

# FACETS

A Publication of the Dyslexia Association of Singapore

Issue 2 April/June 2013 MIC (P) 200/01/2013



Meet William, Cera and Elvin our  
Young Achiever Award Winners

# FACETS

## Dyslexia Association of Singapore

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

T: 6336 2555  
F: 6444 7900

[www.das.org.sg](http://www.das.org.sg)

[info@das.org.sg](mailto:info@das.org.sg)

DAS Patron: Mrs Goh Chok Tong  
DAS Advisor: Dr Lee Wei Ling

### DAS Executive Committee 2012–2013

President: Dr Jimmy Daruwalla  
Vice-President: Mr Eric Lee  
Honorary Treasurer: Mr Kaka Singh  
Honorary Asst. Treasurer: Mr Vincent Chen  
Honorary Secretary: Mr Paul Lim

### Executive Committee Members:

Mr Arun Desai  
Mr K Kesavapany  
Mr Kevin Kwek  
Mr Rajaram  
Mrs Cynthia Tan

Editor: Deborah Hewes  
Proofreading: Karen Kwa  
Design and Layout: Deborah Hewes

Published by: Dyslexia Association of Singapore

### Contributors:

Monica Adina, Pushpaa Arumugam, Nithya Ravi Chandran, Chris Chia, Chua Weng Foo, Cheryl Denis, Helen Driver, Angela Fawcett, Fanny Foo, Gopal Givanandam, Deepam Gnaneswaran, Deborah Hewes, Andrew Ho, Sean Lau, Paige Lee, Nur Farhana Muliadi, Nazreen Muntaj, Sujatha Nair, Anaberta Oehlers-Jaen, Sharen Ong, Ong Yifen, Geetha Shantha Ram, Elvin Siew Tuk Yum, Sim Chong Teck, Argus Tong, Karen Wong, Yeo Cera Carmen, William Thomas Yong Yoong Chen.



Helping Dyslexic  
People Achieve

## DAS Learning Centres

<b>Ang Mo Kio AMK</b>	Anderson Primary School T: 6451 5582
<b>Bedok BDK</b>	Fengshan Primary School T: 6444 6910
<b>Bishan BJ8</b>	Bishan Junction 8, #06-03 T: 6250 0526
<b>Chinatown Point CTP</b>	Chinatown Point, #04-01 T: 6538 1658
<b>Jurong Point JPT</b>	Jurong Point, #05-01 T: 6444 5700
<b>Parkway Parade PWP</b>	Parkway Parade, #22-01/02 T: 6440 0716
<b>Queenstown QTN</b>	Queenstown Primary School T: 6475 9535
<b>Sengkang SKG</b>	Blk 257C Compassvale Rd, #01-545 T: 6881 2072
<b>Tampines TPN</b>	Blk 162,163, Tampines St 12, #01-257 T: 6786 0838
<b>Woodlands WDL</b>	Blk 165, Woodlands St 13, #01-567 T: 6260 0730
<b>DAS Academy</b>	73 Bukit Timah Road, #05-01 <a href="http://www.dasacademy.edu.sg">www.dasacademy.edu.sg</a>
<b>DAS International Services</b>	73 Bukit Timah Road, #05-01 <a href="http://www.dasint.org.sg">www.dasint.org.sg</a>
<b>DAS Specialist Assessment Services</b>	Bishan Junction 8, #06-03 T: 6336 2555

If you have any feedback or comments on this issue, please email us at: [info@das.org.sg](mailto:info@das.org.sg)

FACETS is published every three months by the Dyslexia Association of Singapore. No part of this publication may be reproduced in any form or by any means without prior permission of the publisher.

©FACETS—Dyslexia Association of Singapore 2013

## Editor's Welcome Note

The DAS Student graduation ceremony is one of the most anticipated and celebrated events of the year. DAS is always proud to acknowledge the achievements of its students and is dedicated to see them succeed in life. With 174 students graduating, this year was no different and it was our largest cohort so far. Proud parents, teachers and DAS staff watch as the students crossed the stage to receive their certificate from our guest of honour, Mrs Loke-Yeo Teck Yong, Director, Education Services, Ministry of Education. This event is the culmination of many months of work by a large and dedicated DAS committee and their efforts have paid off with a lovely graduation. "The best yet," as quoted by our DAS CEO Robin Moseley, who says that this day is the highlight of his year.

On this day, we get to celebrate the triumphs of our Young Achievers, alumni students of DAS who have already graduated from our programme, and have now achieved further success in their educational endeavours. William, Cera and Elvin have indeed been successful and we are pleased to share these achievements in the cover story section of FACETS.

We also celebrate our Student Achievement Awards (SAA). We have six awardees who are currently enrolled with DAS. Amelia, who is one of them, graduated in this year's cohort. SAA are given to students in recognition of their outstanding performance in academics and other areas of expertise.

For the first time, the DAS-OCBC-GTIB Scholarship was awarded to students studying at DAS. This scholarship fund was created by personal donations from the bankers in the Global Treasury and Investment Banking division (GTIB)

of the OCBC Bank. The fund allows students to apply for a scholarship to use for services provided by DAS. The maximum scholarship of \$10,000 was awarded to three students, and three other students received \$5,000 scholarships. DAS was honoured to have the Senior Executive Vice President, Head Global Treasury & Investment Banking OCBC Bank, Mr Lam Kun Kin, at the graduation ceremony to present the scholarships to the students.

The graduation is only one of many events that DAS organises each year and we have the pleasure of working with many partners to provide fun and interesting events for our students, several of them are reviewed in this issue.

Our experts continue to share with you their knowledge on supporting students with learning differences and in this issue we have a series of articles on self-esteem, tips on studying and supporting literacy as well as speech and language issues focusing on stuttering, which includes a personal story from a student who attended one of our professional courses at the DAS Academy.

As always, I feel privileged to be able to bring information to you about DAS and what it does as an organisation, and I am proud to be part of the DAS group of companies that has a mission to help dyslexic people achieve. I hope you enjoy this issue and that it is as informative to you as it was for me.

## Deborah Hewes



# FACETS

## CONTENTS

## Page

### Fun and Features



Opening our Doors to the CJC Students 6

Holiday Fun with Hwa Chong Institution & River Valley High School students 7

DAS Outing 2013–Hwa Chong Interact Club 9

Visiting the Dyslexia Association of Malaysia 10



Mendaki Sense–Champs Network Launch 11

Experimental Art Workshop 12

Reflection on DAS Art Competition “Reach for the Stars” 14

Angela Fawcett Shares her Personal Story with Parents 16

The Joy of Teaching 17



From Writer to Teacher–Diary of a Learning Support Officer 18

“Between Us” with Angela Lim on 93.8LIVE 20

Awareness Talk for the Republic Polytechnic 21

PSLE Exam Skills–New Programme 22

Legal Talks 23



Speech and Drama Arts–New Programme Launch! 24

DAS Supports the Learning Needs of Preschool Children 26

Dr Jiajia “Kee Chiew” Tshirts 28

My Inner World–A Celebration of Dyslexic Minds 29



DAS Student Graduation and Awards Ceremony 2013 30

### Awards

Special Achievement Awards (SAA) 35

SAA–Teo Chen Lyn Amelia 36

SAA–Nur Deanna Binte Mohammad Ismael 37

SAA–Hasyna Nusyura Nur Adly 38

SAA–Lim You Wei Jonathan 39

SAA–Siti Hawa Binte Najib 40

SAA–Lim Ru Xuan Tricia 41



DAS-OCBC GTIB Scholarship 42





## Cover Story

Yeo Cera Carmen

Elvin Siew Tuck Yum

William Thomas Yong Yoong Chen



## Education Exchange

Self Esteem

Towards Understanding Dyslexia—How Parents Can Help

Tips on Getting Children to Study

“Stuttering or Stammering”

S-T-A-M-M-E-R-I-N-G

Helping your Child Build their Literacy Skills Everyday



## Training Courses

Certificate in Dyslexia and Literacy Teaching

Certificate in Dyslexia Studies

iRaise Digital Kids: Literacy Apps for the iPad

Preparing your Child for English Language Paper 2 (Primary)

Understanding Phonics Instructions

Boost Your Child's Self-Esteem

Developing Writing Skills / Strategies for Behaviour Management

Mind Your Grammar

Study Smart: Effective Study Skills for Your Child

Supporting Your Child in Maths / Developing Comprehension Skills

Coping with Spelling

Strategies for Sensimotor Challenges

Course and Workshop Calendar



## Student Gallery

DAS Writers Corner

Mother's Day Contest Winners

Page

46

48

50

56

60

63

64

65

68

72

73

74

75

76

77

78

79

80

81

82

83

84

86

91

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



**We assess for:**

- Dyslexia
- Dyspraxia
- Dysgraphia
- ADHD
- Non Verbal Disabilities
- 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 total solution for your child's educational needs 6336 2555**

✓ **Psychological Assessments**

Our multi-disciplinary team has 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 can assess children who have motor coordination, balance, posture and sensory processing difficulties, and can provide 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 2 ½ to 18 years.

✓ **Specialist Tuition Services**

Specialist tutoring is offered on a one-to-one basis and 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**





*Fun & Features*





## Opening our doors to CJC Students

By Nazreen Muntaj  
Publicity and Publications Officer

Service learning combines community service with academic instructions directed towards essential, reflective thinking coupled with developing personal and civic responsibilities. The Service Learning Program (SLP) involves students in activities that address local needs while developing their academic skills and commitment to the community.

Every year, students at Catholic Junior College (CJC) reach out to the community by participating in service projects as part of their SLP. To support this effort, the college organises an annual SLP Fair. The fair serves as a platform to introduce and connect students to those in need of assistance. It also helps the students to ease their way into finding a suitable project that meets their skills and interests.

This year, the Dyslexia Association of Singapore (DAS) was invited to participate in their most recent fair that was held in February of this year. This is the first time that DAS has been to CJC's fair. The relationship between DAS and CJC began in 2012 when a group of second year CJC students chose DAS as their SLP project.

These senior students For that project, the senior students brought 31 DAS primary 3 students to the Botanical Gardens in July of last year.

The excursion, which included a series of games, was named, "Touch, Play and Learn @ Botanic

Gardens (Science)". It was aimed at teaching our students the four main science topics covered in their current syllabus by incorporating interactive lessons, pictorial Q&A sessions and a photo scavenger hunt.

At the end of the activities, DAS students felt that they had gained a better understanding of the following topics;

- ◆ Classification of things as living or non-living
- ◆ Properties of plants and fungi
- ◆ Plant diversity

The first year CJC students could clearly see how to help our students as they were able to look at the Botanical Garden Science SLP photos on display at the seniors' booth. A booth that was strategically located behind ours. It aptly displayed the interactions and planned activities the seniors had with our DAS students during their SLP.

The Publicity and Publication team also managed to educate the students, teachers and participants from other booths about our services. Many were fascinated and tried out the simulation games to better understand some of the struggles faced by a dyslexic. It was refreshing to witness the enthusiasm of the students on how they could contribute and make a difference to the community.





## Holiday Fun with volunteers from Hwa Chong Institution & River Valley High School

By Gopalakrishnan Givanandam  
Centre Manager–Bedok Learning Centre

It was a splendid start to the June school holidays, with an array of events being organised for children of primary school levels. These events were organized with student volunteers from Hwa Chong Institution and River Valley High School.

The first event to kick start the holidays was organised by student volunteers from Hwa Chong Institution and was held at the Botanic Gardens on May 28. The sold out event had a good blend of students from different DAS learning centers.

The excitement at the park, which began at 2pm, was filled with a range of activities that kept the students fully occupied for 4 hours. was filled with a range of activities that kept the students fully occupied for 4 hours. Moreover, the well-considered activities enabled students to enhance their cognitive, coordination and social skills.

For instance, the "volcano explode" activity encouraged discussions, teamwork and explained the scientific reasons behind volcanic eruptions. Students were supplied with materials to work in groups as well as step-by-step illustrated instructions to create a reaction.





The next two events took place in wide open spaces of Toa Payoh Park and West Coast Park. They were developed and run by student volunteers from River Valley High School and were held on June 4th and 5th.

The student volunteers from River Valley High School lined up a totally different sets of activities. Students attending the previous events were kept interested with the new and different experiences.

The event on 4th June at Toa Payoh Park was named "Defeat the Monster" had students working in a team, supporting one another to flea and finally battle the monster. In contrast, the June 5th event at West Coast Park was more about physical coordination and had students competing, also in teams, by racing through obstacles. These events combined helped boost the self esteem and confidence of our students.

We would like thank our two volunteer groups from Hwa Chong Institution and River Valley High School for their fine effort. You were like big brothers and sisters, and guided and supported the students well throughout all the activities. It could easily be seen in the bonds that were formed and the care you took with our students.

We would also like to thank all parents for encouraging your children to attend these events and you can look forward to many more such interesting activities for your children in future.







## *DAS Outing 2013* *Hwa Chong Interact Club*

by Ong Yifen  
Hwa Chong Interactor

Kids who were initially very shy eventually opened up to the interactors during the activities. The outing ended with a fun and spontaneous bubble blowing session where children were playfully trying to blow the bubbles in the faces of the volunteers. Throughout the outing, the children not only forged friendship with other children but also learned how to be confident when creatively expressing their own ideas.

The children were not the only ones who benefited from the outing. Through the interaction with the children, we were able to learn more about dyslexic children and how they are the same as other children, fun-loving, active and adorable. The DAS outing was especially enriching for the organising team. Our month of planning also enabled us to build up a strong rapport and strengthen our teamwork while learning to think from the children's perspective to

come up with fun activities that would engage the children. The complementary personalities and abilities found within the group allowed us to learn from one another.

Overall, the DAS outing was a success as the outing generally went smoothly and according to plan. More importantly, the children who attended the event arrived feeling the weight of the hot weather, but all went home with huge, wide smiles on their faces and were reluctant to have the outing come to an end.

We are grateful to Mr Gopal from DAS who provided us with valuable information dyslexia so that we could tailor the games to the students' specific needs.



# Visiting the Dyslexia Association of Malaysia

By Anaberta Oehlers  
Head–DAS International Services



Puan Sariah Amirin, the President of the Dyslexia Association of Malaysia (DAM) and Dr. Aziz Abu Hassan were lovely hosts to me on my courtesy call on them. My visit to DAM was interesting as I had not expected to encounter this type of unique learning environment and curriculum. The DAM center on Jalan Ampang is set in a lovely bungalow. The students there attend daily in small group consisting of six students in a class.

DAM curriculum consists of:

- ◆ Lessons in Reading, Spelling, Maths which are delivered in Bahasa and English
- ◆ Computer-based learning
- ◆ Brain Gym
- ◆ Outdoor activities including Art

DAM operates as a school rather than a learning centre like DAS. The students who attend DAM classes are identified in mainstream schools and attend this program for a minimum of 3 months. They are then placed back into the mainstream system.

This was a timely visit as DAS International starts to explore the region and grow. As DAS begins to make direct contact with similar organisations, it is important that we establish and maintain good relationships with them, to understand their methods and be in a position to share our knowledge and training options with them. I really enjoyed my time with them and the children.







## MENDAKI SENSE—Champs Network Launch

By Nur Farhana Muliadi  
Senior Educational Therapist

On 27 May 2013, DAS was invited by Mendaki SENSE for their official launch of Champs Student Care Network at Telok Blangah Rise Primary. Communications and Information Minister, Mr Yaacob Ibrahim, graced the event with his presence and was introduced to various activities and programmes that are aimed at making the students more independent learners and achievers.

DAS was given the opportunity to showcase some of the strategies that are used to help the students with learning needs. Minister Yaacob Ibrahim also stopped by our display and was intrigued by our intervention approach. He was also impressed with some of the manipulatives that DAS used to support learning in the classroom.

Focusing on learning needs is one of the main objectives of the student centre Champs Student Care Network also aims to reach out to students from low-income families with working mothers and also those who may need further care. The center began operating in February of this year and is now looking into opening its second student care centre in another primary school within six months.







By Rianne Tay Rui En  
Tampines Learning Centre

## Experimental Art Workshop

By Paige Lee—Art Instructor



by Faith Wong Shiyi  
Parkway Parade Learning Centre





Dyslexics struggle with language and may even struggle with sequencing. However, these learners generally have very strong visual skills, a vivid imagination, innovation, and an above average intelligence. And participating in arts activities helps them improve their learning skills and gain confidence.

The art workshop teaches basic drawing and painting techniques, to increase students creativity and artistic skills and allows experimentation with various mediums and tools. The workshop also helps to improve their social and emotional well-being.

This specially designed 10-week art course encouraged students to expand and use their natural right-brain talents. They were given a theme to study and discuss with peers and the teacher on alternate weeks. Each student was assigned to draw a picture inspired by the assigned theme. This activity helps to improve vocabulary as students will verbalise, and share their thoughts and ideas by drawing or writing them down. In this way they learn new words from each other and that gives them a sense of accomplishment.

The right-brained students often need help with sequencing skills. I introduced them to draw natures, animals and landscape by breaking them into different shapes. This can be accomplished by teaching them to identify the right shape, how to put individual parts in a sequential order to

complete the whole picture.

Fun and creative art activities get the dyslexic child more involved in the learning process. This makes learning more fun and rewarding, and less hostile. As there's no right or wrong answer in art, it is able to provide these learners with unique and multiple ways of exploring, forming, expressing, communicating and understanding. It also helps them with problem solving, where there are often many ways to address a problem. Through the art workshop, students learn to work in a team as they practice working together, sharing responsibility, and compromising with others.

### About Paige Lee

*Paige has several years of experience planning and conducting art-based programmes to kids, youths and adults with mild to severe learning/development disabilities.*

*Paige sees the value of art in her classroom every day. Artistic activities directly exercise and strengthen the cognitive and physical skills that generally challenge special needs children, such as oral, tactile, visual, sensory and motor skills. She believes art plays a crucial role in nurturing their creativity, and improving their learning abilities by providing a fun, engaging and non-judgmental learning environment.*

*Since year 2009, Paige has worked with both youths and adults with Special Needs in producing quality art pieces for several events such as Art Auction for fund raising, Art Exhibitions and Art Competition. Paige had lectured in The Nanyang Academy of Fine Arts, Temasek Polytechnic, Design School in Singapore, and Raffles Design Institute, Shanghai.*



## Reflection on DAS Art Competition “Reach For The Stars”

By Karen Wong  
Senior Educational Therapist – Bedok Learning Centre

Students had the opportunity to unleash their artistic talents in the art competition themed “Reach For The Stars” organised by DAS last year. I spoke to two of our students, Hasya Amryna Nur Adly and Lim Jieying from, DAS Bedok Learning Centre who received cash prizes along with their awards.

It was already several months into the academic year when I managed to catch up with former DAS student Hasya. Despite her busy schedule, she was happy to grant me the time for the interview. Hasya is one of our student alumni and she is among the cohort of students graduating from DAS in the June 2013 Graduation Ceremony. Art has always been an avenue of self expression



that Hasya enjoys. Hasya did well in her GCE ‘N’ levels last year. Undoubtedly, she is putting her best foot forward and reaching for the stars! Currently, she is in her first year pursuing her tertiary studies at the local ITE (Institute of Technical Education).

**Congratulations on your DAS Art competition win in the Upper Secondary category and in your ‘N’ levels achievements. Could you share with us how your winning piece came about?**

**Hasya:** I have always enjoyed watching animated shows. I was thinking of shows that I could relate to the theme and BAM! I thought of Peter Pan.

**What provided you the inspiration?**

**Hasya:** Surprisingly, the first animated show that I watched was Sailor Moon. Although I do not recall how the show went while I was young, I have always been amazed by the artwork and was



always challenged to draw like that.

**What materials did you use?**

**Hasya:** I improvised with whatever I could find at home. Paints, coloured pencils, markers, etc.

**How much time did you take to complete it?**

**Hasya:** Two hours? I am not really good with painting.... (laughs)

**What do you enjoy drawing most?**

**Hasya:** Anything that I can possibly think of! I let my imagination run wild.

**Do you have any words of encouragement to share with budding artists?**

**Hasya:** Listen to your heart. Not your parents (laughs). I am referring to passion, not drugs ok.

**What are your future aspirations?**

**Hasya:** Be everything that I can be!



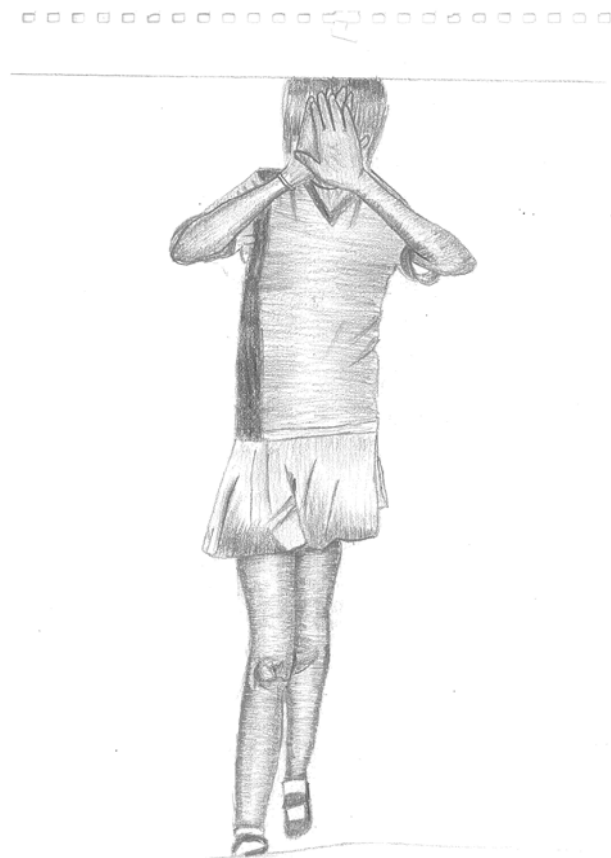
*Photo : Hasya receiving her certificate and cash prize award from Karen Wong, DAS Senior Educational Therapist.*

## Interview with Lim Jieying

I had a quick chat with Jieying - winner of Lower Secondary Category for " Reach for the Stars " art competition. She is currently a Secondary 2 student at Bedok North Secondary School.

**Congratulations Jieying on your win for the Lower Secondary category! How did the idea of your winning piece come about?**

**Jieying:** The idea came about from a photo taken by my sister.



**How did the photo provide the inspiration?**

**Jieying:** The facial features in the photo were not visible, so I thought it would be a simple way to get started.

**What materials did you use?**

**Jieying:** A pencil to sketch and some shading techniques.

**What do you enjoy drawing most?**

**Jieying:** I enjoy drawing cartoons and anime most! I get my ideas and inspiration from websites, pictures and photos and try practicing from there.

**Do you have tips to share for budding artists?**

**Jieying:** Shading can be rather messy. My advice is to experiment with other techniques as well.

**How about sharing with us your future aspirations ?**

**Jieying:** In future, I would like to pursue a computer related course as I enjoy spending time on my computer!



## *Angela Fawcett—Overseas Dyslexia Researcher & Mother shares her personal story with Parents*

By Argus Tong  
Publicity and Publications Officer

Professor Angela Fawcett, a leading international researcher into dyslexia and other learning differences recently shared her personal story about handling both the dyslexia of her husband as well as her son's, who was diagnosed at the unusually early age of 5.

Angela, an Emeritus professor at Swansea University, revealed numerous anecdotes to an audience consisting of mostly parents, driving home the point that dyslexia is more than just a reading difficulty. In fact, one of the issues her son struggles with is memory issues. One time, he left the grill on while cooking sausages and then forgot about it. Hours later, after the firemen had left, instead of scolding him, she encouraged him to continue to explore cooking."

Angela also provided some tips on what parents can do to help and support children with dyslexia. She emphasized "Support Your Children; Provide an encouraging environment; and make an effort to explain to your children's teachers at school about dyslexia. It goes a long way".

Chris Chia, Parkway Parade Learning Centre Manager and also the Coordinator for the

Parents Support Group reflected, "It is great that someone of Angela Fawcett calibre who not only has academic knowledge but has also experienced dyslexia firsthand with her husband and son is sharing her experiences. The parents really benefited from this talk especially the positive advice of providing the support and belief to their child with dyslexia".

In addition, one attendee and parent, Azizah Curtis remarked, "Angela's talk provided important insights into the upbringing of a dyslexic child. As she herself had experienced it, there was an authenticity to her sharing. She was inspiring to us parents and very motivating. She helped us see what a big difference we can make".

She added, "I appreciated her advice on how to help dyslexic kids discover and develop their unique strengths instead of focusing on just their weaknesses. I think the impromptu sharing later by all the parents was also really valuable and comforting. There is always light at the end of the tunnel. Thanks so much to DAS for organising these talks".



## The Joy of Teaching

by Nithya Ravi Chandran  
Educational Therapist

Going into class is always an exciting adventure. Each lesson is a chance to bond through casual conversation, allowing me to learn if the student is up to doing the work planned for the day. A good grasp on their mood, stress levels and knowing how tired they are, is an indicator to roughly how much they will be able to absorb and manage for the day. It is very important to maintain a balance, so that they can still do their work and not get over-strained.

In most instances when I have taught students under the IEP or Star programmes, I have approached each lesson with an open mind and a friendly attitude. Each of my students are different and they all have varying needs. Building a bond during lessons helps me as the teacher to decipher if the child can manage the work, and for them as the students to warm up to me for the day. Where learning is a chore for most of my students, creating a more light hearted and fun environment with games and discussions always make the lesson more enjoyable and the students tend to start enjoying their work.

Going into every lesson I always have in mind what I would like the children to accomplish for the day, but upon seeing their frame of mind for the day, I prefer not to push them too much and create stress, but allow them the time they need to learn and understand a basic portion of the lesson. This way children draw more quality from their lesson. The basic portion is what I deem that they are able to manage for the day, thus in class we strive to complete it. My students often need coaxing and a certain amount pushing from me to complete their work. It is always important to know how much they can complete and ensure that they try their best, and not to give up easily. In my opinion, if the student has the ability to attempt the work and at least answer some portion of it, they should do so. Simply giving up without trying is not an option I allow.

Every lesson is a learning journey for both the student and myself. From what I have learned so far, encouragement and telling them to try their best is most important. It gives the student encouragement and a sense of acceptance. This spurs them on to try and to prove to themselves that they are able to work correctly on their own. This is very important, as many students often fear failure and believe that being wrong brings with it repercussions in the form of scolding or punishment.

It is indeed a joy to see my students slowly grow in confidence and while trying their best, and taking steps towards success.





# From Writer to Teacher

## Diary of a Learning Support Officer

By Monica Adina  
Learning Support Officer  
Sengkang Learning Centre

*"If you want something you've never had, you must be willing to do something you've never done." – Thomas Jefferson*

For a long time, my life used to revolve around writing – not only as a profession, but also a hobby. I would stay up into the wee hours of the morning simply scribbling my sentiments or penning poetry. So it was only logical that I should end up in the publishing industry. At least that was what I thought. I loved my job, but there was always a nagging feeling in my gut that I was not entirely fulfilled. Yet, as an artistic introvert, I was unwilling to leave my comfort zone.

In the fourth year of my work, I was offered the chance to be an assistant teacher, apart from my usual writing duties, which initially dumbfounded me. A teacher? Who, me? I simply could not conceive of the possibility. Thankfully, my worst fears were allayed when I realised that I was going to have a mentor who I would be co-teaching with. The students were from very diverse backgrounds and learning differences – one of which was dyslexia. I left that job eventually, but learned a good deal. The education sector did not seem as daunting anymore.

It was then that I had an epiphany. I loved the English language, so why not use my passion to help people who struggled with it? Even as a child, I was immensely fascinated with the human mind. One of the modules in my Mass Communications course dealt with Psychology. Dyslexia in particular piqued my interest. I was hell-bent on receiving training but was clueless on where to start. In my pursuit for perfection, I scoured the web and finally chanced upon a job vacancy at DAS. I considered it an opportune stroke of luck or even a greater calling, perhaps. Three interviews and two phone calls later, I managed to cinch the position.

Like my fellow batch mates, all of whom had taught before or at least dabbled in teaching, I underwent two crucial weeks of training on the Foundation Literacy Programme, followed by three months of hands-on mentoring which helped me to understand phonics in greater detail, as well as the delivery of lessons using a multi-sensory approach. During this period, I had peer and formal observations as well as a portfolio I was required to submit which contained a selection of lesson plans, reflective report and teaching resources (yes, LSOs make our own games, activities and worksheets!) which were created for students in Oracy and CLP classes.



I was abruptly posted to the Sengkang Learning Centre only after two weeks of training in late February last year. I was urgently needed to take over from the former LSO who was going into ELA training the following week, just a few days short of the term break. Unlike my batch mates who had the whole month of March to prepare resources, observe and co-teach, I was on my own and had to start teaching on the following Tuesday. Since then, there has been a shift in my style of teaching. I enjoy planning lessons catered to the individualised learning structures of my students and use my communications background to guide me, especially in Oracy where social skills and vocabulary are important components.

At first, it seemed a Herculean effort, as in addition to having new students and being a new teacher, I had inherited charges who may have gotten used to previous instructor's style of classroom management, let alone her style of teaching - which I knew nothing about! The more I taught and talked to them, the more I began to

realise that these little beings were beneficial to helping you think and laugh, or as I call it - pacify the pandemonium which exists within yourself. It was not only gratifying, but also truly therapeutic.

Upon the completion of my one year at DAS, I am filled with more vigour than ever. The challenges I face in having a child cooperate in class activities and having to adapt and adjust constantly have helped me to think outside the box and on my feet to aid students in their progressive path to success. I hope that I have also matured in the course of thirteen months. As a teacher, each day is an adventure (that's what I call my learning journey with the kids) waiting to happen, with constant surprises along the way!

Monica is pictured (left) with her student Sophia Ng, from the Computer Literacy Programme at Sengkang Learning Centre



**SAVE  
the  
DATE**

**18 - 20 November 2013**  
**SMU Admin Building**

The Dyslexia Association of Singapore  
presents

**A Practical Approach  
to Learning Difficulties:**  
an Exclusive Workshop Series

**3**  
days

**9**  
workshops

**2**  
international  
speakers

Join us and acquire practical solutions  
to help your child / student.

[www.das.org.sg/workshopseries](http://www.das.org.sg/workshopseries)

**Dr Thomas Sim**  
Executive Director  
DAS Academy

**Ms Susan C Lowell**  
Director  
Educational Therapy Associates, USA

**Dr Kate Saunders**  
Chief Executive  
British Dyslexia Association



Brought to you by the Dyslexia Association of Singapore | 6336 2555 | [www.das.org.sg](http://www.das.org.sg) | [events@das.org.sg](mailto:events@das.org.sg)



## "Between Us" with Angela Lim

By Deborah Hewes  
Head of Publicity and Publications



"Between Us" with Angela Lim runs nightly between 9:00 and 10:00pm on 93.8LIVE and deals with issues and challenges we face at home, at work or in our relationships. "Between Us" helps people through the storms of life, and through talking about challenges with professionals and counsellors this can be an inspiration to someone else who faces the same problems in life.

DAS experts on learning differences, Geetha Shantha Ram, Assistant Director of Staff Professional Development and Fanny Foo, DAS Assistant Director of Learning Centres and Outreach shared their personal and professional experiences of working with children with learning differences.

Geetha was able to share with the Angela and the 93.8LIVE audience the issues and concerns that parents and educators face when supporting students with learning differences. She also provided advice on what to do if they identified someone who may have problems with learning.

Fanny talked about her personal experiences with supporting her youngest daughter, who was

diagnosed with dyslexia when she was 8-years old. As a result of the diagnosis, Fanny devoted more time to her daughter to help her succeed in her studies and it also changed her career path as she came to work for the DAS, the organisation that was supporting her daughter. Fanny was able to share as a parent the frustrations and anxiety that children with dyslexia and learning differences face at home, school and socially and the compassion and understanding that is needed to ensure that these children succeed in life.

Angela Lim devoted the whole hour of her programme to learning about learning differences and she was enlightened to the work that the DAS does for students with learning differences in Singapore.







## Awareness Talk for the Republic Polytechnic

By Andrew Ho  
Centre Manager—Sengkang Learning Centre

On 5 June 2013, we saw yet another successful talk conducted for corporate client, Republic Polytechnic.

The speaker for this awareness talk was our senior education therapist Ms Farhana. This talk was geared towards creating awareness and addressing various myths and queries about dyslexia to the staff of Republic Polytechnic, which included their lecturers and staff from various departments. Around 100 staff attended the talk.

The audience was engaged and there were several queries from the floor. They were enquiries about our services, term fees and processes.

The talk ended with several others approaching the speaker and myself to obtain more detailed information because they themselves or their friends have children facing such learning difficulties.



# RAJAH & TANN LLP

## Legal Talks

By Andrew Ho  
Centre Manager of Sengkang

Our inaugural corporate customer Awareness Talk took place at the renowned law firm of Rajah & Tann on 23 April of this year.

The audience, 30 members of staff, consisted of mostly of working parents and those who wished to learn more about dyslexia.

Our speaker, Fanny, shared information about DAS: what we do, our services and how students benefit from our programmes. She also covered what is dyslexia and its causes. An emotional video was shown that warmed the hearts of the audience.

The audience was engaged and showed great interest. There were many curious questions asked about dyslexia intervention and our administrative processes. One member of the audience shared that his son is dyslexic and that he would be enrolling him in our programme. His son is currently receiving specialised tuition from a private tutor. The audience was also interested in our academy courses.

In closing, we encouraged the audience to make gift donation and to volunteer for DAS events. The duration of the talk was an hour, with the Q & A taking a further 25 minutes.

*If you would like us to conduct an awareness talk at your workplace please contact us on 6336 2555. We would be very happy to share with your staff about learning differences.*





DAS is launching a new programme

# Speech and Drama Arts!

Commencing Saturday, 3 August 2013

DAS is introducing Speech and Drama Arts to primary school students so that they can develop a passion for the English language through dramatic play. The speech and drama arts programme is designed to help your child to:



Dramatic  
Play



Develop effective communication and presentation skills

Discover their inner strengths and hidden talents

Increase proficiency in the English language

Encourage teamwork and cooperativeness

Stimulate creativity and imagination

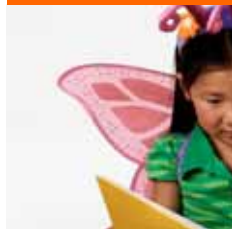
Build self-esteem and confidence

Explore cross-curricular themes

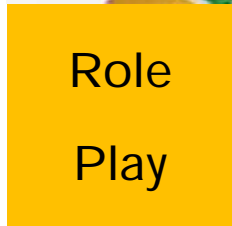
Enhance concentration skills

And above all have

**FUN!**



Improvisation



Role  
Play



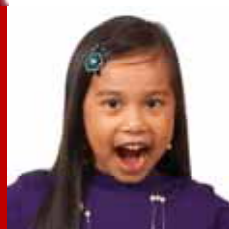
Drama  
Skills



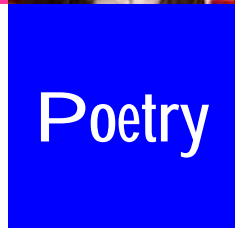
Confidence  
Building



Language  
Skills



Social  
Skills



Poetry



Imagination



**DYSLEXIA ASSOCIATION  
OF SINGAPORE**

**HELPING DYSLEXIC PEOPLE ACHIEVE**

Enquiries and Registration

Call Pushpaa: 6412 0564

Jane Ho: 6538 1658

For Primary School Students only

# SPEECH AND DRAMA ARTS

Here at DAS, we recognise Speech and Drama Arts (SDA) as an effective means of developing our students' talents and self-confidence, which in turn can lead to a more positive self-concept for a student. Our goal is to provide an outlet specifically for DAS students to express themselves, their inner feelings and emotions and to demonstrate their talents in a fun and artistic way. Our curriculum, that is specially designed to meet our DAS students' needs, our teaching staff and our strong commitment to make every learning experience at DAS valuable, differentiates us from all the rest.

The curriculum is crafted with these objectives in mind:

- ◆ Developing literacy skills,
- ◆ Improving listening & concentration skills,
- ◆ Exploring cross curricular themes,
- ◆ Developing teamwork,
- ◆ Aids in problem-solving & decision making,
- ◆ Developing communication & social skills,
- ◆ Multi-sensory activities,
- ◆ Fosters self-awareness & self esteem.

Three levels of the SDA Programme



**Young Artiste** - At this level, we build on acting skills using some theatrical elements. Our main aim at this stage is to develop acting skills, self confidence, social skills, self-expression, creativity and imaginative skills.

**Growing Artiste** - As students become competent and confident communicators, this level will stretch their ability by getting introduced to play scripts, scenes, settings, monologues, dialogues, and improvisation to develop the students' physical, vocal and analytical skills.

**Theatre Artiste** - With the skills and the experiences of the previous two levels, this final level is an opportunity for them to explore higher-order skills such as Stage Directions, Script writing, Stage craft and other theatre aesthetics.

1. There will be final presentation at the end of each level for parents to attend
2. Students will be evaluated on overall skills learned during the performance.
3. A Certificate of Participation will be given upon completion of each level.

## SPEECH & LANGUAGE THROUGH DRAMA

18 June 2012 - 22 June 2012

### Parents' Feedback

"It is just the beginning"

"It is fun learning"

"He is able to memorise the given script within a short period of time"

"He enjoyed the games and lessons that were taught"

"He looks forward to attending the class"

"I am very impressed"

"He has improved his speech"

"In this short time I see how confident she is. The programme has helped her to be more confident"

"This is my son's first time joining a drama class. He gained good experience and exposure through this Speech and Drama Programme. It is a good platform for him to perform in front of audience"

"In this short time, I see how confident he is"

"Learn to handle emotions"

"He is more confident to read"

"It was engaging, interactive and my son felt at home. The workshop was customised to our children; different from other speech and drama for the public"

## SPEECH AND DRAMA ARTS

### YOUNG ARTISTE LEVEL

Class Starting and Ending Dates

**Upper Primary:** 3 August to 5 October (1st 10 Lessons)  
10:00 to 11:30am or 1:00 to 2:30pm

**Lower Primary:** 3 August to 27 November (20 Lessons)  
10:00 to 11:30am or 1:00 to 2:30pm

**FEES:** \$267.50 (incl. GST) For 10 Lessons  
**TIME:** Each lesson is 1.5 hours (Total 30 hours)

**DAYS:** Every Saturday  
**VENUE:** Chinatown Point or Bishan Junction 8



### REGISTRATION:

**Open:** 21 May 2013 to 24 July 2013  
**Contact:** Jane Ho, Chinatown Point 6538 1658  
Pushpaa Arumugam, Bishan Junction

For more information contact:  
Pushpaa Arumugam  
pushpaa@das.org.sg  
6412 0564





## DAS Supports the Learning Needs of Preschool Children

By Argus Tong  
Publicity and Publications Officer

More than 100 parents and educators attended the first ever seminar hosted by the Dyslexia Association of Singapore (DAS) at the Civil Service College to raise awareness of learning differences and the interventions that are available for preschool children.

Distinguished experts from DAS each presented relevant sessions to the audience especially those who may have children that have difficulties in their academic learning. The sessions were very informative, beginning with Senior Speech & Language Therapist, Helen Driver, providing an overview of the developmental milestones of a pre-schooler, as helpful indicators for identifying children with learning differences.

Senior Specialist Psychologist Veronica Ng informed of the early signs and symptoms of dyslexia which was followed by understanding into the specialist preschool programme offered at the Dyslexia Association, where Senior Educational Therapist, Salbiah Bahri, explained the pre-school assessment process and lesson components to provide parents and educators with insight into the lessons that students undertake.

Following the tea break, Consulting Educational Psychologist Marinda Grimbeck advised on the role of play time on children's social, emotional and cognitive development, and explained play therapy as a therapeutic tool to help children address and overcome problems. Occupational therapist Titus Lim gave understanding into assessments and interventions for pre-schoolers with dyslexia, whilst Speech and Language therapist Choo Ling Fong informed of the relationship of speech and language abilities with literacy development, and interventions offered at DAS for speech, language, pragmatics and fluency.

The session ended with time of Q&A where the panel of specialists answered questions from the attendees. Assistant Director of Learning Centres and Outreach Fanny Foo, who had led the discussion session reflected "DAS multi disciplinary team of Educational Therapist, Occupational Therapist, Speech & Language Therapist, Psychologist and Play Therapist came together to present how a whole team is sometimes needed to support a child with learning difficulties and how it can help a child tremendously if spotted early."





# STUDENT ALUMNI STAY CONNECTED

## PRIDE



## NETWORK



## FUN



## MENTORSHIP



## CONNECT



Like us on  
Facebook

DASStudentAlumni







## Dr Jiajia “Kee Chiew” Tshirts

[www.das.org.sg/tshirt](http://www.das.org.sg/tshirt)

by Weng Foo Chua (Dr Jiajia’s Father or “Big Dad”)

**T**he Dr Jiajia T-shirt project is our way of helping to raise awareness of dyslexia in Singapore. Today Dr.Jiajia and BigBro have more than 30,000 friends (likes) in their Facebook and many are connected to our Facebook because they have had a good laugh watching the boys’ YouTube videos. As a result, many also have came forward to support the T-shirt project.

We have made a one-time donation to DAS to cover part of the cost of printing the T-shirts. We have also bought four T-shirts for our family. Dr Jiajia and BigBro proudly wore them to the NDP preview and took some pictures with friends who recognised him at the location.

We’re very happy to see friends sharing their pictures with us in Facebook when they received the T-shirt they ordered online. Everyone in the pictures with the T-shirt is always smiling brightly.

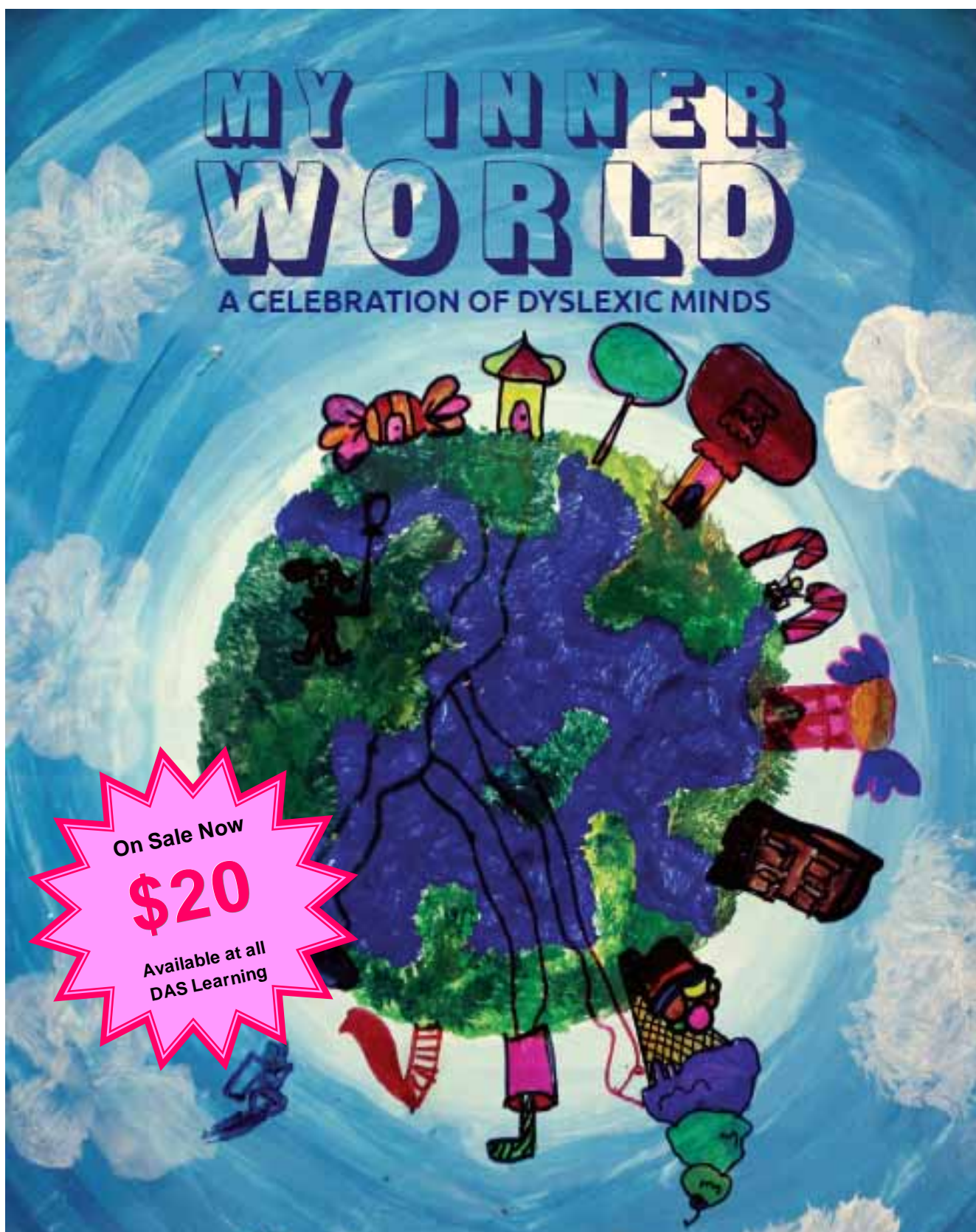
We hope the T-shirt project will be a success. We hope more people will support the project.

To purchase a T-shirt visit the DAS website at:

[www.das.org.sg/tshirt](http://www.das.org.sg/tshirt)

DAS would like to also thank Kaltech Engineering & Refrigeration Pte Ltd for sponsoring the T-shirts.





**My** Inner World: A Celebration of Dyslexic Minds is a 70-page collection of creativity, wit and brilliance of the children we work with. This special 21st anniversary publication celebrates the capacity that dyslexics are capable of and invites the reader to journey into their world. Four chapters in the book feature a myriad of artwork, writing, expressions plus activities to keep the reader constantly engaged. My Inner World: A Celebration of Dyslexic Minds is available for purchase at \$20 at all DAS learning centres and online at [www.das.org.sg/book](http://www.das.org.sg/book).

100% of the proceeds go towards DAS to help children with dyslexia.





## DAS Student Graduation and Awards Ceremony 2013

By Deepam Gnaneswaran  
Centre Manager—Jurong Point Learning Centre

Each year, DAS holds a graduation and awards ceremony to celebrate the achievements of its students. In addition to attending mainstream schools, DAS students attend lessons at our 11 DAS Learning Centres and work hard to apply their learning to achieve greater competency in reading and spelling.

Saturday, 8 June 2013, DAS saw its largest cohort of 174 students graduating at Fusionopolis. It is indeed a pleasure to see how each cohort has grown and has increased with every graduation.

The ceremony was graced by Mrs Loke-Yeo Teck Yong, Director, Education Services, Ministry of Education who oversees two MOE branches and works closely with DAS. She presented the young DAS graduates with their awards.

One of the highlights for this year was that for the first time, six DAS scholars had been honoured with the DAS-OCBC Global Treasury & Investment Banking (DAS-OCBC GTIB) scholarships of up to S\$10,000 each to support their journey to overcome their learning differences.

These scholarships were made possible through personal donations from staff of OCBC Bank's

Global Treasury and Investment Banking division. In line with OCBC Bank's corporate social responsibility programme focusing on nurturing children and promoting education, this donation helps to make it possible for inspiring students from DAS to continue in their pursuit of excellence.

The scholars were selected through a rigorous process by two panels of judges and were deservedly presented with their reward for excelling in a field of either, academics, arts, co-curricular activities, sports, volunteer work, or a combination of them.

The three S\$10,000 scholarship winners were:  
Nur Deanna Binte Mohamed Ismail  
Law Yong Jun Jabez Mason  
Lim You Wei Jonathan

Deanna, Mason and Jonathan are featured in this issue of FACETS in the Awards section.

Further to this, DAS presented three Young Achiever Awards (YAA). This year, three YAA's were presented to Cera Carmen Yeo, Elvin Siew and William Thomas Yong Yoong Chen. All three YAA's had experienced failure and lack of confidence at school before attending classes at DAS. However, through their perseverance, they







are successful in their current endeavors.

Elvin sums up the thoughts from all of them...

*"DAS was the platform that sprung me to the start of my future endeavors and I am thankful to the teachers, staff and friends that have shaped me into the person that I am today."*

These alumni students of DAS have continued to prove that dyslexia is a gift and has not hindered them in the pursuit of their dreams. (See their story in the Cover Story section of this issue of FACETS).

In addition, we also presented Special Achievement Awards to current DAS students who have been recognised for their outstanding achievements in terms of academics or expertise. The six recipients were Amelia Teo, Hasyna Nusyura Nur Adly, Jonathan Lim, Nur Deanna Binte Mohammad Ismael, Siti Hawa Bte Najib and Tricia Lim.

Each of these Special Achievement Awards are featured in the Awards section of this issue.

As always, it was a delightful treat to see our DAS students put on a splendid performance. This time it was a musical featuring dancing, singing and acting by ten DAS students and two of our very own staff. Everyone truly enjoyed the treat!

Most importantly, this ceremony celebrates the successes of our graduates and recognises the support and love of their parents. Although many were happy to be graduating, some felt that the friendships and kinship they had built here would be lost. Hence, to keep you connected, DAS encourages all students to stay connected through the Student Alumni as a platform for you to remain connected and also to build bonds for your future years.

Till our next graduation, here is a quote that is rather simple yet very effective towards our attitude in life.....

*"Learning is discovering  
that nothing  
is impossible"*











*Awards!*



# TEO CHEN LYN AMELIA

SPECIAL ACHIEVEMENT AWARD 2013

## *Amelia's Reflections*

When I first attended classes, I would always wonder why they were teaching me about alphabet and all those basic useless stuff. After five years, I now understand why we start from the basics, which would slowly guide me towards excelling. I was lucky to have two patient and caring teachers to guide me. I am thankful to DAS for showing me that nothing is impossible but only if you try!

## *Testimonial from Clair Yeo Senior Educational Therapist*

I am honoured to be one of the two DAS teachers that were able to guide Amelia in her journey towards coping with her dyslexia. I hope that each lesson we had together was as rewarding for her as it was for me and played a part, however big or small, in her success. I know that she will continue to work hard in order to achieve her dreams. As Henry David Thoreau put so aptly, "Go confidently in the direction of your dreams. Live the life you have imagined."



Teo Chen Lyn Amelia



# NUR DEANNA BINTE MOHAMMAD ISMAEL

SPECIAL ACHIEVEMENT AWARD 2013

## *Deanna's Reflections*

I enjoy my lessons at DAS because the teachers are kind and friendly. I especially enjoy Ms Tuty's lessons as she makes learning fun and interesting. I learn to read, spell and write through card drills and games. I look forward to coming to DAS for lessons every week. I hope to continue to improve at DAS.

## *Testimonial from Tuty Elfira Educational Therapist*

Nur Deanna exudes great positivity towards learning and takes pride in her assignments. Her motivation and enthusiasm are also embodied in her passion for dance. It amazes me to see her blossom from being shy and timid into a confident and talented performer for jazz, tap and classical ballet. Her outstanding participation in the performing arts and resilience in coping with her learning differences makes Deanna truly deserving of the Special Achievement Award! I hope the award will give her a boost of confidence to continue striving towards greater heights. Well done, Deanna!



Nur Deanna Binte  
Mohammad Ismael

*Congratulations*

# HASYNA NUSYURA NUR ADLY

## SPECIAL ACHIEVEMENT AWARD 2013

### *Hasyna's Reflections*

I am grateful and delighted to hear that I am given this award. It is a great honour for me to receive it since it has been a while since I've received any award. With this, it will give me the encouragement to aim and achieve more, and become even more successful. I would like to end this by saying that I deserve this recommendation because I am awesome! 8D

### *Testimonial from Emilyn See Educational Therapist*

Hasyna is an intelligent girl who excels in her class work, in art, and in her CCA. She is a responsible and independent worker both at home and at school. At DAS, Hasyna is focused, always on task, and willing to learn. Despite her quiet nature, she enjoys engaging in friendly banter with me at times, and it is delightful to see her confident self when doing so. She is always able to produce good pieces of writing, and is an excellent artist. It is evident that her talents extend beyond the classroom when she took part in an archery competition last year, and was placed 2nd on the national level. I would like to commend her for her conscientious efforts in her studies, and for her artistic and sporting talents.



Hasyna Nusyura Nur Adly



# LIM YOU WEI JONATHAN

## *Jonathan's Reflections*

I enjoyed classes at DAS because it's fun and interesting. The teachers are very committed and caring especially Ms Cara who has helped me so much in spelling and vocabulary.

## *Testimonial from Cara Tan Educational Therapist*

I am so proud of Jonathan's progress over the 3.5 years that I have been teaching him. He has come a long way in overcoming his difficulties in dyslexia to achieve greater competency in literacy. Through his hard work and the constant application of what he has learned in DAS, Jonathan developed from a non-reader, to a competent reader and speller today. To add on, Jonathan's results in school improved tremendously over the years. He has done exceptionally well in his year-end school examinations in 2012, scoring a Band 2 for English and Band 3 for Mathematics and Science. Other than his strong academic progress, Jonathan excels in many other areas. He is an active member of the school's rugby team and has represented his school in various national competitions and inter-school matches. Jonathan also displays leadership qualities as he was chosen to be a class monitor in Primary 1 and was recently appointed to be the Junior Sports Leader in his school. His active participation in these school activities has earned him many awards and certifications, including the Edusave Character Award, which was presented to him in January this year. It has been the greatest pleasure to teach Jonathan and I am very certain he will continue to excel in his future endeavours.



Lim You Wei Jonathan

# *Congratulations*

# SITI HAWA BINTE NAJIB

## SPECIAL ACHIEVEMENT AWARD 2013

### *Siti's Reflections*

I am truly happy and grateful that DAS is giving me the Special Achievement Award. I have always been stage-shy and self-conscious, but with constant support and encouragement from friends, teachers, my parents and DAS, I have managed to overcome my fears.

### *Testimonial from Emilyn See Educational Therapist*

Siti is a bright girl who enjoys sharing stories in class, and is always friendly towards her classmates and the Educational Therapists at DAS. She is responsible for her learning, and has done consistently well in school in all her subjects; English, Malay and Mathematics. Despite her fears of standing on the stage, Siti was part of her school team in the E6 Cluster LSP Festival's story-telling competition last year, and has been individually awarded the Best Diction Award. I would like to commend Siti for her excellent efforts in all her school subjects, and her talent in public speaking.



Siti Hawa Binte Najib



# LIM RU XUAN TRICIA

## *Tricia's Reflections*

I was surprised and happy when advised that I will be awarded the Special Achievement Award. I started attending lessons at the DAS Tampines Learning Center since Jan 2012. I love the lessons there and it is always my most look forward programme for the week. The lessons are conducted in different, interesting and fun ways. I would like to thank all the teachers, especially Ms Emilyn, for her great patience, encouragement, support and guidance provided to me

## *Testimonial from Emilyn See Educational Therapist*

Tricia is a bright and friendly girl who has a good attitude towards learning, and gets along well with her peers. She is a diligent worker and an avid reader both at home and at DAS, and has done well for her examinations last year. Her drive is also evident in her extra-curricular activities as she participated in an inter-school floorball competition, leading to her team's victory in the East Zone and attaining 1st place last year. I would like to commend Tricia for her excellent efforts both academically and athletically.



Lim Ru Xuan Tricia



## DAS-OCBC GTIB Scholarship

By Sean Lau  
Senior Fundraising and Events Officer

DAS was proudly supported by a group of generous bankers from the Global Treasury and Investment Banking (GTIB) arm of OCBC Bank at last year's Gala Dinner. With a big-hearted donation of \$132,000 towards scholarships for deserving DAS students, we are proud to announce that 2013 will witness the first six DAS scholars, each receiving up to \$10,000 each in their journey to overcome their learning differences.

These six scholars were selected through a rigorous process by two panels of judges and are deservedly presented with their reward for excelling in a field of either academics, arts, co-curricular activities, sports, volunteer work, or a combination of them. Our heartiest congratulations to them!

Applications for 2014 will commence in the first quarter of 2014. Further information and application forms can be accessed at [www.das.org.sg/scholarships](http://www.das.org.sg/scholarships).

### *\$10,000 Scholarship Awardees:*

Lim You Wei Jonathan  
Nur Deanna Binte Mohamed Ismail  
Law Yong Jun Jabez Mason

### *\$5,000 Scholarship Awardees:*

Chong Hui Wen Rachael  
Lian Jun Kai Antre  
Low Siew Wai Edward

The three \$10,000 scholarship awardees Deanna, Mason and Jonathan are pictured above with (left to right) Dr Jimmy Daruwalla, DAS President, Mr Lam Kun Kin, Senior Executive Vice President Head Global Treasury & Investment Banking OCBC Bank, Mr Kenneth Mark Lai Chin Kui and Mr Jason Ho also from OCBC-GTIB.





*Lim You Wei Jonathan*

"I am very happy to receive the scholarship. It gives me the chance to study more at DAS. I would like to thank the sponsors (OCBC-GTIB) and the teachers especially Ms Cara who guided and helped me through thick and thin. I have definitely learnt a lot !"



*Nur Deanna Binte Mohamed Ismail*

"I was ecstatic when I was informed that I had been awarded the DAS-OCBC scholarship. I felt honoured and grateful. With the money saved, I can further my passion in dance. I hope to be able to apply the discipline and confidence I've picked up in my dance competitions to face life's challenges. My dream is to open a school for dyslexics that incorporates dance as one of its subjects. I hope my dream will become a reality one day! "



*Law Yong Jun Jabez Mason*

"Hi, I am Jabez Law and I am 11 years old. I am very happy and excited to receive the Scholarship. I would like to thank my teacher, Miss Jia Hui from DAS Bishan Learning Centre for her patience in helping me improve my English through the weekly lessons. I am now more confident in writing my composition and applying what I have learned at DAS to my school work. Though I am dyslexic, I am not ashamed. I am thankful to my teachers and parents for noticing it early and I am able to learn how to cope with it through the lessons I attend at DAS. "



*Chong Hui Wen Rachael*

"I'm delighted to be selected by the panel to receive the OCBC scholarship and I would like to thank OCBC and DAS for giving me this opportunity! "



*Lian Jun Kai Andre*

"I am very happy to receive the scholarship from DAS. I feel very motivated to work harder. I will continue to study hard and do well for my rugby."



*Low Siew Wai Edward*

"I am very happy and grateful that I have been awarded the DAS scholarship. I enjoy my lessons at DAS as the teachers are nice, the lessons are interesting and my classmates are fun."

Can be used for any of  
DAS Association's  
services

Scholarship Value of  
maximum SGD\$10,000

Length of Scholarship  
2.5 years

No Bond Required



*Applications forms for 2014  
Scholarships will be available at:  
[www.das.org.sg/scholarships](http://www.das.org.sg/scholarships).*



## DAS as an Employer of Choice

By Cheryl Denis—HR Officer

### Why join DAS?

**Potential for organisational growth:** While DAS presently provides support for 2,400 students, it is estimated that there are 23,000 students from preschool to secondary school with dyslexia severe enough to warrant intervention. DAS is at the tip of the iceberg in terms of our potential client base. Additionally, there is increasing demand for our services in the region.

**We are not just about Dyslexia:** DAS continues to increase its range of services for children with learning difficulties, including assessment services, pre-school programmes and educational therapy. There are ample opportunities for DAS staff to grow with the organisation and develop and specialise in their areas of interest.

**Career Development:** DAS believes in helping staff succeed and grow, through educational sponsorships, mentoring, and training.

**Meaningful Career:** There are many opportunities for staff to make a difference to our clients and community.

We are looking for dedicated and committed individuals; write to us if you are keen to be part of the team. A rewarding career awaits you at DAS!

Career opportunities are available for the following:

- ♦ **Registered Psychologist**
- ♦ **Senior Accountant**



LIKE US ON

facebook

Parents, you can now connect with other parents to share your experience and knowledge of raising a child with dyslexia.

Join us on Facebook now.

## DAS Parents Network

[www.facebook.com/groups/dasparent](http://www.facebook.com/groups/dasparent)

## Dyslexia Association of Singapore

[www.facebook.com/dysSG](http://www.facebook.com/dysSG)

## DAS Academy Ltd

[www.facebook.com/dasacademy](http://www.facebook.com/dasacademy)

## DAS International Services

[www.facebook.com/dasinternational](http://www.facebook.com/dasinternational)

## DAS Student Alumni

[www.facebook.com/DasStudentAlumni](http://www.facebook.com/DasStudentAlumni)





# The Annual DAS Student Graduation & Awards Ceremony The Inaugural DAS-OCBC GTIB Scholarship Presentation 8 June 2013



*Cover Story*





# YOUNG ACHIEVER AWARD 2013

YEO CERA CARMEN

## *Cera's Reflection*

In primary school, I was failing almost all my subjects, I did not excel in anything and I was not even part of the "cool" crowd. I also disliked going to school everyday. I thought I would always be a failure as I couldn't soak in the knowledge that my teachers were giving me.

In primary 6, I dropped to the 'EM3' stream. I was embarrassed and I thought it would be the end of the world. I labelled myself 'stupid' in my own mind. However, through effort and hard work, I made it to the Normal Academic stream in my affiliated secondary school. Through the help of my teachers and my older sister, all of my subjects slowly improved from a fail to a pass.

I only began to realise I was good in other things, like sports. I joined my school's Floorball team in late 2010, with our teamwork and dedication, we achieved 4th place in the National B Division Floorball in 2011. This was also the year I was studying my 'N' levels, Floorball helped me released stress as it's one of my passions.

I achieved an ELMAB3 of 9 points for my 'N' levels and also became the captain of my Floorball team. In the same year, I also participated in a lot of church activities and became Team Leader for a youth church group camp. I planned and ran the camp successfully together with my partner.

In my 'O' level year, I studied and worked hard and gained a pretty good score. I am currently studying in Temasek Polytechnic, Diploma in Environment Design. Through all this, I learned that nothing is impossible, as long as I set my mind to it, especially with the support of my family members and teachers. When you're at the bottom of the food chain, all you can do is move up.



DYSLEXIA ASSOCIATION  
OF SINGAPORE  
HELPING DYSLEXIC PEOPLE ACHIEVE

*Congratulations*



## Young Achiever

Award 2013

Yeo Cera Carmen



When I was in primary school, I hated doing work so I failed in almost all my subjects. I did not excel in anything and I had few friends. I also disliked going to school everyday for fear of the punishments from not doing my homework. I thought I would always be a failure as I couldn't soak in the knowledge that my teachers were giving me everyday.

In primary 6, I joined the 'EM3' stream. I was embarrassed and I thought it would be the end of the world. I labeled myself 'stupid' in my own mind. I thought that my brain was slow and useless. Most of the things I learned in school never made any sense. However, I still put in my best to try and see where I could go.

Through all the hard work, I made it to the Normal Academic stream in my affiliated secondary school. I couldn't believe that I actually made it through primary school. Through the help of my teachers and my older sister, all of my subjects slowly improved from a fail to a pass. And from there my grades slowly began to improve.

I realized I was also good in other hobbies when I had finally tried out for a Co-curricular Activity in Secondary 3. I had joined my school's floorball team in late 2010 and with our teamwork and dedication, we achieved 4th place in B'div nationals in 2011. We were all surprised that we

made it so far as we only have a few months of training and team bonding. This was also the year I was studying my 'N' level, floorball helped me release stress as it's one of my passions.

Finding a way to release stress at that time is really important as it helped me concentrate better on my work after I let off some steam. I achieved an ELMAB3 of 9 points for my 'N' levels and also became the captain of my floorball team. In the same year, I also participated in a lot of church activities and became Team Leader for a youth church group camp. I planned and ran the camp successfully together with my partner.

Participating in activities outside of school also took up my time but through it I learn some useful skills, like organizing camps and leadership qualities. In my 'O' level year, I studied and worked hard and gain a pretty good score. Now I am currently studying in Temasek Polytechnic, diploma in Environment Design. Even though I used to think that I was stupid and useless, I've made it this far in my life and I now figured out and acknowledge the positive qualities in me. This keeps me positive and brings me through the day. There will always be another obstacle to overcome in life, so I keep my head up high and conquer whatever comes by my way.

### Parent's Testimonial



My daughter, Cera, is an inspiration to me. I have watched her struggle with her dyslexia over the years and am amazed at how she was able to overcome it and also excel in other areas such as floorball and in her church group. She has shown me that even if you have dyslexia, you can achieve anything! I am very proud of all her sports accomplishments and academic achievements. I could not have hoped for more!

# YOUNG ACHIEVER AWARD 2013

ELVIN SIEW TUCK YUM

## *Elvin's Reflection*

I am dyslexic and I am proud to be one. There is nothing to fear about. I was timid, but the teachers in DAS comforted and reassured me. This made me confident and shaped the leader I am today.

In DAS, the teachers focus on developing us to the best of our potentials. They identified the areas that we needed help most and facilitated us with the strategies that suited our learning. We learned efficiently and effectively. Areas that I saw most improvements in were Spelling and Comprehension and I owe it all to the teachers' dedication. It motivated me to achieve better and helped develop my confidence. All these sparked a chain reaction, also, for my personal development.

I became the Assistant Head Prefect of the Student Council in Outram Secondary School when I was in Secondary 2 and eventually the President in Secondary 3. It was not an easy job as I had to host events with my Executive Committee Members. Some of the events that I led were Secondary 1 Orientation, Gala Night, Teachers' Day Celebration and Inaugural South Cluster Student Development Programme.

The Secondary School also awarded me with awards such as Lighthouse for best improved, CCA Distinction because of my Leadership and the Principal's Award. These awards were given to recognise the achievements I have made in school.

All these achievements would not have been successful and I owe it to DAS. Not only have I improved tremendously in my academics, I have also gained valuable personal traits such as perseverance and endurance.

Currently, I am pursuing my education in the engineering field. I am studying Digital and Precision Engineering as a Scholar in Nanyang Polytechnic.

DAS was the platform that springs me to the start of my future endeavors and I am thankful to the teachers, staff and friends that have shaped me into the person that I am today.





## Young Achiever

Award 2013

Elvin Siew Tuck Yum



I was special. My mother said that teaching me was different from my other three siblings. As a young boy, I was afraid to be different from my siblings. I remembered being weak in spelling, writing, speech and comprehending, which made me timid. I was intimidated by my setbacks and they frighten me at times.

When my mother found out that I was dyslexic, she was brave. She told me before I went to bed and told me that I was going to be alright. I cried myself to sleep that night, thinking it was the end for me.

I finally accepted who I was and went through the assessment for dyslexia and started attending classes when I was 12 years old. During that period I met new friends and teachers. The pedagogy was totally different in the centre.

There, I learnt how to spell and read using phonics. The teachers flash the cards at the start of the lessons and asked us to enunciate the letters' sound(s). That was particularly helpful and eventually, it gave me confidence in reading and writing.

I also learnt to make learning fun by playing language games like Taboo and Scrabble. All of this help from the teachers at the centre helped me gain confidence and assurance that being dyslexic is not a shortcoming and that it is not the end of the road.

My teachers saw improvements in my language ability and saw something in me. In Secondary Two, I became the Assistant Head Prefect in the school's Student Council. I was told that it was rare for a lower secondary student to be assigned that position. I then became the President of the

Student Council the following year. I was proud of myself to have earned those titles. It was my family and DAS that got me that far with their unending support and encouragement.

Indeed I am different. I am special as well. But there is nothing to be afraid of, only we can battle those thoughts. The change of a small portion in my life, changed me dramatically. I have overcome my challenge, make those challenges your strength and you will be on the right track; halfway through your success.

*“Being dyslexic one should not be discouraged to have any big dream in their life. Once we know how to adapt to the learning ability and the right attitude towards life, like driving a racing car, the driver will just zoom to the finish line.” – My Parents*





# YOUNG ACHIEVER AWARD 2013

WILLIAM THOMAS YONG YOOONG CHEN

## *William's Reflection*

When I first joined the DAS, I was in Primary One and at that point I couldn't even read at all or barely spell anything properly. So one could imagine how hard it was to do Maths sums when you can't read what the questions were asking me to do. My mother made it a point to explain what Dyslexia was and that it was not something I should feel ashamed about, just that I was wired differently.

I surprised myself when I received the results of my PSLE. I found out that I had actually made it to the Express stream. I chose the Normal stream at ACS Barker Road, as I felt that four years might be too rushed and that an extra year would help me understand the concepts better.

I was supposed to be retained in Secondary 3 as I had failed that year critical year. The principal at ACS, told me it was the teachers who had recommended my promotion. I took this as a wakeup call.

I received my award for the top N Level student at ACS scoring 5 Distinctions, and being in the top 10% of the students in Singapore, from the first batch who were offered a direct through train into the polytechnic bypassing the GCE O Level. I was also nominated for the Lee Hah Ing Scholarship award by ACS and received the Edusave Good Progress Award 2012. I enjoyed my DAS classes last year with Mr. K.J, my DAS teacher and Ms Albel who helped me to prepare for my N Levels and I would like to thank both of them along with Mr. Baski my tuition teacher.

Apart from my studies, I am also a leader in my CCA Infocom Robotics and have represented my school in the national competitions and received Gold. I am also an active member in my church and have gone to Sabah and Nepal for mission trips working with the children in the orphanage.

To all of you who are at the DAS now keep trying, because if I didn't keep trying I wouldn't be where I am today.



DYSLEXIA ASSOCIATION  
OF SINGAPORE  
HELPING DYSLEXIC PEOPLE ACHIEVE

*Congratulations*



## Young Achiever

Award 2013

William Thomas Yong

Yoong Chen



William Yong, who is one of this year's DAS Young Achiever's Award, shared his memories of his school career and especially his learning to overcome dyslexic difficulties with Tim Bunn, Senior Research Officer and Educational Psychologist with DAS in May 2013.

**William, what are your first memories of going to school?**

My first memories of school are going to kindergarten, where I was always running away from my Chinese class. That was the main reason why I had to drop Chinese later, because I had no foundation. I particularly remember suffering in English – I couldn't really spell the basic words that everyone else could, and I could barely read – even though I was excelling in mathematics – I think I'm naturally good with numbers.

**What are your first memories of reading and writing?**

My first memories of reading are of my mum reading to me. She read Roald Dahl books, such as Charlie and the Chocolate Factory, the Witches and the BFG; she often tried to get me to read; when I couldn't which was almost all the time, she would go through the lines with me in different voices that would suit the story.

**What were your primary school years like?**

I think my primary school years went very fast. I went to my first day not knowing anything, not knowing which class I was in, not knowing the national Anthem, and looked like a fool to everyone. I met different people and tended to

make friends with people with disabilities, such as ADHD, dyslexia and Aspergers. When I graduated I was pleasantly surprised with my score in PSLE.

**Do you remember when your parents and teachers first talked about dyslexia with you?**

Mum first told me I could be exempted from mother-tongue. She told me that I had a reading difficulty which may challenge me but I would be able to overcome it. My Special Needs teachers in my primary school also explained to me that I had a learning difficulty. And they gave me exercises such as using flash cards and reading exercises.



**How was the change from primary to secondary school for you?**

It was a very big transition, even though I was in the same campus, there were so many new people and most of my friends had gone to other schools. And I had gone from being a senior to

one of the juniors. The work had also become substantially higher and more demanding.

**What sorts of help have you had with reading and writing?**

I had started at the DAS in the middle of Primary 1, and stayed to P2, and it really helped me to read. Before I could read I couldn't do the maths questions because I couldn't read them, so I was failing. I found that the exercises which were most helpful were the early ones in primary school, such as finger tracing and arranging the alphabet, which really helped me with my b's and d's. I started again in Sec 3. This helped me with my vocabulary.

**What has been the most helpful way for you to improve your reading and writing?**

I found the flash cards and finger tracing the most helpful.

**How do you find reading and writing today? Do you enjoy them?**

I find reading a bit hard because I read very slowly which can be a hindrance in my exams. I think writing is ok with the exception of my bad handwriting. I do enjoy reading the occasional book now, such as The Hunger Games, and Harry Potter.

**You have recently achieved some great successes in exams. What do you think has enabled you to have these successes?**

At the end of my secondary 3 year I was nearly retained, and I was given a second chance, so I felt this was like a sign from God and I should take my chance. To be the top N Level student at ACS this year was achievement, I couldn't have done without my mother's encouragement and the support of my brother and sister, and my dad. Without their support I wouldn't have done as well as I have.



**From your experience, do you have any advice for young people who experience difficulties in reading and writing in school?**

I know everyone probably says this, but reading books really helps, because it improves your grammar and vocabulary. Believing in yourself and know that you can always improve. The DAS has really helped me so much and I am so thankful that I got the chance to go there.



#### Parent Testimonial

*My son Will's positive attitude towards his dyslexia is one which I hope I have played a small part as an Educator and parent. I have learned that in order for your child to remain positive with their self-esteem remaining intact we need to show them the special gifts they have and to be their strongest supporters and advocates. They will then be prepared, with confidence, to take on anything that comes their way.*

*- Anaberta Oehlers*









Are you an Educational  
Therapist who would like  
professional recognition?

*“Register with RETA and  
join other Educators  
who make a difference”*

## RETA MEMBERSHIP

Benefits of being a member:

- ◆ A \$100 welcome gift voucher for DAS Academy workshops and courses\*
- ◆ 10% member discount on Assistive Technology resources
- ◆ 10% member discount on DAS Academy resources
- ◆ Access to DAS Academy library
- ◆ Opportunity to be listed on the RETA website for private consultation
- ◆ RETA Chronicles, the members only, bi-annual newsletter
- ◆ Invitation to workshops/talks/sharing sessions by guest speakers or other RETA members

\* Terms and Conditions apply

**6336 2555**

**RETA**

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

**www.reta.sg**  
**info@reta.sg**

## RETA PANEL OF ADVISORS



**ANGELA FAWCETT**

Academic Director—DAS Group

Professor Angela Fawcett is a leading international researcher into dyslexia and other developmental disabilities, encompassing a range of theoretical and applied contributions to this field. Her approach is broad and interdisciplinary ranging from child and cognitive development to educational screening and intervention, as well as developmental cognitive neuroscience. She is the Vice President of the British Dyslexia Association and also the Former Chair and Director of the Centre for Child Research at the Swansea University, UK.



**KATE SAUNDERS**

CEO—British Dyslexia Association

Dr Kate Saunders is the Chief Executive Officer of the British Dyslexia Association. Kate has over 20 years of experience in the field of dyslexia and special educational needs, having worked as a Senior Specific Learning Difficulties/Dyslexia Advisory Teacher, Special Educational Needs Coordinator, chartered psychologist and lecturer. Kate has a PhD in Education and is co-author of 'How Dyslexics Learn', published by PATOSS (the Professional Association of Teachers of Students with Specific Learning Difficulties).



**THOMAS SIM**

Executive Director,  
DAS Academy  
Director of Partnerships,  
DAS Group

Thomas completed his PhD (Psychology) at the University of Tasmania under the International Postgraduate Research Scholarship focusing on Neuropsychology and Psycholinguistics. He has held various leadership, teaching, and research roles at the Singapore Institute of Technology, SIM University, the University of Manchester, and Wheelock College. Thomas served as the Membership Chair of the Singapore Psychological Society from 2003-2004 and is a Member of the American Academy of Special Education Professionals





*Education Exchange*



# Self-Esteem

By Sharen Ong  
Senior Educational  
Therapist

Understanding the self esteem needs of our children and how educators and parents can be instrumental in their mental development.

**Self-esteem** is a child's defense against the challenges they face in the world. Children who recognise their strengths and weaknesses and have positive feelings about themselves often find it easier in resolving conflicts and thwarting negative influences.

Self-esteem is similar to self-worth (how much a person values himself or herself) or can be defined as feeling capable while also feeling loved. This can change day to day or year to year, but overall self-esteem tends to develop from infancy and continues until adulthood.



## HEALTHY & UNHEALTHY SELF-ESTEEM

Self-esteem fluctuates as kids grow. It's frequently changed and fine-tuned, because it is affected by a child's experiences and new perceptions. So it helps to be aware of the signs of both healthy and unhealthy self-esteem.

### Kids with low self-esteem

- \* may not want to try new things;
- \* may speak negatively about themselves (e.g., "I'm stupid", "I'll never learn how to do this", or "What's the point? Nobody cares about me anyway.")
- \* may exhibit low tolerance for frustration, giving up easily or waiting for somebody else to take over;
- \* this can place kids at risk for stress and mental health problems, as well as real difficulties solving different kinds of problems and challenges

"a person with low self-esteem tends to be overly critical of and easily disappointed in themselves...sees temporary setbacks as permanent, intolerable conditions, and a sense of pessimism prevails..."

### Kids with healthy self-esteem

- \* they tend to enjoy interacting with others;
- \* they are comfortable in social settings and enjoys group activities as well as independent pursuits
- \* when challenges arise, they can work towards finding solutions and voice discontent without belittling themselves or others.
- \* For example, rather than saying, "I'm an idiot," a child with healthy self-esteem says "I don't understand this." They know their strengths and weaknesses, and accept them.
- \* A sense of optimism prevails



Self-concept is a factual description of how you perceive yourself

Self-efficacy is a person's belief in their ability to accomplish some specific goal or task.





# Parents

## Provide a safe environment

Children need a safe place to learn, grow and tackle appropriate challenges and risks: This not only refers to the physical safety of the environment but also the safety of having support and encouragement to try new things. Allowing them greater freedoms it shows them that you trust them. This then helps in building their self-confidence and independence, and by urging them to be motivated and challenge themselves you are also helping them to feel good about themselves.

## Encourage exercise

Exercise maintains a healthy body image. It is much easier for kids to follow actions rather than words. So be sure to involve your children in physical activities as a family. The teenage years bring much uncertainty and comparisons about body image and physical appearance. Hence, it is important that our children have a healthy approach to exercise and its association with health and well-being rather than purely appearance.

## Failure is OK

Let them know that it is OK to experience failure. Despite the "constant praises" we give, in real life we know that we cannot always win the prize, make the sports team, get the best grades or go through life unscathed by loss or disappointment. It is for this reason that we must allow our kids to be exposed to such disappointments from an early age so they have the resilience to pick themselves up and try again. It is our role to help support them through these disappointments and encourage them to try again. This may help to build up the coping mechanisms that enable them to adapt to the challenges that will only increase as they grow.

## Goals

Help them learn how to set and achieve goals. Children need to be shown the importance of setting goals and most importantly setting goals that are achievable and realistic whilst still challenging. They also need to have the skills to get back on track when things don't go to plan. This helps them to start thinking about their futures and encourages them to be motivated to strive for success. This ability to set goals and plan for the future can also start early. The more relevant to their interests you can make their goals, the more likely they are to succeed, and the more likely it is that they will be able to adapt their goal setting to the many other areas of their lives that may need assistance.

## Be a good role model

Again, our children learn so much more from the way we live our own lives rather than how we teach them to live theirs. So it is important not to be constantly whining about weight, wrinkles or weaknesses etc., but rather be seen to be focusing on positive things or doing something positive about certain situations. E.g. It is much better for them to hear "I feel so much better when I exercise and have so much more energy" rather than "I'm so fat and revolting I should be doing more exercise"!

### Contribution from a parent, Natsie Huang:

"We as a family constantly build up his self-esteem by complimenting what he does correctly and always compliment his effort and good work. The other important factor is routine in his daily schedule. Both of us have an agreement on a study timetable whereby he knows when he can rest and have his own free time (after 7pm) so we do not have to argue on how much or little time he spent on his study. The last but not least is consistency in revision; i.e. I will spend 30 mins to revise in Grammar and Vocab, 10 minutes to do reading with him"



# Educators

## Be careful what you say.

Kids can be sensitive to the words used by parents', teachers' and others. Remember to praise him/her not only for a job well done, but also for effort. But be truthful. For example, if the child failed a test, avoid saying something like, "Well, next time you'll work harder and make it." Instead, try "Well, you didn't pass the test, but I'm really proud of the effort you put into it." Reward effort and completion instead of outcome.

## Be a positive role model.

If you're excessively harsh on yourself, pessimistic, or unrealistic about your abilities and limitations, your kids might eventually mirror you. Nurture your own self-esteem and they'll have a great role model.

## Identify and redirect inaccurate beliefs.

It's important for parents and teachers to identify kids' irrational beliefs about themselves, whether they're about perfection, attractiveness, ability, or anything else. Helping kids set more accurate standards and be more realistic in evaluating themselves will help them have a healthy self-concept.

## Be spontaneous and affectionate.

Your love will help boost your child's self-esteem. Give hugs or a pat on their back and tell kids you're proud of them when you can see them putting effort toward something or trying something at which they previously failed. Write little notes with messages like "I think you're terrific!" Give praise often and honestly, but without overdoing it. Note: Having an inflated sense of self can lead kids and teens to put others down or feel that they're better than everyone else, which can be socially isolating.

When promoting healthy self-esteem, it's important to not have too much or too little but "just enough". Make sure your kids don't end up feeling that if they're average or normal at something, it's the same as not being good or special.

## Give positive, accurate feedback.

Comments like "You always work yourself up into such frenzy!" will make kids feel like they have no control over their outbursts. A better statement is, "I can see you were very angry with your brother/classmate, but it was nice that you were able to talk about it instead of yelling or hitting." This acknowledges a child's feelings, rewards the choice made, and encourages the child to make the right choice again next time.

## Create a safe environment

Create a safe, loving environment, at home or in school. Kids who don't feel safe or are abused at home are at greatest risk for developing poor self-esteem. A child who is exposed to parents who fight and argue repeatedly may feel they have no control over their environment and become helpless or depressed.

## Constructive Experiences

Help kids become involved in constructive experiences. Activities that encourage cooperation rather than competition are especially helpful in fostering self-esteem. For example, mentoring programs in which an older child helps a younger one learn to read can do wonders for both kids. Volunteering and contributing to your local community can have positive effects on self-esteem for everyone involved.

## Resources

*The Modern Family*

<http://themodernparent.net/11-practical-ways-parents-can-help-build-self-esteem/>

*Kid's Health*

<http://kidshealth.org/>

*LD-online*

<http://www.ldonline.org/>

*Dyslexia - The Gift*

<http://www.dyslexia.com>





## DAS Academy Workshop Series: Boost Your Child's Self Esteem

**Parents Session:** Saturday, 12 October 2013  
**Children Session:** Saturday, 19 October 2013  
**Time:** 9:30am to 12:30pm  
**Fee:** \$128.40  
 or pay only \$10 with CTG \*

### Parents Session:

To understand the key processes involved in the development of self-esteem of children with dyslexia & other learning differences and how it affects them.

### Children Session:

To show children, through craft work & games, how to develop self-awareness, self-discovery, honour their inner feelings, cultivate courage and self-respect.

### Recommended For

Caregivers and Parents with children aged between 10 to 12 years old (P4 to P6).

NOTE: Two separate sessions conducted. First week for parents the second week for children.



### Lecturer—Priscillia Shen

Priscillia joined the DAS in 2005 with a Bachelor of Arts (Psychology) from the National University of Singapore and is trained in the Orton-Gillingham approach at the DAS. She is also a qualified trainer with the Advanced Certificate in Training and Assessment (ACTA) by the Singapore Workforce Skills Qualification (WSQ) and has been involved in training Allied Educators since 2010. Priscillia is a part of the team that is presently investigating the nature of the difficulties in learning Chinese, which lends itself to her MA Dissertation research on the visual perceptual aspect of dyslexia in the Chinese Language as well as the development of the future Chinese remediation programme for dyslexic students.

\* Pay only \$10 with the Caregivers Training Grant (CTG), subject to the availability of funds in your CTG account. Please visit the academy website for more information  
[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)



# Towards Understanding Dyslexia

## How Parents Can Help

By Emeritus Professor Angela Fawcett  
DAS Group Academic Director

*In a recent parents group meeting at DAS, we discussed ways of helping your child become successful with dyslexia. Some of the advice given is reproduced in the article below.*

Children with dyslexia are the largest group of children with special educational needs in mainstream schools. They have a disorder in one or more areas of learning, usually in learning to read, but they may have associated problems with writing, spelling, speech and language, maths, co-ordination, speed, essay writing, memory, lower self-esteem, and some will have attention deficit disorder (ADHD) and problems with social skills which reach far beyond reading!

Their problems may be misunderstood - both parents and teachers may think they are lazy and just not trying! But dyslexia is also genetic in origin, with around a 50% chance of being dyslexic if you have a dyslexic parent. This means that some parents will have difficulties themselves, and may find it particularly hard to help their children.

### *My son Matthew's story age 8*

Matthew was a bright, verbally able and outgoing boy who had surprising difficulty in getting to grips with reading, writing and

spelling. When he started school he was outgoing and interested, but as time went by and he had difficulty in keeping up with his peers he started to become anxious and withdrawn, and even stopped speaking. At first his teachers thought he might be lazy, or that he was just a typical boy who was not really interested in learning. But it soon became clear that Matthew had Specific Learning differences and would need help to get to grips with literacy and fulfil his potential. It seems likely that Matthew has a profile that has been described as classically dyslexic.





## How can parents recognise problems in young children with dyslexia

- ◆ Many have good language but subtle verbal and language problems
- ◆ Difficulty following instructions – ask them to go upstairs, brush their teeth and put their shoes on, and they will become confused
- ◆ Some may have poor language, both understanding and production
- ◆ Many will have problems listening
- ◆ This may be helped by speech therapy
- ◆ Some (but not all) will have visual processing problems that affect reading
- ◆ Most will have problems with short term or working memory and sequencing
- ◆ Many will have problems in Motor Skills



### Impact on learning

These lead to problems in early learning including:

- ◆ Naming letters and numbers
- ◆ Identifying letters (graphemes) and linking these to sounds (phonemes)
- ◆ Breaking words up into sounds for reading
- ◆ Identifying the correct sounds for spelling
- ◆ Problems with Word and Alphabet knowledge
- ◆ Speed of language production – shown in tasks such as rapid naming

### How does this affect school?

Most will have problems in writing and forming letters, including too much crossing out or rubbing out and poorly formed and messy handwriting



Some will have problems with attention, sustained concentration and attention and perseverance on tasks. This may be because they find the work difficult, or because they have a specific problem with attention. They may produce inadequate amounts of work.

### A typical child with dyslexia...

- ◆ Problems in reading, writing and spelling
- ◆ Slow to complete work
- ◆ Seems to make careless mistakes
- ◆ Seems to know something one day, then forgets it!
- ◆ Seems not to listen
- ◆ May be disorganised and untidy
- ◆ Slow to change for gym
- ◆ May daydream, or clown around!
- ◆ Most children have problems in more than one area

### Strengths in dyslexia

Difficulties may be surprising! These can be children with encyclopedic knowledge about areas of interest! They often have strong verbal skills and may be creative and artistic. They can be particularly good with pattern matching and non-verbal reasoning, and able to see the 'bigger picture'. They may give the right answer, but not know how they got there! This is particularly critical for Maths and Science.

### Understanding assessment

Your child may have a screening test that shows whether or not they are at risk of dyslexia. A formal assessment by an educational psychologist may then be recommended, this

may also involve a speech therapist or occupational therapist

This looks at verbal and non-verbal processing, memory, and speed of processing. Dyslexic children may show verbal strengths, and weaknesses in memory and processing speed. They may also have a curriculum-based assessment by a specialist teacher



### Parent's role in assessment

Parents will need to provide evidence on early language and motor milestones, family history factors or birth problems. It is also important to provide information on behaviour at home and any associated stress and anxiety. There is an important role for parents in helping child to understand that label of dyslexia is not a stigma,



but a difference in processing and an explanation for their pattern of strengths and weaknesses.

### How can parents help their child?

One of the key areas in protecting children at risk from dyslexia of falling behind is good vocabulary knowledge. This can help children to learn to read, so talk to your child and encourage them to develop their interests. Read stories to your child at all ages. Liaise regularly with school on your child's progress and keep them informed for example of how long your child has taken to produce their homework. Try to make sure that your child has a quiet place to produce their homework, and check this has been done and handed in. Your child will benefit most from receiving specific structured intervention such as that provided by DAS.

It is important for parents and children to recognise that it is possible to be successful with dyslexia – think of the many examples of celebrities who have struggled to overcome dyslexia. Try to make sure that your child maintains his self-esteem, this is so important in success at every level. My son Matthew now has a 2.1 in politics from a good UK university and has presented to our Prince Charles on environmental issues – not bad for a boy who stuttered so badly he ran away from giving presentations while at university and needed to be hypnotised to deal with the stress!

Further Information

### Books and Articles

Gavin Reid, (2011) *Dyslexia: a complete guide for parents and those who help them*. Wiley Blackwell

Nicolson, R. I. and Fawcett, A. J. (2008). *Dyslexia, Learning and the Brain*. MIT press.

### Screening Tests

The DEST-2 (2004) and DST-J are published by Pearson Education.

angela@das.org.sg



## TIPS ON GETTING CHILDREN TO STUDY

by Sujatha Nair,  
Senior Educational Therapist

Yelling and nagging will not do the trick. Assist instead of insisting. The best way - **is to invite and encourage your child.**

Here are some tips to getting the job done :

### *Establish a study routine*

- ✓ Set a time and a place for study
- ✓ It has to be the same time every day
- ✓ Once set, stick to it
- ✓ Routine might take some time to "kick in" but with persistence it will

### *Make the routine simple and predictable*

- ✓ Give advance notice that study time is approaching so that they can stop what they are doing and start preparing
- ✓ Clear any clutter on the table

### *Teach them skills*

- ✓ Organisation skills
- ✓ Help with organisation of work (i.e. arrange work in order of importance)
- ✓ Organising their bag for easy access of things
- ✓ Filing system to file notes
- ✓ Use colour coding when necessary
- ✓ Time Management skills
- ✓ Make them list their work down and according to due date
- ✓ From time to time check if your child is following the skills taught

### *Encouragement*

- ✓ Give encouraging verbal response
- ✓ Try not to use vague terms like "Good work", "Great" and etc.
- ✓ Encouragement should be task specific  
For example – "I am so pleased to see that you wrote down a list of things that you need to do. You put in a lot of effort into it and you have written it very neatly as well!"

### *Stay on your kid's team*

- ✓ Be empathetic towards your child
- ✓ Keep the TV off and do not engage in fun or noisy activities during study time
- ✓ This will give your child encouragement that you are also making a sacrifice to see him/her perform well



## BE A PART OF THE DAS PARENTS' SUPPORT GROUP

*Benefits of being part of the DAS Parents' Support Group (PSG)*

### ◆ **Be more engaged**

As a PSG member you are more likely to be an informed and involved parent. You will also be building rapport with educators and supporting DAS' initiatives.



### ◆ **Be part of a network**

We understand that parenting a child with learning differences is challenging. The PSG provides a platform for you to share ideas, concerns and experiences with other parents.

### ◆ **Increase your growth**

Gain valuable experiences and grasp new opportunities, to support your child more effectively.

### ◆ **Make a difference**

Provide DAS with feedback to make positive recommendations for change in our organisation.

### ◆ **Be a role model**

By becoming a PSG member, you will demonstrate the importance you place on education and enhance your bond with your child.

If you would like to join the PSG please contact:

Chris Chia  
chris@das.org.sg



[www.facebook.com/groups/dasparent](http://www.facebook.com/groups/dasparent)

# *“Stuttering or Stammering?”*

## *Speech and Language Therapy can help*

By Helen Driver  
Senior Speech and Language Therapist  
Director of Specialist Services



*At the DAS we have many students who experience difficulties with fluent speech and language and/or difficulties with fluent reading and writing.*

Fluency is the measure of speed, flow and efficiency of delivery so dysfluent means that there is a disruption in the fluidity of speaking or reading and writing.

All people may hesitate at times when speaking or reading aloud. Often the person's mood and feelings may impact on the efficiency of fluency e.g. if a person is tired or anxious they may be less fluent than when alert and calm.

Students with dyslexia and other language based learning needs may be hesitant when they read aloud. The dyslexic student may also struggle to find the words they need to express themselves (referred to as word finding difficulties). They may hesitate, pause and rephrase as they strive to express their ideas into words. If a child has difficulties articulating speech sounds they may repeat sounds or parts of words in their utterances on speaking or reading.

A stutter differs to word retrieval dysfluency or typical hesitations. A stutter is "characterised by stoppages and disruptions in fluency which interrupt the smooth flow and timing of speech. These stoppages may take the form of repetitions of sounds, syllables or words, or of prolongations of sounds so that words seem to be stretched out, and can involve silent blocking of the airflow of speech when no sound is heard" (Enderby, 1996)

### *Repetitions*

Sound	I want a c c c cracker please
Syllable	I want a cra cra cra cracker please
Word	I want a crack cracker cracker please

### *Prolongation of sounds*

I want a (like a hiss) ssssandwich

### *Blocking*

I want a.....(no word although the speaker is trying to 'force' it out).

People who stutter may avoid certain words or situations which they know will cause them difficulty such as introducing themselves or reading aloud in class. Covert stuttering is where the person covers their dysfluency by avoiding and substituting words to such an extent that people in their lives may not realise they have a stammer.

A Speech and Language Therapist can assess the nature of dysfluency to determine whether it is typical or an expressive language difficulty including word retrieval difficulties or an articulation difficulty or a stutter.

Chong Teck recently attended the Certificate in Understanding Speech & Language Impairment at DAS Academy and following the course he was inspired to share his experiences as a person with a stutter.

*“Thursday’s lesson deeply resonated with me as I could relate well to most of the things that you had mentioned in class. Many a time I actually felt uncomfortable because memories of times past flooded my mind as I watched the videos and read the slides; the revisited past was certainly the darkest period in my life where it felt like I was trapped in an endless circle of negativity.”*

Read more of Chong Teck’s personal story in the “STAMMERING” article on the following page.



# S-t-a-m-m-e-r-i-n-g

By Sim Chong Teck

These dreaded ten letters are powerful and life-changing. They bring chaos and confusion into my life. Yet, at the same time, they accessorise my being with a dose of irony, drawing out the hidden strengths inside me.

From the age of nine, I became aware that my speech was unlike that of my classmates, teachers, and strangers. Repeatedly, my message was neither understood nor received well, largely because I was pre-occupied with trying to get words out of my mouth and stopping my hands from gesticulating too much. It did not, however, occur to me that I had a speech impediment. In fact, I shouldered the embarrassment, thinking that it was a punishment from Heaven.

My speech difficulty hindered my ability to speak fluently during lesson hours and oral tests (viva voce). Time and again, I struggled to be heard, on occasion feeling like as though there was a pair of invisible hands wringing my neck, choking me, determined to send me off to my ethereal home. Soon, fear set in and I forced myself harder to speak "right", unconsciously with my fingers clenched into fists moving up and down madly in the air. Often, I would be told that I looked possessed with a red face that was blanketed in sweat.

In the mid 1990s, I was diagnosed with severe stammering (or stuttering), characterised by consistently-occurring blocks (with occasional word substitution as a coping strategy), and accompanied by secondary symptoms of gymnastic hand and head movements. Quite frankly, it brought immense clarity to an otherwise mysterious affliction, and for the first time in my existence, I finally understood why I spoke differently from others. However, it also stirred fear and panic in me, simply because I had no idea of what to expect in the subsequent

chapters of my life, an emotion akin to a hiker lost in a seemingly, endless abyss of forested wilderness.

In truth, I was ashamed of myself, and it felt like I was trapped in an endless circle of pessimism. For a very short phase in my adolescence, I experimented with not speaking, in its place I took to only writing my replies with the occasional assisted hand gestures. Though drastic in action, it actually brought peace to my mind as I could "communicate fluently" with everybody (although many must have thought that I had gone absolutely mental).

The next phase was task avoidance: I did individual assignments (instead of group work), and sought creative ways to escape from doing class presentations whenever possible. Religiously, I avoided reading in class and making impromptu speeches. Basically, I did all that I could to escape from the need to advertise my shame.

These "compensatory" strategies sustained me for a brief period but I clearly knew that they had a short life-span. When my secret was out that I was a stammerer, I was surprised at how some reacted with understanding and even offered to help me with my difficulty. Conversely, I was also at the receiving end of taunts from bullies. Strangely, though, the tormentors had a weak vocabulary, often recycling their verbal abuses, and I surmise that it was probably due to an acute lack of fertile imagination.

As with all things in life, there is a balance like Yin-and-Yang. From darkness springs forth light, so despite the difficulties, my growing-up years were not entirely in gloom.

I was always happy to "speak" whenever I had the opportunity to do drama in school. Incredibly,

I did not stammer when I played a role. Instead, I was able to project my voice, expressed my emotions, and unlocked my fluency (1) while suffering from little stage-fright at all. This must definitely be one of life's mysteries (I am proud to announce that I received the honour of the "Best Father-In-Law Acting Role" title ( ) in an inter-class, play-acting contest for the story 《 》 (Mirror) at the Language Education Institute of Seoul National University in 2007).



*Chong Teck is pictured (bottom right) in 2007 at Seoul National University, with many of his Korean language classmates and teachers who provided unwavering support and encouragement to him while studying in Seoul.*

Likewise, thanks to stammering for making me speak through written words, I had tasted some successes with my writing as a student. My poem on stammering, composed in my mid teens, was displayed at the defunct Speech Clinic Pte Ltd in mid 1990s, and my paper on genetic engineering was entered into a national science writing competition by my Molecular Biology lecturers in 1999/2000. Incredibly, as a post-secondary student, I was blessed with the opportunity to study Freelance Journalism at the International Correspondence Schools (via distance-learning), as well as be fortunate enough to learn directly from Singaporean writer Colin Cheong and writing instructor Brenda Lee.

Similarly, it was through my private speech therapist that I became aware of special-needs education and the varied learning differences. Moreover, in slightly under five years of treatment, apart from spending long hours teaching me compensatory strategies, re-building my non-existent confidence, and mending my tattered self-esteem, she also assumed the role of a personal educator. Being inquisitive in nature, and always seeking new inspirations, I had found school to be a tad too static (not much room for exploration). Hence, my speech therapist worked with me as I dabbled in a myriad of non-school

subjects that ranged from linguistics, story writing to literature and self-improvement matters.

The fusion of drama, writing, and stammering together meant that art, books, music, sports (spectator status), and movies became my constant companions as a student. Coupled with a passion for travel, through them all, I gradually developed a keen understanding of the complex intricacies of human affairs; in a way, that built my foundation for my later foray into Cultural Anthropology and Silk Road studies. In short, having had been immersed in a rather "individualised" learning environment, it had helped me to develop my own stamp of personalised style and voice.

Presently, the severity of my stammering has greatly improved, and I am now able to speak almost quite fluently; nonetheless I still encounter the occasional hiccups in my speech (but it no longer gives me that much grief). In terms of psychology, I am extremely determined not to allow stammering (and/or any other difficulty) to take over my life. As an added booster for my confidence, I participate regularly in hospitality-related volunteer work. Indeed, it is a great way to help me to break away from my shyness and anxiety, and to topple the psychological wall which I have erected as a defence mechanism to protect myself from hurt.

Honestly, I doubt that I would be able to fully accept my speech impediment, despite knowing full well that closure is needed before one can move on forward. Nevertheless, I cannot ignore the love-hate relationship that I have with stammering. Personally, I know this sounds twisted (and maybe headstrong too, I must admit), but then reality never gives one a straight answer anyway.

If the world could really be seen as a huge stage, I strongly believe that stammerers would shine brightly in the world; thus the following quotation serves as an inspiration to me always to live life to the best of my ability.

*All the world's a stage, and all the men and women  
merely players: they have their exits and their entrances;  
and one man in his time plays many parts, his acts being  
seven ages.*

*[As you like it (Act II Scene VII),  
William Shakespeare]*



### A word of thanks:

On the 6th and 8th of June 2013, I was a student of the "Understanding Speech and Language Impairment (SLI)" short course at DAS Academy delivered by Ms Helen Driver. Overall, it deeply resonated with me because I could relate well to the materials that were covered during the lessons. Many a time I actually felt uncomfortable. Why? Purely because memories of times past flooded my mind as I watched the videos, read the slides, and heard the personal stories of the other participants. However, the uncomfortable feeling was actually cathartic, as it made me realise that I had come a long way since I was a young boy, and I have today succeeded, to a great degree, in combating my speech impediment, and no less deserving of a pat on my back.

(1) For more reading on this phenomenon and more information on the positive relationship between stammering and acting can be found from this website: <http://www.stammering.org/specialaboutacting.html>

#### STRANGE AFFAIR

*Once not often we hear ourselves speak,  
Blushing cheeks of embarrassment  
we not seek.*

*Wicked laughter and jeers hurt  
our sensitive souls,  
Crying a thousand thoughts alone hides  
these painful sorrows.*

*Once not often we hear ourselves speak,  
Blushing cheeks of embarrassment  
we not seek.*

*Through time we gain  
strength and confidence,  
Able and determined with the  
uttermost competence.*

*Once not often we hear ourselves speak,  
Blushing cheeks of embarrassment  
we not seek.*

*Understanding and accepting the  
truth of fate,  
Realising the wonders of this unusual hate.*


**DAS International**

EMPOWERING SUCCESSFUL LEARNING

We have a total solution for your  
child's educational needs



### Speech and Language Therapy for Children

Our Speech & Language Therapists provide speech assessment and therapy to help children develop their communication skills. Assessments can be completed on children from 2 ½ to 18 years.

[www.dasint.org.sg](http://www.dasint.org.sg)

6336 2555

DAS International Services Ltd  
73 Bukit Timah Road  
#05-01 Rex House  
Singapore 229832

[info@dasint.org.sg](mailto:info@dasint.org.sg) | [www.dasint.org.sg](http://www.dasint.org.sg)
[www.facebook.com/dasinternational](https://www.facebook.com/dasinternational)



## Tips for Parents: Helping your Child Build Their Literacy Skills Everyday

by: Teo Sue-Lynn,  
Educational Therapist  
Parkway Parade Learning Centre

**"Parents are a child's first and most valuable reader." – Anonymous**

1. Take a trip to the local library and allow your child to select books of his/her interest. Make such trips a family activity that everyone can enjoy!

Encouraging dyslexic children to develop an interest in books, is often the first step to help them overcome the "I-cannot-read" syndrome. Books with interesting graphics often appeal to children with dyslexia, as it helps them to decode the meaning of the words, and makes reading less daunting. There are two types of books to choose from: one that is appropriate to their reading ability (for independent reading), and one that is more difficult, for parents to pair-read with their child.

A general rule of thumb for deciding on which book is appropriate to their ability is the '80/20' rule- if a child can read 80% of the words accurately, on any given page, the book is deemed appropriate to his/her reading level.

- 2 Set up a reward chart to motivate them to start reading.

Print out a vibrant-looking reading reward chart, which your child can use to track the number of books read. The use of such reward charts is especially useful for children with dyslexia, as the structure and visual cues allow them to track their progress.

Reward your child with incentives when they have accomplished a certain number of books. Encourage them along the way in the form of praise. Model good reading habits yourself and set aside a specific time each day for reading. Demonstrating that reading is valued and enjoyable, can allow your child to view reading in a positive light.

3. Take control of the usage of the television, Internet and the smart phone. Encourage watching educational shows, visiting educational websites and playing with literacy based- apps instead.

Watching television shows or using the internet without much parental supervision often leads to mindless surfing. Visiting educational websites such as the ones listed below are excellent alternatives and can be encouraged.

- ✓ [nationalgeographic.kids.com](http://nationalgeographic.kids.com)
- ✓ [bbc.co.uk/history/forkids/](http://bbc.co.uk/history/forkids/)
- ✓ [kids.discovery.com](http://kids.discovery.com)
- ✓ [pbskids.org](http://pbskids.org)

Other educational websites include Oxford Owl website ([www.oxfordowl.co.uk/Teacher/Index/](http://www.oxfordowl.co.uk/Teacher/Index/)) which has free audio books based on the Oxford Reading Tree series. The National Library Board has E-Resources ([eresources.nlb.gov.sg](http://eresources.nlb.gov.sg)) which are accessible to library members. They have a variety of read-aloud audio books, e-comics and e-magazines which cater to all ages and appeal to auditory/visual learners.

A range of apps designed specifically to help children with dyslexia can be useful too (<http://dyslexiahelp.umich.edu/tools/apps>)

4. Create a home-environment that encourages reading via everyday activities. Make reading fun and enjoyable.

Have reading materials readily available everywhere in the house, and shelves filled with books that appeal to your child's interest. Set aside a designated reading corner, preferably a quiet spot, free from distractions.



Ask your child to help you with supermarket shopping; read the labels and discuss the importance of good nutrition. Read out recipes when you bake with your child.

When on the road, read out the road signs and ask your child to keep a look out for such signs. Read with your child anything that appeals to them; advertisements, magazines, song lyrics, biography of their favourite singer/actor/sports player) Encourage them to read up and research on a topic of interest (sports, music, arts), to be used for dinner-table conversation topics.

For older kids or teenagers, read the headlines of local newspapers and summarize the main points to use as a discussion tool. Watch the local news channel and engage them by asking for their opinions on local issues, sports news, and entertainment news (depending on their interest). Allowing them to voice their views and helping them structure it well can help them improve their expressive fluency.

#### 5. Read with your child everyday, at least 15 minutes a day.

Set aside time everyday to read with your child and make it a priority. Reading aloud is the single most important thing a parent can do to prepare their child with the literacy skills they need. *Dialogic reading* or shared reading is an interactive and engaging method that is

recommended by experts. It uses the PEER (Prompt, Elicit, Extend, Respond) technique and asks CROWD type of questions (Completion, Recall, Open-Ended, Wh- questions, Distancing) to elicit understanding. For details, see <http://www.readingrockets.org/article/400/>

Reading aloud with a child is of great importance and reaps many long-term benefits. This includes a more varied vocabulary, improved grammar, increased general knowledge and literacy skills. Be encouraging, patient and gentle in correction, understanding that your child has a learning difference and he/she may require more time and effort to read.

Read and re-read your child's favourite books. During the second reading of the book, ask questions using the 5W1H strategy (Who, What, Why, Where, When, How). Discussing about the characters (character traits, physical appearance), story plot (beginning, build-up, climax, resolution and ending) and getting them to reflect on the lesson learnt/moral of the story is a good way to check their understanding of the book.

#### 6. Encourage the use of proper grammar, sentence structure and a varied vocabulary in everyday conversations.

Model good spoken English by speaking good English yourself. Introduce new vocabulary whenever you see an opportunity, for instance, seeing a very tall building, you can say "That building has multiple stories and is so high that it looks like it is reaching the sky. That's a *skyscraper*!" Incidental teaching through everyday activities is a great way for them to learn. Making connections with their personal experiences and what they have read is important too (e.g. This book reminds me of...). Play word games (e.g. I spy with my little eye something that ...[give clues]) to help improve word retrieval and expand vocabulary.

For older children, you can encourage "thinking aloud" to build your child's higher-order reasoning skills. For instance, when visiting a fast food restaurant, you can ask "I wonder what they should do to promote better sales of their burgers?", and scaffold them by giving some suggestions.



## CAREGIVER TRAINING GRANT (CTG)

**Caregiver Training Grant (CTG)** is a subsidy / grant provided by Agency for Integrated Care (AIC)

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 AIC and not by DAS Academy Ltd.

### Eligibility for the CTG:

- ◆ Have a PNC (Person Needing Care) in care who is a 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 workshop and receive the Certificate of Attendance.
- ◆ 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 workshop. 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

[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg) 6336 2555





*Training Courses*



# Certificate Course

## Certificate in Dyslexia and Literacy Teaching

Block Delivery  
26 to 30 November & 2 December  
9:30am to 5:30pm

**Duration:**  
Total of 42 hours

**Fee:**  
\$1,819  
\$1,712 for DAS Parents



### Learning Objective

The Certificate in Dyslexia and Literacy Teaching is a phonics-based approach that equips educators/parents with knowledge and skills to provide intervention to struggling learners.

The Certificate in Dyslexia and Literacy Teaching 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 and 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)

### Qualification Awarded

A Certificate of Attendance will be awarded if the minimum attendance of 80% is achieved.

A Certificate in Dyslexia & Literacy Teaching will be awarded with at least 80% attendance and a pass in the assessments.

### 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.





# Certificate Course

## Certificate in Dyslexia Studies

Saturdays  
28 September,  
5, 12, 19 & 26 October  
9:30am to 12:30pm

**Duration:**  
Total of 15 hours

**Fee:**  
\$642 and \$535 for DAS Parents



### Learning Objective

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

### Course Breakdown

#### Session 1: Introduction to Specific Learning Difficulties

- ◆ The spectrum of specific learning difficulties – Dyslexia, Dyspraxia, ADHD, Non-verbal Learning Difficulty and Asperger's Syndrome - will be discussed
- ◆ Understanding co-morbidity and its implications

#### Session 2: Understanding the Assessment and Diagnosis of Dyslexia

- ◆ The approach taken by DAS psychologists in the assessment and diagnosis of dyslexia
- ◆ Understanding an assessment report by a psychologist



#### Session 3: Supporting Dyslexic Learners I

- ◆ Purpose of specialist intervention
- ◆ Overview of approaches
- ◆ History of Orton-Gillingham (OG)
- ◆ Principles of OG
- ◆ Elements of OG-based lesson

#### Session 4: Supporting Dyslexic Learners II

- ◆ Elements of dyslexia-friendly teaching in mainstream school
- ◆ Learning Styles
- ◆ Metacognition
- ◆ Marking for Success

#### Session 5: Supporting Dyslexic Learners III

- ◆ The relationship between dyslexia and self-esteem
- ◆ How to nurture the self-esteem of dyslexic learners
- ◆ Parenting issues
- ◆ The importance of resilience building

### Qualification Awarded

A Certificate of Attendance will be awarded to participants who have attended at least 80% of the certificate 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.

## DAS Academy Workshop Series:

# iRaise Digital Kids: Literacy Apps for iPad

**Saturday, 13 July 2013**

**Time: 9:30am to 12:30pm**

**Fee: \$85.60 or pay only  
\$10 with CTG\***

\* Pay only \$10 with the Caregivers Training Grant (CTG), subject to the availability of funds in your CTG account.

### Recommended For

Parents and caregivers with children aged 5 and above. Attendees should have basic knowledge of operating the iPad.

### Learning Objective

An overview of how the iPad and the range of apps that can support & compensate for the literacy needs of the child.

A range of iPad apps for literacy support will be demonstrated in the areas of:

- ♦ Phonics
- ♦ Reading
- ♦ Sight words
- ♦ Spelling
- ♦ Writing and Story Telling
- ♦ Organisation

**Note:** A list of iPad apps will be shared as well as strategies to support their implementation in schools.

### Additional Requirements

- ♦ Strongly encouraged to bring own iPads.
- ♦ Limited iPads will be available for sharing.

### Adjunct Lecturer & Senior Educational Therapist - Jeanne



Jeanne holds an honours degree in Industrial Design from the National University of Singapore and recently completed her dissertation in Master of Arts Specific Learning Differences (SpLD). At present, Jeanne is involved in the coordination and implementation of assistive technology across DAS and heads the training of teachers in the "DAS Classrooms-of-the-future" project. Her research interests include teachers' beliefs and ICT practices in the classroom. Jeanne has attended many international conferences on inclusive technologies and recently presented at the ICT for Language Learning Conference in Florence, November 2012.

**REGISTER NOW: [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg) 6336 2555**



DAS Academy Workshop Series:

# Preparing Your Child for English Language Paper 2 (Primary)



Saturday, 20 July 2013

Time: 9:30am to 12:30pm

Fee: \$85.60 or pay \$10 with CTG\*

## Learning Objective

To help parents understand the components of English Language Paper 2 and the specific skills and strategies required for the various components. Step-by-step demonstrations on how to handle the reading comprehension and cloze requirements will be provided.

## Key Topics

- ◆ Gain an overview of the difference components of the PSLE English Language Paper 2.
- ◆ Use suffix rules to support your child's spelling.
- ◆ Use grammar and vocabulary clues to support your child in comprehension cloze.
- ◆ Understand skills and strategies for effective reading of texts so as to guide your child to successfully answer questions given.

## Lecturer - June Siew



The Associate Dean of Postgraduate Programmes at the DAS Academy, June is a Fellow of the Register of Educational Therapists (Asia) who started her career with the DAS in 2004. She has over eight years of local and overseas experience in providing training for parents and educators in the field of Specific Learning Differences. Having supported children with dyslexia as a Senior Educational Therapist, June is also able to offer practical strategies in her course design and delivery. Her academic achievements include a Master of Arts in Specific Learning Differences (Distinction) and a Post Graduate Certificate in Learning and Teaching in Higher Education (Distinction), London Metropolitan University, UK; a Bachelor of Arts in Psychology (Merit), National University of Singapore and a Diploma for Teachers and Trainers in Dyslexia Studies, Cambridge International Examinations, UK.

\* Pay only \$10 with the Caregivers Training Grant (CTG), subject to the availability of funds in your CTG account.

Please visit [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg) for more information.

**REGISTER NOW:** [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg) **6336 2555**



**DAS Academy**  
Enabling Excellence

CPE Registration No: 201003689Z  
Validity: 30 December 2012 - 29 December 2013

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

✉ [info@dasacademy.edu.sg](mailto:info@dasacademy.edu.sg)  
🌐 [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)

f [www.facebook.com/dasacademy](https://www.facebook.com/dasacademy)

## DAS Academy Workshop Series:

# Understanding Phonics Instructions

*"The ability of a child to sight read new words not yet taught is an important skill for the development of literacy. Instruction in letter-sound associations results in children being better able to decipher unknown words."*

(Richardson, E., & DiBenedetto, B. (1977). Transfer effects of a phonic decoding model: A review. Reading Improvement, 239-247).

**Saturdays, 27 July & 3 August 2013**

**Time: 9:30am to 12:30pm**

**Fee: \$128.40 or pay only \$10 with CTG\***

## Learning Objective

An introductory workshop to a phonics based approach to reading. Learn how phonological awareness and phonics contribute to a child's reading ability and learn to apply simple strategies to help your child at home.

## Key Topics

### Session 1: Theory (27 July)

1. Terms related to phonics instruction
2. Components of good phonics instruction
3. Nature of phonological awareness
4. Main areas involved in building phonological awareness: rhyme, alliteration, blending, segmentation, manipulation

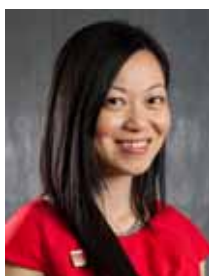
### Session 2: Practical (3 August)

1. Strategies for developing letter recognition
2. Strategies for teaching letter-sound correspondence
3. Strategies for reinforcing letter-sound correspondence
4. Basic letter-sounds of the English language

## Recommended For

- ◆ Educators and parents of children between the ages of 7 to 10 (P1 to P4).
- ◆ It is compulsory for participants to attend both sessions to enjoy the benefits of the workshop.

## Lecturer - June Siew



The Associate Dean of Postgraduate Programmes at the DAS Academy, June is a Fellow of the Register of Educational Therapists (Asia) who started her career with the DAS in 2004. She has over eight years of local and overseas experience in providing training for parents and educators in the field of Specific Learning Differences. Having supported children with dyslexia as a Senior Educational Therapist, June is also able to offer practical strategies in her course design and delivery. Her academic achievements include a Master of Arts in Specific Learning Differences (Distinction) and a Post Graduate Certificate in Learning and Teaching in Higher Education (Distinction), London Metropolitan University, UK; a Bachelor of Arts in Psychology (Merit), National University of Singapore and a Diploma for Teachers and Trainers in Dyslexia Studies, Cambridge International Examinations, UK.

**\* Pay only \$10 with the Caregivers Training Grant (CTG), subject to the availability of funds in your CTG account.**

**Please visit [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg) for more information.**

**REGISTER NOW:**

**[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)**

**6336 2555**



**DAS Academy**  
Enabling Excellence

CPE Registration No: 201003689Z

Validity: 30 December 2012 - 29 December 2013

**DAS Academy Ltd**

73 Bukit Timah Road

#05-01 Rex House

Singapore 229832



[info@dasacademy.edu.sg](mailto:info@dasacademy.edu.sg)



[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)



[www.facebook.com/dasacademy](https://www.facebook.com/dasacademy)



## DAS Academy Workshop Series:

# Boost Your Child's Self Esteem

**Parents Session: Saturday, 12 October****Children Session: Saturday, 19 October****Time: 9:30am to 12:30pm****Fee: \$128.40 or pay \$10 with CTG\***

## Learning Objective

**Parents Session:**

To understand the key processes involved in the development of self-esteem of children with dyslexia & other learning differences and how it affects them.

**Children Session:**

To show children, through craft work & games, how to develop self-awareness, self-discovery, honour their inner feelings, cultivate courage and self-respect.

## Recommended For

- ♦ Caregivers & Parents who have children aged between 10 to 12 years old (P4 to P6).
- ♦ Two separate sessions conducted for parents and children.

## Lecturer - Priscillia Shen



Priscillia joined the DAS in 2005 with a Bachelor of Arts (Psychology) from the National University of Singapore and is trained in the Orton-Gillingham approach at the DAS. She is also a qualified trainer with the Advanced Certificate in Training and Assessment (ACTA) by the Singapore Workforce Skills Qualification (WSQ) and has been involved in training Allied Educators since 2010. Priscillia is a part of the team that is presently investigating the nature of the difficulties in learning Chinese, which lends itself to her MA Dissertation research on the visual perceptual aspect of dyslexia in the Chinese Language as well as the development of the future Chinese remediation programme for dyslexic students.

**\* Pay only \$10 with the Caregivers Training Grant (CTG), subject to the availability of funds in your CTG account.**

**Please visit [www.dasacademy.edu.sg](http://www.dasacademy.edu.sg) for more information. Information is correct at time of print.**

**REGISTER NOW:****[www.dasacademy.edu.sg](http://www.dasacademy.edu.sg)****6336 2555**

**DAS Academy**  
Enabling Excellence

**DAS Academy Ltd**

73 Bukit Timah Road

#05-01 Rex House

Singapore 229832



info@dasacademy.edu.sg



www.dasacademy.edu.sg



www.facebook.com/dasacademy

CPE Registration No: 201003689Z

Validity: 30 December 2012 - 29 December 2013

# Workshops for Parents/Caregivers

## Developing Writing Skills

### Dates:

Saturday, 17 August 2013

### Duration:

Total of 3 hours

### Time:

9:30am to 12:30pm

### Fee:

\$85.60

### Learning Objectives

To understand the development of writing skills and recognize the difficulties that struggling young writers face. Through hands-on strategies that provide structure for your writers, participants will learn how to better support and motivate these learners in an interactive manner.

### 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

Educators and Caregivers who seek to support and improve their child's writing skills

## Strategies for Behaviour Management

### Dates:

Saturday, 23 November 2013

### Duration:

3 hours

### Time:

9:30am to 12:30pm

### Fee:

\$85.60

### Learning Objective

The workshop aims to help parents understand why their child exhibits unwanted behaviours and help them to learn coping strategies together with positive parenting skills to promote appropriate behaviour.

### Key Topics

- ◆ Theories of child development in relation to behaviour
- ◆ How learning differences can be associated with unwanted behaviour
- ◆ Share experiences in managing behaviour differences
- ◆ Positive Reinforcement / self regulation
- ◆ Anticipating difficult situations/ Adapting the environment
- ◆ Problem Solving / Individual Behaviour programmes

### Recommended For

Parents with children displaying challenging/ inappropriate behaviours.



# Workshops for Parents/Caregivers

## Mind Your Grammar

### Dates:

Saturday, 24 August 2013

### Duration:

Total of 3 hours

### Time:

9:30am to 12:30pm

### Fee:

\$85.60

### Learning Objectives

- ◆ Understand why dyslexic learners need direct grammar instruction
- ◆ Become aware of the principles of grammar instruction
- ◆ Become familiar with the basic parts of speech (nouns, verbs, adjectives, adverbs)
- ◆ Become familiar with the subject-verb sentence structure
- ◆ Understand the importance of diagramming sentences
- ◆ Gain skills in teaching learners to diagram sentences
- ◆ Gain understanding of how a knowledge of grammar helps reading comprehension
- ◆ Gain understanding of how knowledge of grammar helps writing
- ◆ Become aware of other aids to grammar instruction

### Key Topics

#### Theory

- ◆ Importance of direct grammar instruction for dyslexic learners
- ◆ Principles of grammar instruction
- ◆ Basic parts of speech (nouns, verbs, adjectives, adverbs)
- ◆ Subject-verb sentence structure
- ◆ Importance of diagramming sentences
- ◆ Other aids to grammar instruction

#### Practical

- ◆ Strategies for teaching the basic parts speech
- ◆ Learning how to diagram sentences
- ◆ Practice in diagramming sentence
- ◆ Practice in using grammar to help with cloze comprehension
- ◆ Practice in writing sentences

### Recommended For

Parents and caregivers with children between the ages of 7 to 10 (P1 to P4).



# Workshops for Parents/Caregivers

## Study Smart: Effective Study Skills for Your Child

**Dates:**

Saturday, 31 August 2013

**Duration:**

Total of 3 hours

**Time:**

9:30am to 12:30pm

**Fee:**

\$85.60

**Learning Objectives**

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

**Key Topics****Theory**

- ◆ Importance of study skills instruction for dyslexic learners
- ◆ 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).



# Workshops for Parents/Caregivers

## Supporting Your Child in Mathematics

### Dates:

Saturday, 14 September 2013

### Duration:

Total of 3 hours

### Time:

9:30am to 12:30pm

### Fee:

\$85.60

### Learning Objectives

- ◆ Understanding the theoretical and practical implications of Mathematics
- ◆ Understanding the nature of Mathematics and how it affects students with dyslexia
- ◆ Nature of dyscalculia
- ◆ How parents can help their dyslexic child with practical strategies that can be applied both in school and at home

### Key Topics

- ◆ Common Errors in Computation
- ◆ Number Sense & Knowledge
- ◆ Place Values
- ◆ Multiplication & Division
- ◆ Fractions & Time
- ◆ 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 Your Child's Comprehension Skills

### Dates:

Saturday, 14 September 2013

### Duration:

Total of 3 hours

### Time:

9:30am to 12:30pm

### Fee:

\$85.60

### Learning Objectives

- ◆ Understanding the comprehension process
- ◆ Knowing the difficulties some children face when trying to comprehend what they have read
- ◆ Looking at practicing and using specific strategies to help your child overcome comprehension difficulties

### Key Topics

- ◆ Developing visual memory strategies to understand the text
- ◆ 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.

# Workshops for Parents/Caregivers

## Coping with Spelling

### Dates:

Saturday, 21 September 2013 &  
Saturday, 28 September 2013

### Duration:

Two 3 hour sessions  
For a total of 6 hours

### Time:

9:30am to 12:30pm

### Fee:

\$128.40

Participants should have a  
general knowledge  
of phonics.



### Learning Objectives

- ◆ Understand why dyslexic learners find spelling difficult
- ◆ Understand the skills and knowledge needed to spell English words
- ◆ Become aware of the underlying principles of spelling instruction
- ◆ Become familiar with tools for multi-sensory spelling instruction
- ◆ Gain skills in helping dyslexic learners spell phonetic words
- ◆ Gain skills in teaching spelling of non-phonetic words
- ◆ Become aware of other techniques and tools for building spelling skills

### Key Topics

#### Session 1: Theory

- ◆ Why spelling is difficult for dyslexic learners
- ◆ Difference between phonetic and non-phonetic words
- ◆ Skills and knowledge needed to spell English words
- ◆ 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 for teaching the spelling of non-phonetic words
- ◆ Practice in identifying phonetic and non-phonetic words
- ◆ Practice in identifying closed, open and magic 'e' syllables
- ◆ 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



# Workshops for Parents/Caregivers

## Strategies for Sensorimotor Challenges

### Dates:

Saturday, 16 November 2013

### Duration:

Total of 3 hours

### Time:

9:30am to 12:30pm

### Fee:

\$85.60

### Recommended For

Parents and caregivers of students with specific learning differences; mainstream school students; teachers; allied educators; school counsellors; therapists who help students with specific learning differences.

### Learning Objectives

- ◆ Understand the development of sensory systems and motor systems from birth to teenage years
- ◆ Understand the functions of our sensory systems and motor systems
- ◆ Increase awareness of sensorimotor challenges that school-age students with specific learning differences may face everyday
- ◆ Learn hands-on strategies to address sensorimotor challenges

### Key Topics

- ◆ Development of the human sensory systems and motor systems
- ◆ Functions of sensory systems and motor systems
- ◆ What is Sensory Integration (SI)?
- ◆ Dysfunctional patterns of SI
- ◆ What is Sensory Processing (SP)?
- ◆ Patterns of Sensory Processing
- ◆ What are sensorimotor challenges?
- ◆ How do Sensory Integration and Sensory Processing difficulties, and sensorimotor challenges impact the lives of students with learning differences?
- ◆ Useful strategies to address SI and SP difficulties & sensorimotor challenges



# Certificate Courses & Workshops Calendar

Certificate Courses	Fees											
	Hours	Public		DAS	Parents							
		Jul	Aug	Sep	Oct	Nov	Dec	Jan 2014				
Certificate in Dyslexia Studies	15	\$642	\$535			28	5, 12, 19, 26					
Certificate in Dyslexia and Literacy Teaching (Pre-School)	18	\$856	\$749					26 to 28				
Certificate in Dyslexia and Literacy Teaching	42	\$1,819	\$1,712	8 to 13								
Certificate in Educational Psychology	15	\$642	\$535					26 to 28				
Advanced Certificate in Dyslexia and Literacy Teaching	21	\$963	\$856			23, 26, 30	3, 7, 10, 17					
Certificate in Dyscalculia and Numeracy Teaching	15	\$642	\$535						2 to 4			
Certificate in Understanding Speech and Language Impairment	12	\$535	\$428								11,18	
Workshops												
Support Your Child with Assistive Technology (Various Software)	3	\$85.60		27	31		26					
Developing Your Child's Vocabulary	3	\$85.60		6								
iRaise Digital Kids: Literacy Apps for iPad	3	\$85.60		13								
Understanding Phonics Instructions	6	\$128.40		27	3							
Boosting Your Child's Self Esteem	6	\$128.40					12, 19					
Developing Writing Skills	3	\$85.60			17							
Mind Your Grammar	3	\$85.60			24							
Study Smart: Effective Study Skills for Your Child	3	\$85.60			31							
Supporting Your Child in Mathematics	3	\$85.60				14						
Developing Your Child's Comprehension Skills	3	\$85.60				14						
Coping with Spelling	6	\$128.40				21, 28						
Strategies for Sensorimotor Challenges	3	\$85.60							16			
Strategies for Behaviour Management	3	\$85.60							23			
Preparing Your Child for English Language Paper 2 (Primary)	3	\$85.60		20								





DAS logo collage created by students from Panny Poh's classes at Jurong Point Learning Centre.

Student Gallery





# DAS Writer's Corner

*We are proud to share these short stories with you and hope you enjoy reading them as much as we did!*

## A Fire!

by: Tomy Tan, Mark Joshua John,  
Mandy Oh (P6 Standard)

"Tick tock tick tock" The sound of the clock ticking lulled my senses. I could hardly think about the Mathematics question I was answering. A million thoughts flooded through my head. I stared at my male school mate on my left, who was playing with his stationery, as usual. He was completely not paying to his exam paper. I stole a glance at his paper. He was still on his first question and time was almost up. My heart started pumping very hard because I still could not make heads or tails of the question that I was supposed to answer.

Just as I decided to just randomly put in an answer before the clock moved its long hand to twelve, I heard a loud "boom" and the fire alarm started to ring. Everyone continued with their paper, and did not even bother to look around. Their eyes were still glued to their paper. They thought it was a false alarm.

After a few seconds, we heard an announcement from the PA system, "Please evacuate the school in an orderly manner. There has been a fire near the Science Lab."

Everyone started to scream as the exam room that I was in was only a few metres away from the Science Lab. Everyone rushed to the exit, toppling tables and chairs, but just as we reached the door, we started to see thick black smoke coming out from the gaps of the door. The invigilators Mr. Goh and Mr. Tan started fish their phones and tried calling the firefighters for help. People started to cough and choke on the thick, dusty smoke. I started to feel the heat coming

through the door and started to see sparks of the fire coming through the door.

We ran to the window, only to our horrific realization that we were on the fourth floor, and we would die if we jumped down. So I grabbed my water bottle beside my desk and poured the water on the door because the door was starting to be crumble and turn bright orange from the burning flame. The rest of the students started following suit. Mr Goh, and Mr Tan seeing that the door was almost black and charred, kicked the door open. However, when kicked the door open, the fire just gushed through the door, making it worse. 'Will I survive?' I thought to myself.

Through the fire, we saw a group of six men in black, wearing yellow helmets, and oxygen masks. They must be firemen! I punched my fist up in the air, "Yay! We are saved!"

To our dismay, just as one of them was about to spray the fire with a water hose, cracks razed through the wall and it started cracking. The wall gave way!

I screamed, "Look out!" But it was too late, and the ceiling fell in clumps and flattened two firemen into pancakes, blocking the other four from rescuing us. We were so close to being rescued. We wanted to cry.

Soon enough, we saw a jet of water blasting through and a swell of water washed over the blazing fire dousing the deadly flames.

I started sobbing uncontrollably as I hoisted by the remaining four firemen out. I was sent into the ambulance for first aid. Thank God I was saved! I thought I would die.



# Generosity

by Boris Lee (Secondary 5) - Bedok Learning Centre

Every night before going to sleep, Paige would lie on her comfortable divan and would faithfully gaze at the magazine. As she moved her fingers across the magazine, memories of the past unfolded in her mind.

Paige was window shopping to get a brand new dress for her upcoming school carnival. Suddenly, something caught her eyes – a beautiful form-fitting dress displaying inside the shop. It was chocolate brown with pretty halter strings. She went in and touched it. The fabric was soft and it slid down her fingers like flowing water. She was held spellbound. Instantly, she knew it was meant for her. With price and picture in hand, she set off to convince her mother. “Would she agree?” she thought.

“I’m sorry,” mum said. “It’s just too expensive, but if you really want the dress, you have to pay for it.”

So Paige did. Every Friday, she would coach her cousin just to earn some cash. Finally, it was time to purchase the dress. The moment of truth had arrived. When she stood in front of the mirror, her eyes were filled with sparks. It was perfect!

Weeks later, Paige’s mother was sorting through the closets and drawers for clothes to be given away. However, she accidentally placed Paige’s dress into the box. Later, she dropped the box off at the Rainbow Thrift Shop. When Paige reached home, she flung open her closet with high anticipation but she was startled. Her dress was missing! Her enthusiasm soon became frantic. With her parents’ help, they searched high and low for the dress for nearly two hours and still, it was nowhere to be found.

Before she knew it, it was time for the school carnival. She picked out something – anything – to wear. When she reached school, a voice was heard from behind. It was Kym, her rival. When

she saw Kym wearing the dress, shock waves hit her. That’s my dress! That’s my dress!

Paige knew that Kym was facing financial difficulties. Her dad lost his job and her grandma was sick. Her mind was in a dilemma, not knowing whether to give the dress or grab it from her. Paige could not stand any longer. She worked up the nerve to ask the big question, “Where did you get the dress?”

With her head hanging low, Kym whispered that her mother found it at the Rainbow Thrift Shop, brand new with the tag still on it. Rainbow Thrift Shop? Brand new?

The puzzle pieces finally fell into place. Paige was silent for a moment. Then with a warm smile on her face, she said, “I have a brown belt that would go great with your dress.”





# A Murder

"Knock knock!" I knocked on Inez Kelly's door. "Could I please have my pen back?" I asked.

I vaguely recalled Inez Kelly's asking me for a pen. It was my most prized possession as it was the first pen I owned! I really wanted it back.

Inez Kelly opened the door with fury in her eyes, "I did not borrow a pen!" she bellowed. "Stop bothering me!" and slammed the door in my face.

Hopping mad, I felt Wanda, my other personality, take over. I could not remember anything else.

Carefully, I put down the lamp, Wanda had just left. I felt tired and checked my watch and heaved a sigh of relief. It was almost time to go home. I looked around and saw wreaked havoc everywhere. The lamp I had put down was stained red and the door was broken. There was a strong metallic smell lingering in the heavy, damp air. I looked down and saw Inez Kelly's pale body. A pool of red was forming around her. My knees went weak and I felt a wave of despair.

"Oh no!" I stammered, vomiting out my words, "Is...sh.. she dead?"

Everything happened in a blur then. All the hotel staff came running to me, alerted by my scream. The police arrested me and I was sent to court. They asked me if I knew Wanda. Of course I did!

My social worker, Alan Klein, tried to help me. He did. I did not get jailed for reason of insanity. A few months later, two men in black suits and sunglasses came to my house. They showed me a badge that did not ring any bells. They brought me to the mental hospital and explained to me some stuff that I did not understand. Then, they locked me up in a white room.

Now I stare into space, wondering how on earth my life came to this.

by Joshua Wee

Who does she think she is? Slamming the door in my face! Just then, I felt I was boiling with rage. I kicked open the hotel room door and stormed into the room. I felt like I was a totally different person! I felt like I was out of control and picked up the lamp, without any hesitation, and started using the lamp to attack her. After I regained consciousness, the metallic smell of blood filled my nostrils, the sight of Mrs Kelly's dead body caused me to drop the bloodied lamp and fled.

After that I went home.

"Ding dong!" the door bell sounded. I opened the door and found myself staring at a well-built man in police uniform.

The man said, "Good morning! We would like you to come to the police station to aid us in our investigation." I agreed and followed them to the police station.

When I reached the police station, I was brought to a poorly lit room with a mirror on all four sides. A man with a tie came and asked me questions about Inez Kelly. I was interrogated for over an hour. They asked for truth on how Inez Kelly died, and how I killed her. I told them that I knew nothing about her, but they insisted that I took a lie detector test in court. I looked down at my hands and saw it trembling furiously. The man's eyes glittered with anger as he asked me those questions.

After being brought to the court, the police concluded that the other personality 'Wanda' was the murderer and I was brought to the mental institution. I was angry that I was accused of being the murderer and I lost consciousness and felt 'Wanda' taking over again.

by Mandy Oh





When Inez Kelly asked me for a pen, I said, "sure!" So I gave her my only pen, and carried on with my work. It was my favourite pen, but I did not need it at the time.

However, soon I needed it back because I needed it to check off my list of things to do. Hence, I went to find her.

I reached the room where she was – Room 3672. I knocked, but she did not answer. I could hear footsteps inside. I was seething with rage. How could she ignore me? I needed my pen back!

I was standing in Room 3672. The smell of blood wafted across the room. My knees almost gave way. I quickly got a bag and bagged her up. I threw her down the rubbish chute, so that no one would find her.

The hotel staff ran to me when they heard the racket of Wanda hitting the 73 year old woman. It took them a while to find out that Inez Kelly was murdered. I felt Wanda take over. She always took over when I was angry. Give me a break! I've gone through a lot! I blacked out again.

I woke up in an familiar place. They had put me in the mental hospital for the second time. I wondered what happened and asked a staff who served me food. They said that I have Multiple Personality Disorder and will be here for life. I thought, what have I done with my life?

by Mark Joshua John



I still remembered the day when I murdered the 73 year old hag Inez Kelly, when I lent her my pen while she was checking in the hotel. She had forgotten to give my pen back and I got enraged and murdered her. Now I am in the mental hospital.

I was cleaning the hotel toilet when I remembered that I lent Inez Kelly my pen. I knocked on her door to ask for my pen. She refused and slammed the door at my face with a loud bang. Who is she to slam the door at my face? Why must everybody bully me everyday?

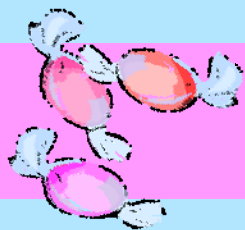
I felt Wanda take over and smashed the door. When I jolted back to consciousness and saw Inez Kelly's body in front of me, my knees went soft. My eyes widened to the size of golf balls. The metallic taste of blood lingered in the air and I could even taste the blood in the air. I felt the blood from the lamp dripping down my arm. Just then, the manager saw me soaked in blood and Inez Kelly's body in front of me. The manager screamed, "Ah!" and fainted.

When the manager was conscious he took his handphone and called the police. I was handcuffed and sent to prison. After a long trial in court, the judge decided not to charge me due to insanity. They locked me up in the mental hospital, in a solitary white room so I could not hurt anybody. I felt vexed and I felt 'Wanda' take over again.

by Tomy Tan

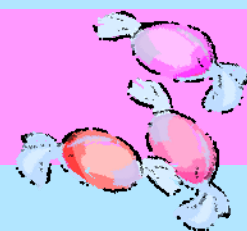
Pictured left:

Joshua Wee, Mark Joshua John, Tomy Tan and Mandy Oh (Primary 6 students) our "Murder" story writers from Bishan Learning Centre



## The Day I Shared

by Students from Bishan Learning Centre



### Tristen Thexeira (P4)

One day, I went to school with a happy face. When I got to school I went to my classroom, and I told my teacher, Mdm Tang, whether I can give candy to my friends, Tyler and Evan. It made me happy when I shared.

### Russell Tan (P2)

At 8.00am in the morning, I went to school. I brought mentos for Pazel and Luke. Mrs Sim let me give out the sweets. I stood up and went around to give the sweets. When I gave them the sweets, they were very happy. It made me very glad to share.

### Megan Teo (P2)

One bright and sunny morning in school, before we went for recess, I asked my teacher, Mrs Chiew, whether I can give out goodies like Kit Kat for Easter Day.

### Josh Yeo (P3)

One sunny Friday, I went to school. I brought candy and Mamee noodle snack to share with my friends. I asked my teacher whether I can share. She said yes and thanked me. All the friends are happy.

### Alex Ho (P2)

One Monday morning, I went to school. I bought sweets for my friends just because I like them. During the English lesson, Ms Blah taught me English. I ask Ms Blah whether I can share sweets with my friends. She said yes.

I walked around to class and gave my friends sweets. It made everyone smile. I felt very happy because I shared my sweets.

Mrs Chiew thanked me for giving out the goodies and said that I was kind. Everyone did not expect me to give out the goodies and were astonished. They were very happy that day.

I did not realize that there were two chocolate Kit Kat left! So I gave them to my teacher and I felt happy too.





## Mother's Day Contest Winners

Thank you for your participation for the Mother's day contest.

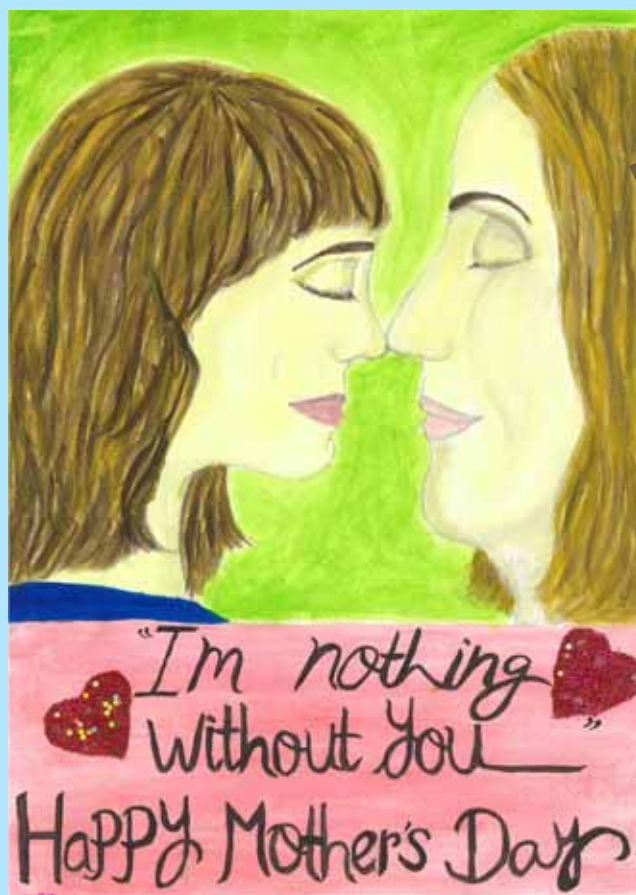
The response was overwhelming and we received some great entries which made judging the winners quite difficult.

Here are the winners:

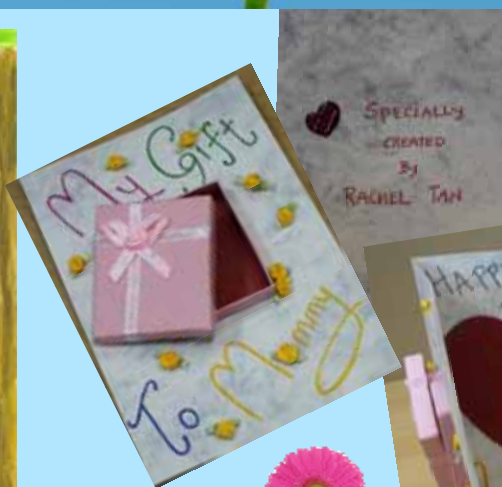
1. Hanisa Maricar - Parkway Parade
2. Audrey Wee Huay Ling - Senkang
3. Rachel Tan - Queenstown
4. Lee Wn Jie - Bishan Junction 8
5. Benjemyn Lin - Parkway Parade
6. Charlene Quek Lok Teng - Queenstown
7. Siti Hawa Bte Najib - Tampines
8. Yue Jia Xuan - Bishan Junction 8

Congratulation to the winners, each won a \$50 Popular gift voucher with compliments from DAS.

Chris Chia—Centre Manager Parkway Parade



1st



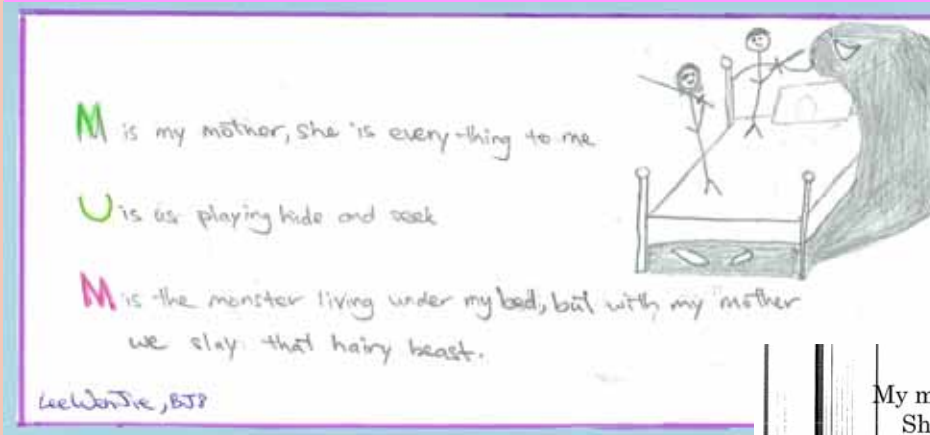
3rd



2nd



# Mother's Day Contest Winners

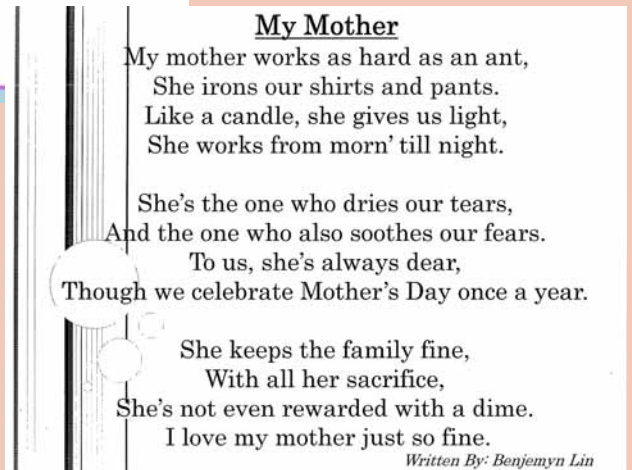


4th

5th



6th



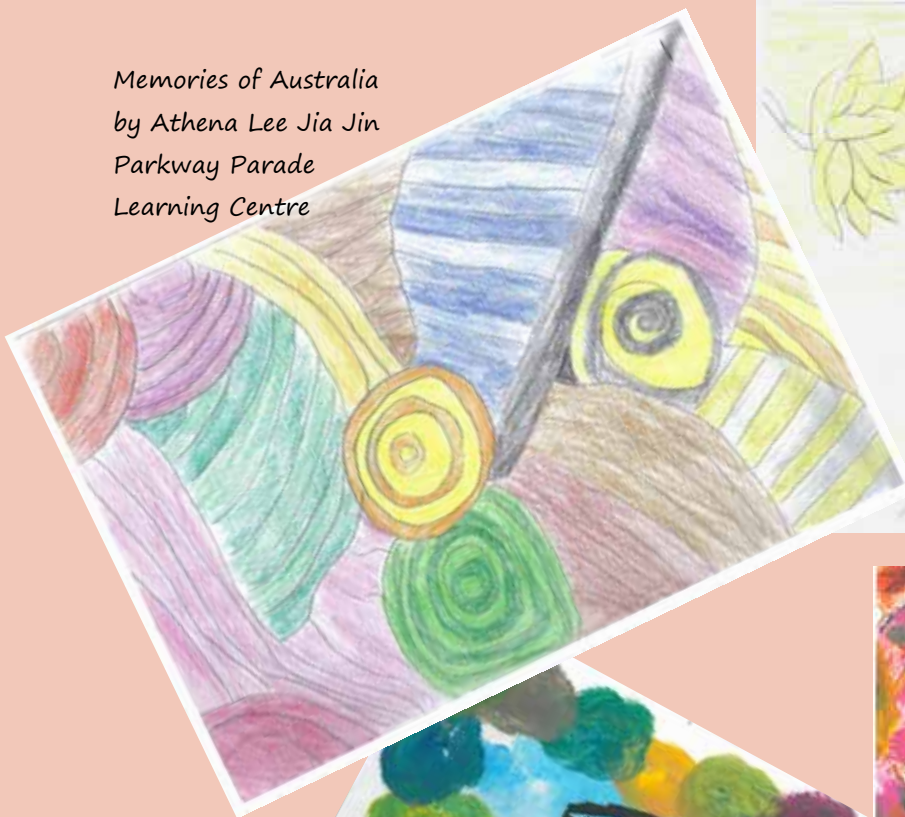
7th



8th



Memories of Australia  
by Athena Lee Jia Jin  
Parkway Parade  
Learning Centre



Selected Artworks by  
Kyle — Tampines Learning Centre





### Gift of the gods

I have a gift, a very unusual one, It allows me to move as fast as a speed of light. I am slowly learning how to make good use of it. Every day I learn something new like, super strength, learn how to conjure up fire within my palms or even a defence field, but it never lasts long. It goes away within a day or two. There was even once I woke up from bed and found that it was on fire. Enough from me, now my friend whose name is Mike. Mike and I were best friends, we had been together since we were babies. Our parents were friends and would chat the whole day if they could. Mike only had two powerful gifts teleportation and super strength but unlike me he only could do these two powers. I am about to tell you my story on how I lost the scepter of gods which is a powerful weapon which could blast out a beam of dark energy, powerful enough to destroy anything in its path including the gods!

Mike and I traveled to Egypt which was miles and miles away from our houses. We wanted to travel to Egypt to experience the raging hot climate. We went to cold, wet, dense and foggy terrain but not hot and sandy. We came here by teleporting. The first thing we did was drop down on top of the hot sand and trying to make a sand angle. We literally dropped as we appeared 5 meters above ground. Then we went to see the huge pyramids. I stroke the hard rocks on the pyramid. It almost tore off my skin. The rough surface could be useful if there were any enemies. We skipped around the pyramids and it was a big one. We went into the pyramids by pulling five stone off. With Mike's super strength it was easy.

As we walked around the pyramid which had lots of strange markings, never saw it before. I ask Mike what it was but before I could ask he started to move fast along the wall. I suppose he was reading them, or else we would be walking cautiously not wanting to set off any traps. Then

as I used my sharp hawk eyes, I spotted something shine. A thin line stretch across at the end of the corridor. Mike was going to trip over it just a few seconds as Mike would either fall to his doom, get stuck like a pancake or shot with a poison arrow. Although there were many other possibility which could happen. I raced for him, but did not manage to reach in time. "Blast it" I said. It was all my thinking of what would happen next. I always had this flaw. Although I was lightning fast my brain was very slow.

Trap sprang into action opening the floor. Mike was falling to his doom. I rush down to grab him and jump to the other side of the wall and shot back at. Both of us were terrified. After we cooled down, Mike told me the end of the story which was imprinted in the walls. It spoke of many legendary scepters which contain lots of powers. The most powerful of the scepters was called the scepter of gods. The gods once ruled the Earth with fear and needed a weapon which could destroy their enemies distance. The gods themselves were strong and fast but if fighting amongst themselves they could get hurt and banished to another realm as they were immortals. I knew that we had to get the scepters before any bad criminals got it. In the wrong hands it could be the end of the world!

We both ran to search for it but could not find it. The last place we would search was the tomb which was buried deep under the pyramids. We could escape from the traps but I was afraid of curses. We stood face to face with the door. I suggested that Mike should stay outside as the tomb must be filled with traps that are far more harder to pass through. I dashed across the room, disappearing into the darkness. Then large huge arrows shot out from the walls hoping to paralyze its victims. However I move so fast the arrows were going like slow motion at me. Once I reached the end of the tomb, the arrows stopped firing as it did not want to shoot at the tomb. To my horror I found many bones on the floor. I went to open the tomb. I found out that the bones and the scepter was missing. I curse and shouted loudly, ran back to Mike and said "I could not find it anywhere."

The body which was taken out means that it was a person who took it. I grabbed Mike and ran at top speed retracing our steps. We came back to the entrance where we came from and went out to see if anyone was out side. With a stroke of luck we found a man in a teenager like us in a jeep. Mike teleported us to their jeep. We found they were not ordinary people as the sand blast of fire balls at us. One of them missed me by an inch. I flew punches at the man with speed as he tries to block attack. I punched him in the jaw and send him flying across the sand. Mike in much trouble as me. The teenager held out the scepter and pointed it at Mike. At first there was nothing. Then a huge dark beam shot out. Mike dodged the beam by teleporting. He could not concentrate well during a battle and could not travel more than a meter or two way. I dashed forward and punched the teenager before he could strike again. The man stood up and went hand to hand combat with Mike.

It ended with a terrible crack and the man dropped down with shattered bones. It was clearly his mistake. No one could win Mike in a hand to hand combat as he was so strong. I took the scepter from the teenager but he did not let go. Our hands slipped and the scepter was sent flying. I hit the sand hard and boom! the pyramid was gone. I was shocked and stared at the teenage hard. A beam of red light shot out of my eyes almost hitting him. After that my eyes glowed red. "Cool, heat beam eyes!" I said as I grabbed the scepter. Mike and I teleported home before they could have another chance on snatching it back. And that was how my story ends. The scepter was broken by my heat beam and Mike scattered the pieces across the globe. Mike and I kept a small piece each to ensure that if the fragments were to be found and restored the person would have to face us first.

Lee Wen Jie

Gift of the Gods

By Lee Wen Jie

S3 Express

Bishan Learning Centre



# TYPE OF Husband! actual.

Every night before dosing off to bed, I find pleasure in entertaining myself, by thinking about the type of husband I want. I've always pictured myself with my husband and our four children, with a lot of love and understanding between all six of us. But at the same time there are a lot of qualities my husband should and must have besides looking dashing, adorable, princely and having an ideal six packs abs and toned body with a very busy and cool sense of dressing.

Firstly he has to be matured that goes without saying, immaturity is intolerable by me. Secondly he has to be self-disciplined, in everything he does, he has to be very self-initiated, I do not revel in stating the obvious and yes common sense is a must. I would like him to be a master in the kitchen as I do not relish in cooking and cleaning up after that as well. And he has to be educated this as well goes without saying, but he has to have an interesting job with a high pay, not those 9am to 5pm job

something different something cool and unique, but not a job that would require him to travel out of the country or ends only later than 7pm and there's no such thing as a night shift. He has to have a witty sense of humor and he has to have good values imbed in him and a habit of saving money for the future, I want him to save for himself, the children, us, husband and wife as an individual, for other expenses such as emergency supplies.

He has to, has to be a religious person, someone who knows all the prayers everything from our religion, islamism I would not mind if my husband had other, I would be more than delighted, I want him to be able to teach me and our children the way of our qur'us, this is the most important virtue my husband should have.

Yes, I know I have very high expectations and more over from a man, but like I say, "If All Men Are The Same Then Why Do we women spend Half Our Lives In Search For Mr. Right?"

Quote myself.

Sonia Kaur Dhaliwal.

## Type of Husband

By Sonia Kaur Dhaliwal

S3NA

Bishan Learning Centre

## 2013—Year of the Snake Maze

By Ryan Kwek

Ang Mo Kio Learning Centre

Ryan Kwek  
AMK LC





*"Micq hail has done tremendously well for his test and he feels motivated especially when he out-performed a native English-speaking student in his class. Thank you!"*  
Hernita,  
mother of 8 yr old Micq hail

## Fast ForWord<sup>®</sup>

Family of Products

### Proven

at Harvard, Stanford, and MIT

### Rapid Improvement

within 3 months

Fast ForWord<sup>®</sup> is an online programme that can dramatically accelerate achievement in reading and in all areas of study. The Fast ForWord<sup>®</sup> programme has a unique approach that develops the key cognitive abilities of attention, memory, processing rate, and sequencing along with reading and language skills – giving students an advantage that lasts.

Available at DAS and  
all Brainfit Studios:



#### Stanford University Brain Study



Call now for a Free Demo!

6737 3511

[www.brainfitstudio.com](http://www.brainfitstudio.com)

## APP GAMES FOR IOS AND ANDROID

There are many educational apps, like the ones below, that will help teach reading, spelling, and much more in a fun way and the best thing is they are free. These games give the dyslexic student the opportunity to practice their word skills in an enjoyable way.



### Draw Something

Draw Something is a virtual Pictionary-type game that gives you a word to draw out for other players to guess. You get multiple colors and tools to draw with, but there's a time limit, so draw fast!



### Hang with Friends

Hanging With Friends is a creative Hangman-type game. Build mystery words to confuse or impress other players, and wait for the complicated words they send back to you.



### Scramble with Friends

It's a scramble to find the words in a jumbled grid! Form words frontwards, backwards, sideways, and any way possible.



### Words with Friends

Much like Scrabble, Words with Friends is one of the most popular apps available today. Try to spell out the most complex words for the most points!.



10 MAY - 28 JULY 2013  
**THE PERFECT  
PLACE FOR**

# Rewards

## WIN A TRIP TO ITALY

Be rewarded with prizes worth more than \$25,000!  
Win a holiday for 4 to Milan, Italy plus \$8,000 cash for shopping or jewellery from CITIGEMS worth \$6,000.

Simply spend a minimum of \$160\* nett in 3 combined same-day receipts for a chance to win!

SHIOKI / Extra SHIOKI Members are entitled to double the chances.

## SHIOK!icious REWARDS

Being rewarded has never felt so SHIOKI!  
Start today with our SHIOK!icious Reward Stamp Card and redeem limited edition "I ♥ JP" merchandise, plus much more!

What's more, start spending now and have your spending converted into points to redeem more exciting items throughout the year!

Exclusively for our SHIOKI / Extra SHIOKI members.



### SHIOK!icious REWARDS (10 May - 28 July 2013)

To celebrate the launch of SHIOK!icious Rewards, Jurong Point has teamed up with local designer, Casey Chen, to create limited edition "I ♥ JP" merchandise! Simply spend a minimum of \$100\* nett to receive your first stamp on the SHIOK!icious Reward Stamp Card today!

Exclusively for SHIOKI / Extra SHIOKI members.



### WONDERFUL WRISTLET (10 May - 28 July 2013)

Spend a minimum of \$180\* nett to redeem a limited edition wristlet.

SHIOKI / Extra SHIOKI Members need only spend \$160\* nett.

\* Terms and conditions apply. Pictures are for illustration purposes only. For more information, please visit Customer Service Counters located at JP1, Level 1 and JP2, Level 3 or visit [www.jurongpoint.com.sg](http://www.jurongpoint.com.sg)

Sponsor:

**CITIGEMS**

Official Cards:



























































1 Jurong West Central 2 | Jurong Point Shopping Centre (next to Boon Lay MRT Station/Bus Interchange)  
Singapore 448886 | Tel: 6792 5662 | [www.jurongpoint.com.sg](http://www.jurongpoint.com.sg) | Opening Hours 10am-10pm

We wish to thank DAS  
for their dedication to  
helping children with  
learning differences  
reach their full  
potential.

**LTC.**

LEAD | TRUST | COMMIT

**LTC LLP**

Certified Public Accountants

CONGRATULATIONS  
ON TURNING

**21!**

BEST WISHES,

**irlen**

The only clinic in Singapore  
that offers treatment for visual dyslexia.  
Visit [www.dyslexiasingapore.com](http://www.dyslexiasingapore.com) or  
do a self test on [www.Irlen.com.sg](http://www.Irlen.com.sg)



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

Age: 8+ years

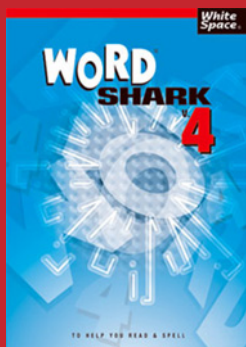
\$45.00 for single user license



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

Age: 5 – 15 years

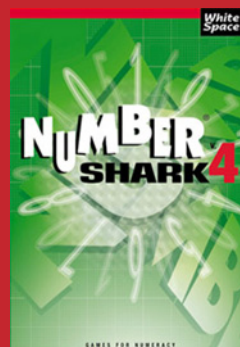
\$225.00 for single user license



**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 45 carefully designed games, with over 500 topics to choose from.

Age: 5 – 16 years

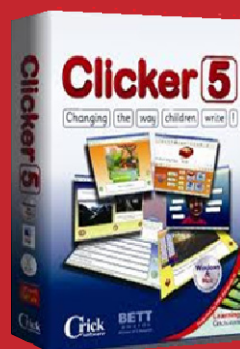
\$108.00 for single user license



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

Age: Above 12 years

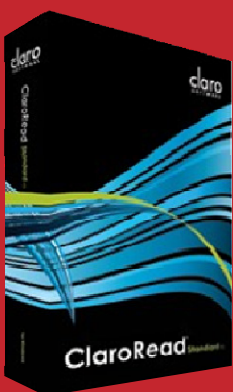
\$135.00 for single user license



**Clicker 6** is an award winning literacy tool that enables students of all abilities to significantly develop their reading and writing skills.

Age: Above 5 years

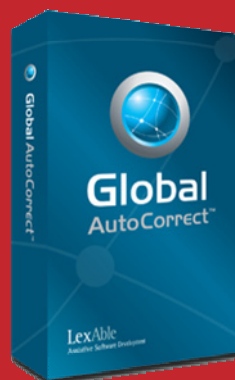
\$170.00 for single user license



**ClaroRead** is a text-to-speech software integrated closely with Microsoft Word that supports individuals struggling with reading and writing.

Age: Above 5 years

\$326.00 for single user license



**Global AutoCorrect** is a discreet software tool that assists people with literacy difficulties by automatically correcting your spelling as you type.

Age: All Ages

\$119.00 for single user license

Grab one today!  
[www.dasint.org.sg/services/at-resources.html](http://www.dasint.org.sg/services/at-resources.html)

All DAS Parents will receive a 5% discount (All prices are subject to change)