 14 years

\$225.00 for single user license



Word Shark 4 combines the excitement of computer games with the serious task of learning to read and spell.

Age: 5 – 15 years

\$128.00 for single user license



Number Shark 4 teaches and reinforces numeracy using forty-five carefully designed games, with over five hundred topics to choose from.

Age: 5 – 16 years

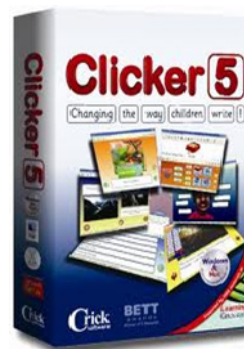
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MindGenius 4 is ideal for students of all ages in planning essays, projects and reports as well as organizing study notes and revising for exams.

Age: Above 12 years

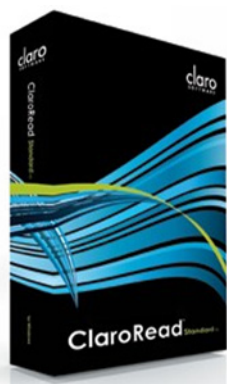
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Clicker 5 is an award winning tool for students with learning difficulties, which integrates text to speech.

Age: 4 – 14 years

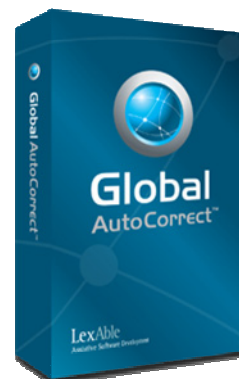
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Age: 5 – 15 years

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Global AutoCorrect is a discreet software tool that assists people with literacy difficulties.

Age: All Ages

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