

FACETS

A Publication of the Dyslexia Association of Singapore

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CITI-YMCA YOUTH FOR CAUSES



Meet Team D'Slexia and
Team We Build Rainbows

FACETS

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Helping Dyslexic
People Achieve

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Editor's Welcome Note

At a recent DAS staff meeting I was surprised to discover that some of my colleagues were unaware that FACETS is an acronym. At first, our magazine was titled Facets of DAS. However, over time FACETS evolved into an acronym to fully represent the diverse quality of our organisation and the activities we embark on. On page 4 you will find an article that explains the acronym. In short, the magazine is broken into a number of sections, each featuring a different facet of what DAS is and does as an organisation. We would very much like to know what you think of FACETS, and so we invite you to complete our readership survey (details on page 5) and if you participate in it you will have the opportunity to win an iPad. We would be grateful to hear from you and what you think of our organisation.

DAS is a social enterprise and its mission is to help those individuals with dyslexia achieve. We do this as a non-profit organisation with the assistance of grants, donations and government support and we ensure that our organisation's funds are provided to those we serve. But we do more than just help students with dyslexia succeed academically. At DAS, we combine our entrepreneurial and business skills to ensure that the organisation meets all our social objectives, from those that are purely academic and to those that are beyond the classroom; including student well-being, parental and alumni support.

Of course our mission would not be possible without the efforts of the many donors who support us with funds, as well as their time.

This issue of FACETS will give you a good understanding of those who help us to achieve our mission and to whom we are sincerely grateful for their support.

DAS is an amazing organisation. I know I am biased; however, it is a pleasure to be able to work for such an organisation that helps thousands of children to be successful in their educational journey.

In our philanthropic efforts we provide bursaries and subsidies to ensure that no child is left behind, and we are proud of that side of our mission. DAS also supports the students and their families by providing activities outside the classroom, and we help parents specifically by providing a support group forum so that all can share their experiences.

October is Learning Differences Awareness Month and the week beginning 14 October is Dyslexia Awareness Week. During this week I urge you to tell someone about dyslexia. The more awareness we raise about dyslexia, the more confident our children will be – knowing that we will stand up to tell others about what dyslexia is and about DAS. We hope you can connect with someone who is struggling and help them find an avenue of hope.

DAS is here to help you. Support us by spreading the word.

Deborah Hewes



FACETS

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What FACETS stands for

By Deborah Hewes
Head of Publicity and Publications

Producing FACETS is one of the most enjoyable tasks that I have working for DAS, as I get to hear first-hand about the amazing things that have been happening all around DAS. As always I am proud to be able to share this information with you and I hope that you find the stories and advice in this magazine as inspiring and useful as I do.

FACETS is an acronym and each section of the magazine features one of the diverse facets of DAS.



Fun & Features

This section showcases the fun things our students do as well as the activities that DAS and our volunteers are involved in. Here we feature events, fairs, fans & friends and fundraising, such as Flag Day.



Applause

This section features the success stories of our students, staff, alumni and friends of DAS. This is where we celebrate the outcomes of the what can be achieved in and outside of DAS. Achievement is celebrated in all areas of life, not just academics!



Cover Story

The cover story highlights a special story that DAS would like to celebrate. This issue we give credit to those student volunteers who have worked hard to raise awareness and funds for DAS!



Education Exchange

DAS shares its expert voice with its readers. Here we have our DAS experts share with you their advice on how to support those with learning differences. We aim to use this section of FACETS to empower those who help others to learn.



Tips, Talks and Training

This section includes all our training programmes, as well as upcoming talks. This section includes news on our upcoming Workshop Series 2013, which will be held over three days in November and features both local and international speakers.



Student Gallery

Finally, the student gallery features artwork, writing and other work of DAS Students. DAS writer's corner includes any written work of our students, reflections, poetry, short stories, essays ,etc. This section is one of my favourites!

I hope you enjoy this issue of FACETS and that it is as informative for you as it is for me.

Have Your Say in Our Survey



At the Dyslexia Association of Singapore (DAS) we are constantly listening to our customers and strive to provide the best service we can for them.

Your perspective on how effectively we communicate to you will help us to improve our outreach to the community about learning differences.

**Use this survey to express your opinion
and stand a chance to win an iPad**



To take part in the Survey,
please visit

www.surveymonkey.com/s/FACETS2013

Survey closes 31 October 2013

Terms and Conditions

1. The lucky draw winner will be selected from eligible survey entries from a draw.
2. There will be ONE winner for this lucky draw.
3. Survey entries must be submitted by 31 October 2013 to be eligible for the lucky draw.
4. Survey entries must be completed with contact details to be eligible for the lucky draw.
5. The DAS reserves the right to make changes to the prize item at its own discretion.
6. Acceptance of the prize shall constitute consent on the winner's part to allow the use of the winner's name or image by the DAS for editorial or other purposes without further compensation.
7. The winner of the iPad will be notified by email.
8. DAS Staff are ineligible to enter into this competition.

"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



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✓ **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 benefits of our tuition services.

Empowering Successful Learning



Fun & Features



NTUC INCOME VOLUNTEER ACTIVITIES

“Doing Good Well”

By Sean Lau
Senior Fundraising and Events Officer

Since establishing a partnership with DAS in 2011, NTUC Income has gone beyond helping our DAS students through financial means. Backed by strong Corporate Social Responsibility (CSR) initiatives and the co-operative's passion to “Do Good”, many of our hardworking volunteers have devoted their time and talents towards creating equal opportunities for our children.

In our efforts to empower our beneficiaries to achieve, we constantly explore learning opportunities outside of the classroom. Over the mid-year holidays, DAS partnered NTUC Income's volunteers to take a busload of our students to experience the world's largest aquarium – the S.E.A. Aquarium at Resorts World Sentosa.

With the volunteers acting as buddies, each having a student at their side, the entourage of orange and white shirts flocked into one of Singapore's newest attractions to discover what blue wonders the aquarium had to offer. From manta rays and crabs to dolphins and sharks, the display of sea creatures had the crowd mesmerized in no time.

Doubling up as teachers, NTUC Income's volunteers also educated their buddies on the various life forms they witnessed floating and swimming in their enclosures. We're sure the experience not only taught the children a thing or two, but the volunteers as well!



NTUC INCOME VOLUNTEER ACTIVITIES

“Doing Good Well”



NTUC INCOME Kite Festival

In August, DAS students also had the chance to experience NTUC Income's Kite Festival. This annual event had our students taking to the skies with their kites at West Coast Park and Marina Promontory.

Thank you NTUC Income and your volunteers for providing our children with many fond memories and experiences!





Marine Life Park Ocean Sleepover



by: Siti Asjamiah Asmuri
Educational Therapist, Tampines Learning Centre



Ever wondered what it feels like to spend the night in the company of more than 100,000 creatures from 800 species of marine life housed in the world's largest aquarium?

Well, ten lucky students from Tampines Learning Centre did not know that they were in for the experience of a lifetime when they signed up for the inaugural Marine Life Park Ocean Sleepover Event on 3-4 June of this year. The event was organized by Resorts World Sentosa (RWS) as part of their outreach programme. It was a conservation camp to foster environmental awareness in students aged 10-14 years, as well as to promote greater awareness of marine life and the importance of conserving them.

Altogether, over 60 students from underprivileged backgrounds participated in this two-day, one-night camp which saw them busily engaged

in teambuilding and co-operative games that took them on a maritime historical journey and inspired them to appreciate the importance of caring for nature and marine life. All of the activities were conducted at the Maritime Experiential Museum, S.E.A, Sea Aquarium and Adventure Cove Waterpark.

RWS arranged a special pick-up from DAS Tampines Learning Centre for our students, which





brought them directly to the venue. There, they were welcomed by friendly RWS representatives who wasted no time in getting to know our students, orienting them and describing the camp activities.

Amongst the highlights of the camp were when the students had the opportunity to touch and feel sea creatures such as baby sharks, starfishes, sea cucumbers and corals at the Touch Pool and of course, being the 'honourable guests' of manta rays, giant groupers, leopard sharks and shimmering schooling fish at the Ocean Gallery with whom they spent the night. It came as no

surprise to me when a number of them said that they did not have a restful sleep. Well, who would!!

After a memorable night with the sea creatures, the students were treated to more surprises when a couple of divers appeared to give them a surprise 'Good Morning' greeting from inside the Aquarium! They were also given unprecedented access to the top of the Aquarium where they witnessed an aquarist feeding the manta rays. It was certainly an awe-inspiring and eye-opening experience for them!

Before enjoying a sumptuous brunch at the end of the camp, they were brought to the Adventure Cove Waterpark where they participated in teambuilding games that got them wet and a little wild! This was certainly no ordinary camp and I knew they had an awesome time when they asked me, "Why is it one night ONLY?" I had a great time too and to top it all, one of our students, Muhammad Yazid, was featured in the RWS Youtube video that showcased the highlights of the event. Just type the title of this article on Youtube to find out for yourself how much fun they all had! Seeing is certainly believing!





Mission Cambodia

By Siti Asjamiah, Emilyn See and Siti Halimah
Educational Therapists—Tampines Learning Centre

Some of you might have travelled overseas during the June holidays—many to have a good break and some just to avoid the terrible haze. Three of us, all Educational Therapists, headed north to Cambodia. While the trip was meant to be all in good fun, we brought along the skills and knowledge we have acquired and practised in DAS to share with some Cambodian teachers and street children.

The planning and preparation for this trip took us approximately two weeks. We developed a text adapted from the classic tale, *The Three Little Pigs*, and then extended it to include elements of multisensory activities such as mask-making, learning about the different types of houses, and games such as “Pin the Tail” and “Piñata”. We used our modified story and activities at the M’Lop Tapang education centre for street kids in Sihanoukville, Cambodia.

We were also given the opportunity to visit and interact with the students at the Phnom Penh Dubai Islamic School, another charity school and Painting Smiles, the free drop-in centre and English school for the street, beach and local village children of Sihanoukville.

With the support of our families and colleagues at Tampines Learning Centre, we managed to raise enough funds to buy school supplies, snacks and 200 kilograms of rice for the four schools.

Though we were very excited to meet the people and children there, we realised that language and cultural differences could be potential barriers to the execution of our plans. As such, we made an attempt to learn simple greetings and how to count in Khmer prior to the trip. Armed with our DAS literacy skills in multi-sensory teaching, we discovered that we were able to





break those barriers instantly. Indeed, the people and the children warmed to us sooner than we expected although we had to rely on hand and body gestures occasionally to get our messages across. Words just could not express how deeply touched we were by their warmth and willingness to learn from us!

What also touched our hearts was the dedication and deep sense of commitment the Cambodian teachers had to their mission. Despite coming from equally challenging backgrounds themselves, we were truly heartened by their deep sense of responsibility and drive to protect, provide for and hopefully improve the lives of these young and disadvantaged children, to the best of their ability. Indeed, it is recognition enough for them just to see these children grow up to have better lives and for them to also contribute positively to society in future.

Moving forward, there is certainly immense potential for sharing of expertise, knowledge and resources. These schools will continue to grow and will have students with diverse learning needs. It would be a truly meaningful and enriching exchange for both parties.

Our trip may just be the beginning.





Speech & Drama Arts goes to the Arts House

By Amrit Kaur Gill, Educational Therapist
Bedok Learning Centre
Member of Speech and Drama Arts Team

On 13 July of this year, Singapore Arts House was filled with enthusiastic parents and children who were all pumped up for the event named “SHIOK! – STORIES ABOUT FOOD AND FAMILIES”. Thirty complimentary tickets were given to the DAS participants of the Speech and Drama Arts (SDA) Programme and their parents.

Upon arrival, everyone was ushered into the Arts House to collect their tickets, as well as a goodie bag full of tasty treats for the children. The

Children were delighted and the bags were kindly sponsored by the SDA team. After which, SDA instructors, led by Pushpaa, the Programme Manager for SDA, gathered all the students and parents for a fun photography session. The children gave their best poses and smiled exuberantly for the camera. Parents and children alike enjoyed the humorous photo shoot at the Arts House.





Eager children and parents then proceeded into the hall. The event named “SHIOK! – STORIES ABOUT FOOD AND FAMILIES” was a storytelling session co-presented by the Arts House and The Storytellers’ Circle of The Society for Reading and Literacy. Each story used revealed a snippet of authentic Singapore history and heritage. The storytellers divulged their personal stories and quirky reminiscences of families as well as their relationships with food.

The children, ranging in age from 6 years to 11 years old, listened intently to the storyteller’s personal escapades. They were beaming with awe as one storyteller described a dessert named “Ice-Ball” which was a common sight in Singapore in the early 60s. The children were amazed that ice could be finely shaved and packed into a ball. They were even more surprised to learn that ice balls were topped with coloured sugar and syrup and could be eaten by just using the fingers or hands. Sitting for an hour, the children were engrossed, listening to every detail of the storytellers’ encounters. It was indeed an eye-opener for the children, where their imaginations and minds were running free, as the storytellers

narrated their experiences with such great passion and elaborate details.

After a short break, the children and parents returned for the second half of the programme. Tucked into their parent’s arms, the children listened to some more fascinating anecdotes. With their captivating voices, powerful memories and expressive deliveries, the storytellers transported us to a different time and place.

After one-and-a-half hours of delightful stories, it was time to say good-bye. Children left with an astounding knowledge of Singapore heritage and history. It was indeed a fruitful learning experience for the children. Parents were also very thankful for the opportunity to be invited for the storytelling event. One of the parents, Mrs Wong, commented, “It’s a great exposure for children and an eye-opener for our family. Thanks for organising the event and we look forward to more events that cultivate the Arts in Singapore.”





Mooncake Making & Handicraft Workshop

By Chris Ngon
Fundraising and Events Officer

The Mooncake Making and Handicraft Workshop was jointly organised by Royal Bank of Scotland (RBS) and DAS.

Our programme was designed to foster parent and child bonding and immerse our students in cultural traditions. The Mid Autumn festival is a celebration of gathering and thanksgiving.

The workshop kicked off with lantern making, which had a slight feel of competition to it. After the instructions were given by our RBS volunteer Mei Yi, the children began constructing their lanterns with zest. They meticulously cut the paper, pasted the stickers and designed their lanterns with unlimited creativity.

The highlight of the workshop was the hands on baking session for the children. While patiently queuing for their turn, many oohs and ahs were let

out as they saw the completed mooncakes made by their peers. Each parent and child were able to take home 4 mini snow skin mooncakes that they made.

Everyone had a blast. Other than the mooncake making, there was a prize presentation ceremony for the lantern making competition, and the prizes include cuddly soft toys, coin banks and stationery sets.

On behalf of our DAS parents and students, we would like to take this opportunity to thank our RBS volunteers. They contributed greatly to the success of the event, for kindly sponsoring us for the use their beautiful facilities, and sacrificing their personal time and precious sleep to be part of this heartwarming event.





RBS Sponsors A Big Day Out

By Chris Ngan
Fundraising and Events Officer

A Big Day Out is a fun fair and concert designed with the family in mind so everyone can have fun, even the young at heart.

Royal Bank of Scotland (RBS) generously sponsored the fun fair and concert. They even provided transport, refreshments and goodie bags for all, as well. Each family was paired with a RBS volunteer for the day.

On the day, as we headed to Resort World Sentosa, we were greeted with glorious sunshine. Many of our students were eager to participate in the carnival. After a short briefing on rules and regulations, we rushed off to the carnival.

Squeals of delight came from the children when they arrived at the coliseum. There was live karaoke for children, food booths, games booths which included pick-up sticks, five stones, hop scotch, dance offs, ball pit, knock the bottles down (bowling), *chapteh* (shuttlecock kicking) and a crowd favorite, face painting!

The finale of the event was the production of Disney High School Musical presented by Kids Performing Academy of the Arts. It was an upbeat concert, with slick dance moves and amazing singing.

DAS would like to thank RBS for sponsoring our families for such an amazing event, indeed we did have A BIG DAY OUT!!





RBS Supports DAS Alumni

By Chris Ngon
Fundraising and Events Officer



**Young Bankers
Association
Welcomes
You!**



RBS acknowledges the importance of DAS student success in their educational pursuits and have therefore offered a workshop for our DAS Alumni students to support them with the necessary skills to apply for higher education.



On 6 July, members of DAS Alumni gathered to attend a workshop where they were instructed on how to write an effective personal statement and to prepare them for that all-important interview. The workshop date was deliberately selected to coincide with the Direct Polytechnic Administration Online Applications which opened in early July.

Elvin Siew our 2013 Young Achiever Awardee attended the session and commented "Experiencing life as a student, I wondered how important the interview and testimony is. Now that I have attended the RBS course, I appreciate how everything works. This gave me a wider perspective and makes me more prepared for the working world."

The workshop was a great success and students went away with the confidence to apply for their courses armed with the knowledge and expertise shared by RBS volunteers.





DAS FLAG DAY 2013

Hazed Out but Unfazed

By Sean Lau
Senior Fundraising and Events Officer

Flag Days are a common fixture in the annual calendars of charities and non-profits in Singapore. DAS had, on several occasions, participated in this age-old fundraising tradition to raise much needed funds to assist its disadvantaged students and was fortunate to have been awarded the date of 29 June 2013 to host another campaign.

However, the much anticipated volunteer-driven event was called off just days before it was suppose to take place due to the unfortunate haze that blanketed Singapore. Despite its abrupt cancellation, the Royal Bank of Scotland

(RBS) and Seng Kang Primary School (SKPS) continued to support our efforts, chipping in to conduct Flag Days within their office/school premises to help DAS defray the campaign's costs.

Utilising 30 donation tins, RBS and its volunteers spread across several office locations in Singapore raised **\$4,474.45**, which more than covered the costs DAS incurred in preparation for Flag Day. RBS was a pillar at DAS's previous Flag Day in 2011, providing us with over 200 volunteers and we are amazed yet again by the level of support they have displayed this year.

Not to be left out, several enthusiastic students from SKPS' P6 Patience volunteered to go about their school to raise funds through their Values in Action programme. A total of **\$626.51** was raised from donations through a round of ice cream sales.

Special thanks goes out to our co-ordinators Pauline Chung from RBS and See Ling from SKPS. DAS's next Flag Day is scheduled for Saturday, 15 of March 2014. Stay tuned to our website and social media accounts for updates on how to get involved!



Kites

That Bind



By Karen Wong

Senior Educational Therapist – Bedok Learning Centre

The much awaited day trip to East Coast Park on 5 June 2013 for our kite flying event was fabulous to say the least for the young at heart.

Students and Educational Therapists from Bedok Learning Centre woke up bright and early to assemble at the centre before setting off via public bus from the Bedok Central Bus interchange.

The smooth flow of traffic saw us arriving at our destination in good time. At East Coast, calm waters amidst clear and breezy weather beckoned us.

To kick-start the event, the students were provided with brief instructions on DIY kite decorating and learned how to assemble their own kite. Learning Support Officer - Ms Rahayu gave a live demo, charming the students with her wit, on how to craft a masterpiece kite.

Oil pastels and other art materials were used to add a touch of colour and to personalise their kites.

With gusto, our students headed for their outdoor “work stations” and wasted no time in engaging themselves with their very own creation! Upon completion students were eager to put their kites to the test. In no time, kites were seen gliding seamlessly across the sky! Students and Educational Therapists gamed for action, primed themselves for a kite flying competition, all in the name of good fun!

Prizes were awarded for best Kite Design and best Kite Flyer. Prizes were also set aside for individual participation to all students. The judges, a panel of some of our very own Education Therapists, were impressed by the enthusiasm and skilful kite flying displayed by our students, albeit some had their very first attempts in kite flying. Kudos!

“It was certainly an enjoyable time for us teachers, as we spent time with our students especially since this is the final year for some of them. They had a creative outdoor learning experience; designing their kites and then had the chance to fly them! It was fun for me too! ”

Nur Alia – Senior Educational Therapist,



To whet our appetite for lunch, we took a short leisurely stroll along the beach. Just a stone's throw away was MacDonald's, where our fast-food loving students had their much deserved lunch.

Rounding out the day was a team-building activity that was carried out like a well-drawn battle plan. There was a dress-up competition using recyclable materials such as trash bags, magazines, newspapers and seashells, etc. Students worked in groups and were encouraged to let loose their imaginations to maximise their creativity. Wasting no time in 'trashing' it up, our students created the 'best dressed' outfits. They used every last shred of the materials to the fullest. Prizes were given for first, second and third to students who made the most of their quick thinking 'out of the box' fashion statements.

Towards late afternoon, the journey home beckoned. As we left East Coast Park, a beautiful sunset loomed in the distance leaving us with our thoughts of new-found camaraderie and a fun outdoor learning experience! I am positive many of us are looking forward to another trip next year, perhaps to a new destination.

Feedback from our students, teachers and parents:

"Narmeen (my daughter) enjoyed herself today. Thanks to everyone at DAS Bedok!" — Mdm Yasmin

Quotes from our 16-year-old graduating students, Syafiq and 'Irfan:

"It's fun to go out with DAS and get the bonding time with other classes as we got to know one another." — Syafiq

"I went to the event just for fun and to relax".— 'Irfan

"Aloysius & Johnathan said that they enjoyed the event very much. It was fun for them to fly kites with fellow DAS mates." — Hani—Senior Educational Therapist

"I had a lot of fun. I learned how to make a kite and fly it. We played games which was really fun such as fashion show and much more. We also had MacDonald's for lunch! " — Narmeen 14

"The event was fun and I learned how to build up a kite." - S.R. 14



Kites that Bindcontinued from previous page



Having agreed to organise this event, I soon realised its magnitude. From drafting the flyer to making sure the activities were of interest to teenagers meant that every aspect needed careful planning. Contingency plans were made, in case the weather was not on our side!"

"Fortunately, the weather was beautiful, blessed with sunshine and cool breezes.

Looking back at how well our students joined in and interacted with their peers and also finding out that some had not even flown a kite before, made this experience a truly enriching one.

Salbiah Bahri—Senior Educational Therapist



Kite Trivia :

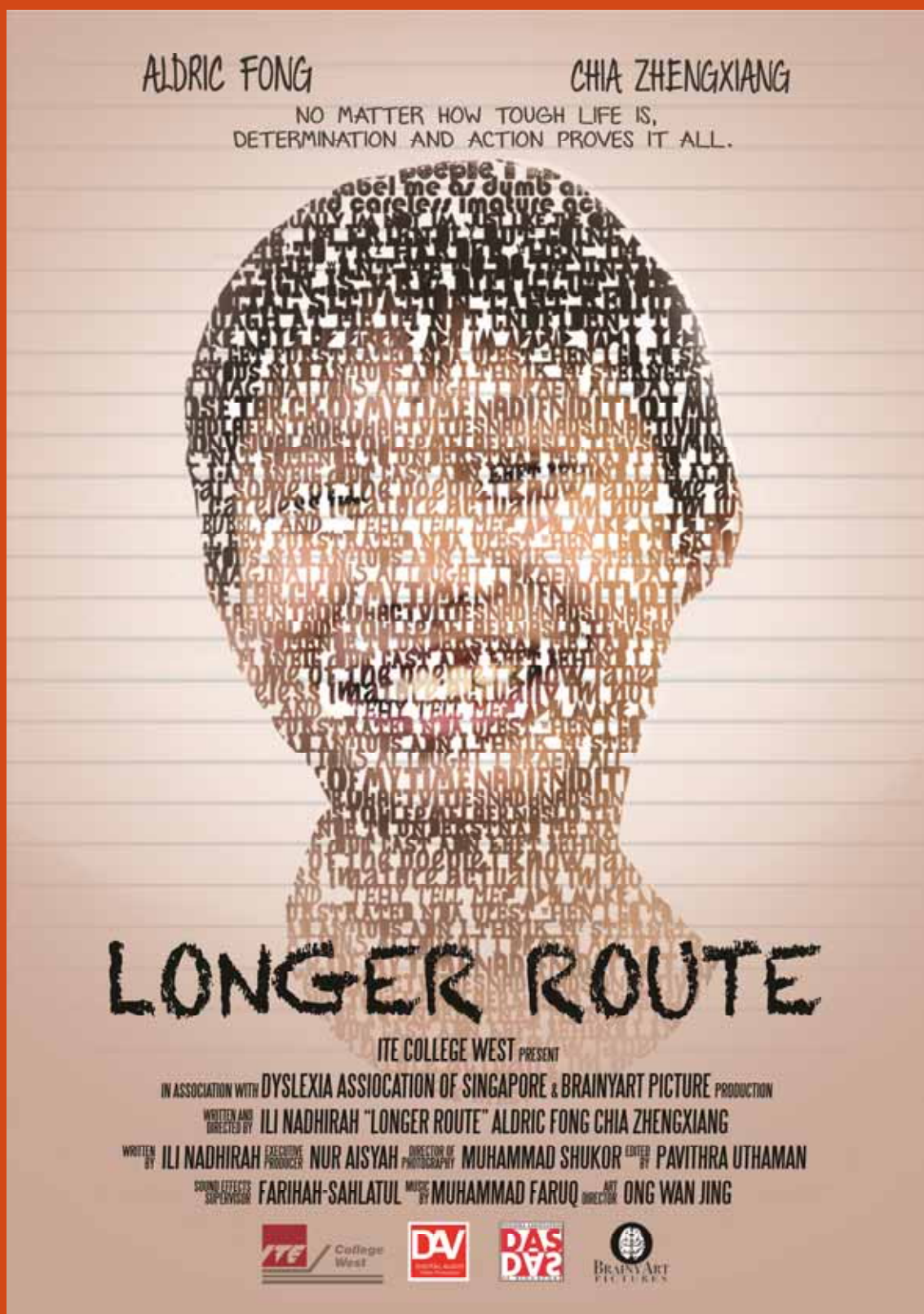
- ◆ What popular children's toy is used by teams of adults in competitions around the world?
- ◆ Is often featured in poetry, legends, and folk tales?
- ◆ Originated in China at least 3,000 years ago?
- ◆ Was outlawed during the 18th century because it distracted shopkeepers from their duties?
- ◆ Has been used to pull boats, carriages, sleds, and ice skaters?
- ◆ Is a traditional New Year's gift for Japanese children?
- ◆ Has led directly to major scientific discoveries?
- ◆ Helped make Benjamin Franklin, Alexander Graham Bell, Wilbur and Orville Wright, Leonardo da Vinci, Guglielmo Marconi, and Homan Walsh famous?
- ◆ Helped the Wright Brothers in experiments which led them to build the first airplane?

Answer: page 100



Dress up competition using recyclable materials - our very talented and winning models from left to right - Syafiq , Aloysius and Narmeen





ITE WEST STUDENTS' DOCUMENTARY VIDEO

"LONGER ROUTE"

I late 2012 DAS had the pleasure of working with some students from ITE West who were in their final year from the School of Electronics and Info-Comm Technology. Their final year project "Longer Route" is a 10-minute documentary on the journey of a child with dyslexia and how he overcomes obstacles and with determination perseveres to succeed.

The video is shared on the DAS Facebook page.



Project WorDASment 2013

By Fan Jun Wei, Lim Wei Xun Keifer, Matthew Wong Zhi Liang, Suen Wai Lun, Zheng Yi Peng
Hwa Chong Institute Students

This Service Learning Project (SLP) had a slightly different beginning than usual. Project WorDASment 2013 arose from a class's addiction to a game known as Wordament. Seeking to make that little bit of difference to society, the class turned their addiction into a passion and a maturity to do something for others. An Organising Team (OT) was quickly formed to handle the administrative work and intricacies of the project.

With only a germ of an idea on how to make use of the game, we had little hope of the project developing into a full-fledged SLP. There was no doubt that we wanted to see it through and ensure its success, but we didn't have high hopes at first. Gradually though, as we brainstormed and planned, we realized the immense novelty of using Wordament for this project, and with that in mind we defined the focus of the project to be raising awareness, and went full steam ahead.

Throughout the planning process, the OT learned a great deal, be it the art of securing sponsorships, or the science of balancing academic commitments with throwing our hearts into working on a SLP.

The project was not without setbacks as well. With the tight schedule that we were working on, countless obstacles saw us crash into impasses, only to backtrack, improvise and find a workaround, all within an unbelievably short amount of time. It was as such that we finally understood the toughness of corporate world and

how iron-fisted certain bureaucracies could be. Once, we almost lost a huge sponsorship deal which sent the entire OT into panic over how we would continue with our ambitious plans without much regard for cost.

Of course, no project is without its internal disagreements. Indeed, the OT did have arguments, often pertaining to the fundamental principles and aims of the project. We debated on whether to compromise on raising awareness vs. raising funds for hours at a time before coming to any clear decision.

Despite numerous problems, the OT persevered, engineering delicate solutions to every adversity we faced, in pursuit of our ultimate goal to make Project WorDASment a booming success, and a SLP that would be a unique and defining achievement of our class.

Then came the event itself. Project WorDASment was held over a period of two weeks, from 30 July to 6 August. The preliminary rounds started off a little slowly, and we worried about the small number of participants registered; but as the week crawled on, the tournament picked up pace and eventually we managed to hit our target of 200 participants!

A little explanation about Wordament wouldn't go amiss here. Wordament is basically a real-time word game developed by Microsoft, and not unlike "Scramble with Friends" by Zynga, in which players search for words as quickly as they can in

a 4x4 letter grid.



With the high standards shown in the preliminary rounds, 20 participants advanced to the finals, where they duked it out for 20 prizes, ranging from a Samsung Galaxy Tab 2 10.1 to A-JAYS, X-Mini speakers and even some CapitaMall vouchers! The finals also saw DAS setting up a booth to further raise awareness about dyslexia within our school! With the fun activities and Deborah Hewes as an engaging speaker, many students who just popped by, definitely left feeling a little bit more enlightened about what dyslexia is.



As the project drew to an end, and we had time for reflection, we realised that not only had we learnt a lot in our attempt to serve the community, but we've also matured and became more bonded as a class. Such is the embodiment of the "Service Learning" notion, the concept of blending service and learning together: a Win-Win situation in which both the beneficiary and benefactor stand to gain.

A great big thank you to DAS for allowing us to work with you for the project; Sean Lau, Sarizan Ahmad, Deborah Hewes, for their invaluable help; and our sponsors, whom contributed to the success of the project. Project WorDASment is a legacy that we, as a class, are proud of; and it is a legacy that we hope to continue living!



DOES YOUR CHILD STRUGGLE IN SCHOOL?



IS YOUR CHILD FACING THESE CHALLENGES?



- ✓ Difficulty with reading, writing and spelling
- ✓ Frustrated about school and studying
- ✓ Messy handwriting
- ✓ Difficulty understanding text passages
- ✓ Difficulty with pronouncing words

Register for the **FREE** Computerised Dyslexia Screening Test for **Primary and Secondary Students**.

DETAILS OF COMPUTERISED SCREENING

Date: Saturday, 9 November 2013

Time: 10am to 5pm

Venue: DAS Chinatown Point Learning Centre
133 New Bridge Road, #04-01
Singapore 059413

Dyslexia Awareness
Talks will be held at
10am, 12noon,
2pm and 4pm.

We understand your concerns and invite you to come down to meet with our multi-disciplinary team of professionals. We will explain the results of your child's screening test thoroughly and advise you on the suitable support available.



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

Registration is required
Please contact 6336 2555

Free Computerised Screening by DAS

By Deborah Hewes
Head of Publicity and Publications

Every year DAS offers free computerised screening tests for primary and secondary students to determine if they are at risk of having a learning difference, such as dyslexia.

The screening test can be completed within 20 minutes and is a non-threatening enjoyable experience that will detect the cognitive indicators of dyslexia. Each component of the screening test has been thoroughly researched, standardised, validated and calibrated to ensure that it detects those children who may be at risk of having dyslexia.

Results are available immediately with a simple print-out which incorporates automatic expert interpretation and gives a clear indication of the probability of dyslexia in every case. DAS Staff, who are experienced in reading the reports, discuss the results with parents and explain the significance of the report in relationship to their child.



DAS completed a research study on the computerised screening software in 2010. The results of the study were encouraging and indicated that the screening software was an effective tool in identifying children with dyslexia and literacy difficulties in Singapore. Since then DAS has used the software widely, especially to raise awareness of dyslexia in Singapore as well as providing opportunities for informed discussions with parents about their children's learning difficulties.



DAS recently held a general screening for the public in July at the DAS Chinatown Point Learning Centre. With more than 60 students screened on the day, we found that more than 25% of the students screened were at risk of having dyslexia and will seek further assessment with our specialist psychologists.

If you feel your child is struggling at school then come to our screening on Saturday, 9 November to get some advice. DAS conducts awareness talks at our screening event, if you would like to know more about dyslexia or how we can assist your child then register for our screening day. To register please call our hotline on 6336 2555.



TTT—Teams Teaching Teams

DAS staff sessions provide an opportunity for us to serve our students better

By Wee Yen Lynn
Publicity and Publications Officer

It was a fruitful 2-day event held at PSB Academy where DAS staff took to the classrooms in a new initiative organised by Staff Professional Development department, aptly called Teams Teaching Teams (TTT).

Various topics were explained in an interactive way in an effort to inform everyone about the new programmes and resources available and to provide an update on recently completed projects. Topics ranged from fresh ventures like the newly set up Curriculum and Programmes department at The DAS Preschool, presented by Ms. Salbiah Bahri, to the updates on established projects like the Exploring the Differences between Dyslexia and Dyscalculia, presented by Dr. Tim Bunn.

At the heart of this event was the goal to share experiences and expertise across all discipline areas, to empower our educators and therapists with a broad spectrum of knowledge to better support the needs of our DAS students.

Teams taught teams in 27 sessions, scheduled over an action-packed two-day period. DAS staff had the opportunity to take at least nine sessions each meant making some difficult choices had to be made when popular presentations clashed.

Resources

This session introduced all the new materials that have been purchased by the Resources team and are now available for teachers to use in class. With the varying needs of students, the new books presented offer a wide array of activities for students to engage in at different levels of guidance. One book of particular interest to me was Suzanne Carreker's "Multisensory Grammar" that promoted learning in many unconventional ways such as role-playing, such as with an "Interview". This presentation was made by Ms. Jayashree. There was also a book on morphology which was recommended by Ms. Gayathri. It offered different activity levels to suit children of varying abilities and Ms. Sujatha brought many story books that would appeal to the students because of their illustrations and large fonts.



Touching on visual memory, Ms. Amanda gave us a sense of what it is like to be dyslexic by asking us to find a Thai word in a whole paragraph of Thai words, or rather, finding a particular group of symbols in a swarm of twirls and pointed curls. It graphically illustrated the problems faced by the children and put it into perspective for us. However, fear not, as the aids for these children to overcome these difficulties are just around the corner.

Google Chrome & Drive

With the rapid advancements in the digital world, someone has to lead the pack in adopting new practices and routines. It is here that the IT Head emerges from his usual back seat to take the stage and teach everyone the wonders of Google Chrome. Ms. Jeanne also demonstrated her expertise of Google Drive and its available Apps, making us proud to have her in charge of training teachers in the “DAS Classrooms-of-the-future” project.



Sharing of journal articles relating to dyslexia in Chinese

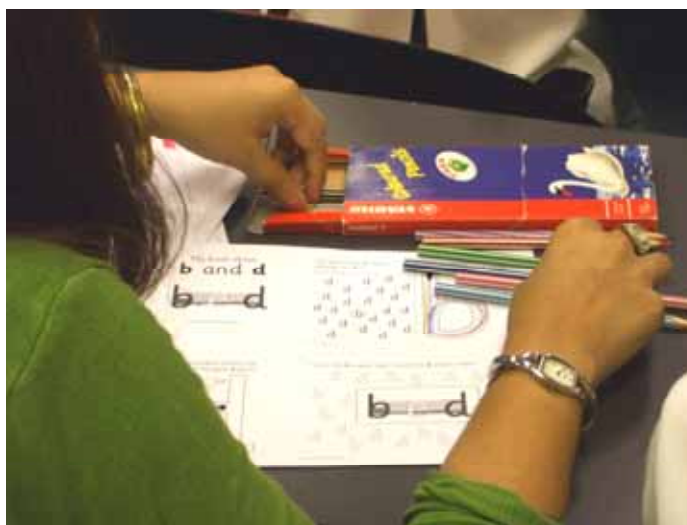
Three of our specialist Psychologists, Ms. Yimei, Ms. Deborah and Ms. Shi Jia, delivered a presentation which was of great interest, as DAS has had its own Chinese Remediation Programme since 2009.. Going through the studies that had been conducted in Hong Kong on dyslexia in the Chinese language, the presenters gave a comprehensive overview of the findings and contrasted them with the situation of Singaporean students. Overall, the differences in learning English and Chinese are very significant and a new approach is being explored in teaching Chinese. No doubt in the future, the trio may well be publishing their own papers on dyslexia in Chinese for the Singaporean context.



Play Therapy

Conducted by Ms. Miranda, this session explained the use of engaging the child in play to address his or her emotional stress. A live demonstration of the technique was done in the class with each participant given a portion of special dough to mould their chosen emotion. Putting their hearts into creating the physical representation of the feelings that were stored deep within, it was a powerful session as the initially tense atmosphere climaxed at the formation of numerous figurines. Eventually, the participants were guided to destroy their creations, bringing about a sense of release, an outcome that hopefully will be experienced by the children as well.





Common Letter Reversals

With the letters in the alphabet all looking so similar, it is little wonder that this area needs additional attention and practise. Some frequently confused letters are "b", "d", "p" and "q", which are more or less reflections of one another, like a pair of shoes, two sides that look the same and yet are not interchangeable. From reciting simple rhymes, to colouring large letters and accompanying pictures, to finding the single "d" among a brotherhood of "b", to playing iPad games, no stone was left untouched in uncovering the ways to make the small differences memorable. My personal favourite was the use of both hands, the left being "b" and the right being "d" and the spaces around filled with "a", "c", and "e" to form "a, b, c, d, e" when read from left to right. Not only is it easy to understand, it is also easy to clarify and recall the letters just by referring to your hands, which are always by your side and you cannot forget where you place them. So, to make the letters "b" and "d", face the both palms to yourself, close your fists and stick your thumbs up. And that is what this truly is, two thumbs-up

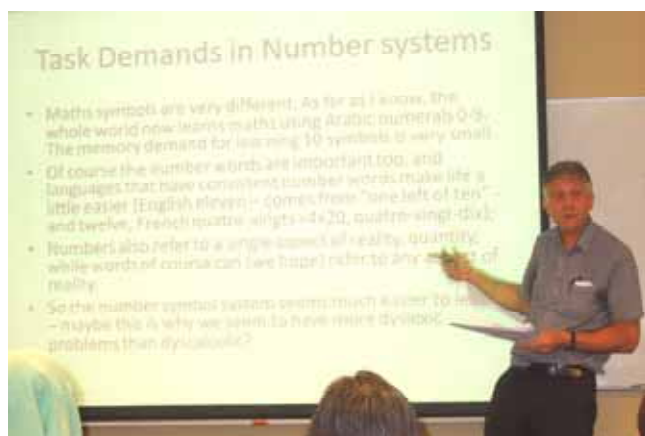


LSO Resources

Positioned at the last timeslot for the day, this session's presenters knew they were in for a tough time, standing between the souls eager to leave and the door. Pulling the wrong moves and the souls would fly out, leaving their physical vessels to watch the clock slowly tick. Glad to report, the three presenters, Ms. Rahayu, Mr. Christopher and Ms. Mathana, did an impressive job securing everyone to their seats. Ms. Rahayu explained the use of tactile methods for alphabet recognition, advocating the drawing of letters in sand, beans and bursting bubble wrap. She also made her own unique joystick for teaching the children the conventions for understanding their directional movements, front, back, left and right, passing it around for everyone to admire and even telling the participants a simpler method to make their own joystick. Mr. Christopher then talked about increasing the child's vocabulary by creating digital flashcards to reduce the load a therapist needs to carry around and by using gestures and actions to act out verbs and adjectives. Finally, Ms. Mathana looked at improving the children's social skills through cartoon images and doing craft. She also presented the



effectiveness of using commercial films to teach children self-esteem, her example being the use of Monsters Inc. for her students to fight their fears, and thus ended the session and the first day of TTT.



Exploring differences between dyslexia and dyscalculia

Dr. Tim Bunn gave an in-depth summary on the research that he has been doing regarding the possible connections between dyslexia and dyscalculia. Starting with the basics, he explained the problems encountered through the use of written words and numbers as signifiers, relating that to the speed of processing as a crucial factor in the system. Moving on, models for reading and doing math were presented. Overall, it was a session packed full of information that bordered on the abstract concepts of the wonders of the human mind. As one who has no prior understanding of the topic, having the slides available for reference is very useful as the complexity of the presentation increases with the slides. This extract is certainly just the tip of the iceberg, a summary but by no means the summation.



Northlight Connection

It is not easy to teach a group of students, as DAS educational therapists (EdTs) know, having classes limited to a ratio of 4:1 students to teacher. However, beyond the walls of the learning centres, class sizes balloon and teachers find themselves having to cope with the larger number of students. This was the problem faced by the Mathematics teachers at Northlight School where a single teacher is faced by 20 students, each with their own unique qualities. Hence DAS was approached to give a workshop to help teachers to be more effective in class. With our professional lecturers from DAS Academy, Ms. Priscillia and Mr. Albert, a Three-Level-Connection was established with Northlight School beginning with observing, then co-teaching and ending with training form a 3-part programme workshop. It was an eye-opener, hearing stories from the other side and what others were experiencing which gave our lecturers valuable insights as to the appropriate direction to take for the training stage. The co-teaching provided for hands-on experience with the students that shed more light on the situation. Finally, during the training, the important topics such as the impact of self-esteem and other factors were addressed and this answered the concerns of the teachers.



The DAS Pre-school—Big hearts shaping little minds

Did you know that DAS has a pre-school programme? For children from the age of exactly 5 years to 6 years and 5 months, this programme aims for that "One Window of Opportunity" to set the base, upon which the bricks of physical, cognitive, social and emotional development would be laid. Ms. Salbiah inspired the audience with her many anecdotes of the children who have benefited from the programme, which points out their

strengths as opposed to focusing on their weaknesses. This seeds the child's confidence and nurtures his self-esteem for future learning, sliding the "Window of Opportunity" wide open. This was the key message, to give every child a chance to grow regardless of their abilities, in an environment filled with hope.



It's Nessyarily Fun!

In one of the sessions, Technology Programme Manager and Senior Educational Therapist Jeanne Tan presented the topic "It's Nessyarily Fun!", showcasing the Assistive Technology software Nessy Fingers. It was an interesting presentation demonstrating the fun features of the hands on programme. Users assume the character of Nessy as they explore the land of Ness and play 9 fantastic games. For example, children can go into the Dungeon of Doom battle dragons, skeletons and ghosts and play penalty shootout with Burt the boss gorilla in a multisensory learning environment. For each game, nuggets can be won which can be used to participate in and they can try to win prizes at carnival which is a great incentive for the children to repeat the games activities of varying difficulties.

ELA iCard Deck

The paper-based ELA Card Deck has been revamped into an iCard Deck from the hard work of Samunn and his student Prahlad. Samunn presented the new application to Educational Therapists looking for some teachers to test the application in the classroom. This iOS application (app) works on Apple's iPad. Ultimately Samunn is interested to know his colleagues perceptions,

beliefs, attitudes, and behaviours of using this app in a DAS classroom.



The Power of Poetry

Kelly shared with her colleagues how poetry provides opportunities for children to practice essential skills of phonemic awareness, phonics, fluency, vocabulary and comprehension. Poetry facilitates practicality and application of Multiple Spelling Patterns in the ELA classroom. Techniques such as Poetry Storm - Stretch Minds and Hands-on into a journey of discovery learning helps our students better opportunities to express themselves as well as making lessons fun.



Throughout the entire TTT event, the schedule for the sessions was organised so that three programmes ran simultaneously, which allowed for the entire event to be compressed neatly into 1-1/2 days.

However, there were a number of workshops that I missed out on, such as "Boost your Child's Self Esteem" and "Study Smart—Promoting Executive Skills Development" which were so successful that they will be presented in a more comprehensive

form at our Workshop Series 2013, as displayed in the advertisement on this page. I look forward to the opportunity to attend these workshops to see what I missed out on.

Having attended such a comprehensive workshop within the first week of entering the DAS, it has certainly proven to be very useful in setting the groundwork for a better understanding of the DAS organisation and has given many the chance for old faces to be recognised and new ones to make an impression in this ever-growing and dynamic community.

Workshop Series 2013 A Practical Approach to Learning

18 to 20 November

The Dyslexia Association of Singapore (DAS) Workshop Series 2013 is part of the Association's annual efforts to share knowledge and expertise of local and international experts in the field of education and learning differences. This year's theme, A Practical Approach to Learning aims to deliver 9 unique workshops to empower participants with useful and practical knowledge that they can implement in their teaching and enhance their student's learning.

The workshop series is suitable for parents, teachers and those in the education and Specific Learning Differences (SpLD) industries.

A PRACTICAL APPROACH TO LEARNING



3 DAYS | 8 SPEAKERS | 9 TOPICS

18 NOV MON	19 NOV TUE	20 NOV WED
Susan Lowell Dyslexia: Definition, Assessment & Treatment	June Siew Study Smart: Promoting Executive Skills Development	Dr Kate Saunders How Dyslexics Learn
Dr Thomas Sim Special Educational Needs of Students in Higher Education	Susan Lowell Early Literacy	Tuty Elfira Abdul Razak & Shifa bte Shekh Naji Examination Skills: Comprehension & Spelling
Dr. Kate Saunders Dyslexia Friendly Education	Nur Farhana Muliadi Boost Your Child's Self-Esteem	Michelle-Lynn Yap Vocabulary Acquisition: Methods, Morphology & Music

SINGLE WORKSHOP
\$ 95.00

BUNDLE OF THREE
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EARLY BIRD PROMOTION UNTIL 7 OCTOBER

For more information & registration:
www.das.org.sg/workshopseries
6336 2555



DYSLEXIA ASSOCIATION OF SINGAPORE

HELPING DYSLEXIC PEOPLE ACHIEVE

MY INNER WORLD

A CELEBRATION OF DYSLEXIC MINDS

On Sale Now

\$20

Available at all
DAS Learning

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.

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



Applause



Allied Educators Graduate with a Diploma in Special Education

By June Siew
Associate Dean for Postgraduate Programmes,
DAS Academy Ltd

At the DAS Chinatown Point Learning Centre, 22 Allied Educators (AEDs) received their Diploma in Special Education (Dyslexia Studies), Wednesday, 3 July 2013. They had the additional honour of being the first group of graduates to be invited to join the Register of Educational Therapist – Asia (RETA).

The annual graduation ceremony has become a highlight of the DAS calendar where AEDs receive their certificates after undergoing eight months of training at the DAS Academy. This year marks the seventh cohort of AEDs trained by our multi-disciplinary team of lecturers and trainers.

Handing out the diplomas was special guest, Professor Angela Fawcett, Academic Director for DAS Group. Professor Angela, having had the same honour last year, gave much encouragement to the graduates and reminded them of the importance of working together and to reach out to those in need.

Muhammad 'Ashri Zainal from Qihua Primary School was selected to represent the cohort of graduating AED's in sharing their experiences in the diploma programme. He expressed their thanks to the lecturers and trainers and shared how he would search online for techniques for

teaching dyslexic children but never seemed to get the right tools. The DAS training has equipped him with the necessary skills to help children with dyslexia. Echoing 'Ashri's views was Siti Adibah Jaaffar from Mayflower Primary School, "The programme has helped me to have a deeper understanding and knowledge about dyslexia and other learning difficulties, so that I can better support students in school and also educate both teachers and parents with deeper awareness."







Master of Arts in Specific Learning Differences

By June Siew
Associate Dean for Postgraduate Programmes,
DAS Academy Ltd

The Student Induction Programme for the first cohort of students was successfully held on 17 and 18 August 2013, in preparation for the official start of the teaching block that commenced on 9 September.

Conducted by the Director of MA Programmes in the University of South Wales, Dr. Shirley Egley, the Induction Programme was held during the weekend at Rex House and was attended by the programme's first cohort of 40 students, made up of DAS' educational therapists, healthcare professionals, educators and individuals who work with children.

Even in the midst of familiarising students with the administration as well as standard University practices, Dr. Egley managed to inspire and encourage the students for the learning journey ahead.

The programme that they are about to embark on will challenge them to close the loop between current practices, educational theories and government policies, increasing their job relevance and efficiency.

The University's professionalism, as well as the course's academic rigour was evident during the student induction sessions.

Despite Dr Egley's very intensive schedule, the Academy Team managed to squeeze in a bit of culture and rapport building – Singapore style!

"I thank everyone so much for their patience and cooperation. I enjoyed working with you (and feasting with you!) very much indeed and I am looking forward already to our March research meeting and block teaching. I count myself very lucky indeed to be working with such professional, dedicated and good-humoured colleagues - and on such an interesting project", said Dr. Egley in her thank you note to the Academy Team.

University of
South Wales
Prifysgol
De Cymru

ASSYA WINS AN AWARD IN THE COMMONWEALTH ESSAY COMPETITION

By Deborah Hewes
Head of Publicity and Publications



The Commonwealth Essay Competition has had a record-breaking year with an excess of 11,000 entries. Over 70 judges were involved in the judging process and they indicated that the standard of entries this year were excellent. The essay competition celebrates its 130th anniversary this year and with over 830 schools across 55 Commonwealth countries and territories participating in the competition. With so many entries it is evident that essay writing still remains an important means of expression for young people.

One young certificate winner expressed how her hard work in learning spelling has paid off for her. Assyafaqah Bte Sharin, a DAS student at

Queenstown Learning Centre who also attends CHIJ Kellock Primary school won a Bronze Certificate for her essay below.

Assya is pictured above with her sister, Ruhi and her Mum, both of whom help her with her studies. Her Mum is very proud of Assya, as so are we, at her winning such an award.

Lets hope that this success builds a confidence in Assya to bigger and better writing and spelling feats!

Congratulations Assya!

COMMONWEALTH WRITING COMPETITION – JUNIOR CATEGORY

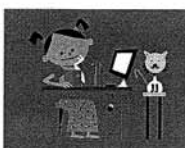
HOW HAS HARD WORK PAID OFF FOR YOU?

Have you ever thought, memorizing the spelling words was easy? Well not for me! It was hard because I am dyslexic. Dyslexia is someone who has problems reading, noticing alphabets and memorising.

When I was in nursery, I had spelling. When I had spelling, it was hard! I kept memorizing it but I did not get it. I tried and tried but I still got it wrong. I memorised till late at night.

When I was in primary one, I got better because I had tuition at Dyslexia Association of Singapore (DAS). My tutor helped and encouraged me to be positive. I worked hard to be better at my phonics.

My mother also helped me by helping me memorize my spelling. As I grew older, I got better. I am so thankful to everyone who has helped me. I will continue to work hard to overcome my dyslexia.



Written by: Assyafaqah (CHIJ KELLOCK, P4 Angsana)
Awarded: Bronze Certificate



Axel's Reading Journey: from Reluctant to Confident Reader

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

Axel with the ORT series of books he completed and with the book he read aloud for his school's reading competition.



A shy and quiet Primary 1 boy, Axel joined the ELA programme in March 2012 and attended classes at PWP. To encourage his class to develop an interest in reading, a reading reward system was set up, where they could track the Oxford Reading Tree (ORT) books they read and see how they progressed up the ORT stages. A certificate of reading and an incentive would be given after every sixteen books.

Initially hesitant about reading, Axel gradually became excited about reading and started borrowing two books after every class. He would enthusiastically share about the book during the book review session and answer the comprehension questions that were asked. Axel would eagerly watch his reading chart grow, with anticipation of reaching the end goal of sixteen books.

Over the five terms, Axel progressed up seven levels on the Oxford Reading Tree series, from Stage 3 to Stage 9 and even finishing up ORT Robins Extension Pack. He has completed almost five reading charts (the most I've ever seen!), reflecting the seventy plus ORT books he has read.

As someone who initially had difficulty blending simple CVC words and recognising sight words, Axel began to develop the more automatic decoding skills and better sight word recognition.

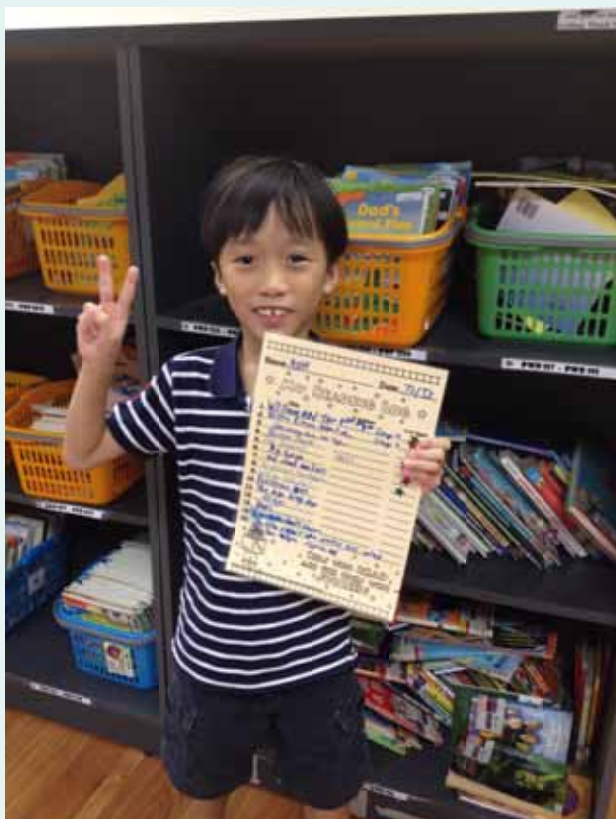
From frequent pauses and hesitations, Axel is now able to read with fluency and expression. Axel's reading comprehension has also improved; he can answer the 5W1H kind of questions and is beginning to answer the inferential-type questions. Axel now has better word recognition, a larger vocabulary and importantly, a greater confidence in reading. The Allied Educator at school also commented that Axel is now a more confident, able reader and even selected him to go for a reading competition at school.

His mother, Mrs Choo, commented that in the past, Axel would avoid reading on his own. Now, Axel picks up books to read independently and even shares what he reads with his family! His parents played an important role in encouraging him to read and creating a home environment that encourages good reading habits.

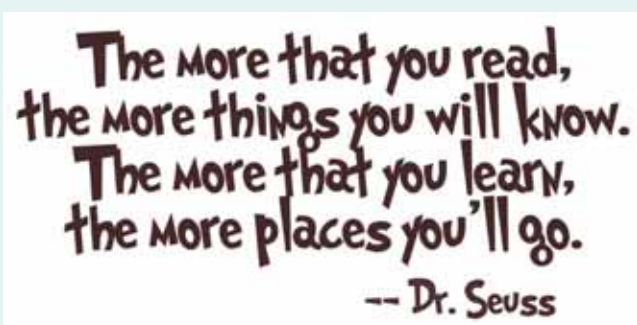
This good reading habit has led to other benefits. He is now a more confident speller, has a wider vocabulary and better grammar, as reflected in his work at school and at DAS. Axel's self-esteem has also increased and he is more ready to share his ideas during class discussions. In school, his English grades have improved from just passing to scoring 30s upon 40. Mrs Choo, his mother, felt that the boost in grades can be directly attributed to his reading, weekly sessions at DAS and Allied Educator support at school.

When interviewed, Axel says that he is proud of his achievement but hopes to move towards more challenging books. He is also beginning to enjoy the intrinsic reward of reading itself and has begun exploring non-fiction books about animals and dinosaurs. Indeed, developing this interest and confidence in reading while young has certainly put him on a good path towards literacy success.

I hope that Axel's journey from reluctant to confident reader can inspire fellow DAS students to start on this challenging but exciting reading journey.



Axel with one of the many reading charts he has enthusiastically completed.



My Students

By Nicole Chua
Senior Educational Therapist
Ang Mo Kio Learning Centre

While some educators measure their success by how knowledgeable they are in their chosen field, I measure mine by how well I know each of my students. My students and I have a 'special' relationship that is unique and at the same time 'blunt'.

My four years in DAS has taught me that rapport plays an important role in determining how fast a child can learn. From my personal experience, children remember what they learn better when learning takes place in a humorous, casual and non-threatening atmosphere. As their teacher, I often take interest in their personal lives (e.g. boy-girl relationship, family, school activities) and we often chat about the latest television shows, games and movies. Doing so, makes them open up in class and this helps me with my teaching as my lessons are then designed around their lives. Thus, enhancing their interest and making them want to learn more.

Most students readily share with me their problems and joys. We share each other's joy as a class, for example, when a boy in the class got promoted recently to become a CCA leader; we applauded his success as a class. As for problems, I do not have solutions to most. However, I acknowledged their feelings and discussed their problems such as bullying with the class. At least, my students will have a place to let out their feelings.

It may be a cliché to say that teaching is a fulfilling job and people do it out of passion. But for me, teaching was not my passion. I stumbled upon it, met the kids and that changed my life forever. Not every day you come across something that makes your life meaningful but at the DAS, it is 'everyday'.



ALL A's Success Story Lorren Tong

Ms Shenmee Lau, Senior Educational Therapist
Bedok Learning Centre

My First Impression

When I first met Lorren, somehow I knew he was a budding seed full of potential which would blossom beyond our dreams. To catapult his learning to a higher level, all he needed was a teaching method that suited his learning needs. Indeed, I was glad that he responded very well to my teaching. He once told an educational therapist, "I have finally found a teacher who really knows how to teach English."

Unabated Enthusiasm

After showing good performance in his secondary 1's mid-year examination, Lorren was recommended for DAS graduation by his previous educational therapist. While most students would have jumped at this opportunity, Lorren, not sitting on the laurels, felt that he needed to scale new heights in his learning journey. With such goal in mind, he chose to stay on with DAS under my tutelage. When asked if he would leave DAS after completing secondary 1, his strong reply was "depending on my results".

Having done well in his final year examination again, I told him he could move on without my guidance. Instead he gave me a cheeky (yet encouraging) reply, "That's the reason why I'm staying again."

All in all, Lorren spent another one and a half years in DAS after his DAS graduation. He finally left DAS when he completed his secondary 2.

A Heart of Gratitude

I was particularly touched at Lorren dropping me a text to share his outstanding results in getting all A's (Six A1's & One A2) for his 'O' level examination. As a teacher, it is very comforting to know that your student still remembers you even after two years. Not only is Lorren an intelligent hardworking youth, he also has a heart of gold.

Character and Strength

I am certainly sure that students with dyslexia must have experienced the ups and downs of doubt, discouragement and difficulties during the course of their studies. Lorren was no exception. It is his limitless strength that holds him sure and steadfast. Armed with steely determination, he does not allow a scintilla of challenge to defeat him.

Heartiest Congratulations

Centre Manager Mr Gopal, staff and all educational therapists at Bedok Learning Centre were heartened and proud of Lorren's achievement and his sense of gratitude. We heartily wish Lorren sweet success in all his future endeavours and we believe he will shine like a star in his own unique way!

Lorren's Testimonial

I started attending DAS in 2006 when I was Primary 4. At that time my English was in a terrible state and as I recall I could barely spell simple words like, I vividly remember, 'teacher' and 'traffic'.

Through DAS's, teaching of phonics, I was able to steadily improve my English grade in school from barely a pass in Primary 4 to an amazing A in my PSLE examinations with a T-score of 236 in 2008.

In 2009, I entered Temasek Secondary. During the first term of school I was appalled at how my English deteriorated as I was scoring a fail in every single English test I attempted.

At the same time I was transferred to Teacher Shenmee's DAS class and she began to teach me actual exam skills instead of just language concepts. I also picked up the habit of reading fictional novels and managed somehow to read a 500-page novel on average, in about of 10 days.

Through reading and Teacher Shenmee's classes I managed to jump from a failed grade to a B3 in 6 months!

In 2010, I graduated from DAS and the skills I learned there helped me through the rest of my secondary school days and even now in Junior College I recall using phonics and Teacher Shenmee's composition writing styles even during my O levels in 2012 and using that scored an A2 in English!

I am really thankful to DAS and teacher Shenmee for teaching and helping me and without them, I would have never been able to score so well for my exams



DAS Toastmasters Club

By Deborah Hewes
Head of Publicity and Publications



DAS Toastmasters Club was officially installed into the International Toastmasters organisation on 14 September. District 80 Governor, Pradeep Kumar, DTM (pictured left) presented club members with charter certificates and the installation of the Executive Committee was conducted by District B Governor Alan Ong, ACS<ALS, pictured right with the CEO of DAS, Robin Moseley.



In her opening speech, the DAS Toastmasters Club President, Deepam Gnaneswaran, expressed her gratitude to her colleagues for their support in the setting up of the DAS Toastmasters club. The formation of the club had the steadfast support of the DAS Senior Management, so DAS Staff were enthusiastic about joining the club.

Lee Siang, COO, commented "I am very supporting of this initiative as many of our senior staff need to speak to the

community when raising awareness about dyslexia and learning differences. So I see Toastmasters as a great platform for our staff to hone their public speaking skills".

Vera Beith Wee, DTM, pictured left with Robin, has been helped DAS to set up its club and with her mentorship the installation was a success. Fanny Foo, Assistant Director of Learning Centres and Outreach said of Vera, "She is a dynamic lady and we are extremely grateful of her mentorship."





DAS Toastmasters Club President, Deepam Ganeswaran speaking at the installation meeting.

Pictured below is the Executive Committee of the DAS Toastmasters Club putting on their membership pins. From Left to Right:

Deepam Ganeswaran—Jurong Point Centre Manager, Cheryl Denis—Human Resource Officer, Quek Gek San—Assistant Director of Administration, Surjati Soekraman—Tampines Centre Manager, Sarasvathi Sinnayah, Management Support Officer, Bowshiya Begum, Centre Administrator Ang Mo Kio, Lorie Shane Oblea, Administrative Officer



DAS-OCBC GTIB SCHOLARSHIPS 2014

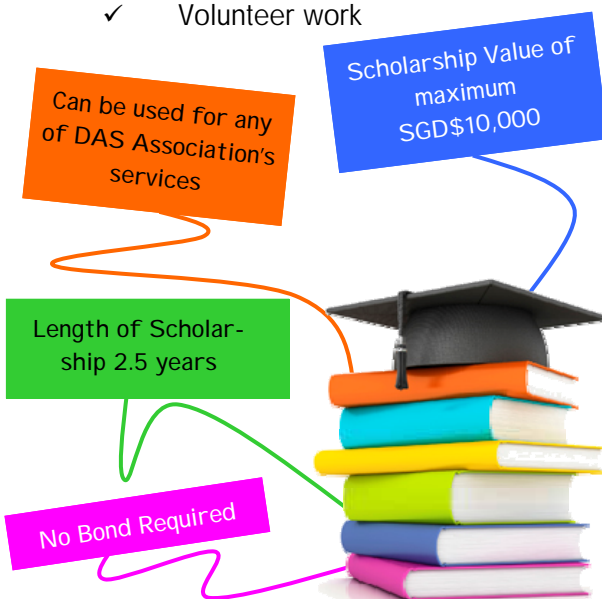
Applications will be open soon!

DAS, in collaboration with OCBC's Global Trading and Investment Banking Group (OCBC GTIB) established a scholarship in 2013 for DAS students.

The scholarship can be used for any of DAS Association's services, including Occupational Therapy, Math Programme, Chinese Remediation Programme etc.

Applicants must:

- ◆ Be a Singapore Citizen
- ◆ Be enrolled with DAS
- ◆ Have exceptional achievement in one or more of the following areas
 - ✓ Academics
 - ✓ Arts
 - ✓ Cocurricular activities
 - ✓ Sports
 - ✓ Volunteer work



Applications forms for 2014
Scholarships will be available at:
www.das.org.sg/scholarships.

Global Perspectives

Dyslexia Association of Singapore: Success as a Social Enterprise

By Lee Siang
Chief Operating Officer



The Dyslexia Association of Singapore (DAS) is delighted to be an IDA Global Partner and to contribute this article to the IDA's Perspectives on Language and Literacy.

From humble beginnings in 1991, the DAS is grateful that our initiatives have resulted in a vibrant charitable organisation with over 160 full-time professional staff who provide an array of services for people with dyslexia, not only in Singapore but also South East Asia.

DAS specialist psychologists conduct 900 full assessments each year from preschool students to adults. DAS Educational Therapists and Speech and Language Therapists provide intervention for over 2,000 preschool, primary, and secondary school students in 10 centers all over Singapore.

The DAS Academy, a wholly-owned subsidiary of DAS, delivers professional training workshops and courses including a Masters in Specific Learning Differences accredited by a recognised university in the United Kingdom. The DAS Academy also has a training contract with the Singapore Ministry of Education and conducts courses in neighboring countries.

A second subsidiary company, DAS International, offers individualised services to international schools and private clients. Increasingly, the DAS Group will provide support for people with dyslexia who also suffer from other Specific Learning Differences (SpLD) such as attention deficit hyperactivity disorder (ADHD), dyspraxia, dyscalculia, and Asperger's syndrome. The annual turnover of the DAS in 2011 was around S\$10 million.

We believe the following initiatives have contributed to the significant growth of DAS.

Although we are a charity, we view ourselves as a sustainable business with a social mission. Our business is to help people with dyslexia and SpLD achieve. Financial surpluses are reinvested for the benefit of our clients. What we do must make financial sense. Management strives to combine entrepreneurial and business skills and energy with the philanthropic mission characteristics of a not-for-profit organisation. Despite our business approach, children with dyslexia from low income families are not disadvantaged. Of all students enrolled, 38 percent enjoy from between 25 percent to a full waiver of their DAS fees.

Emphasis on Professionalism and Quality

Staff are inculcated with the corporate culture that we are first and foremost a professional organisation. Ongoing personal professional development is the responsibility of every staff member. At the same time, the organisation invests heavily in its people. All DAS Educational Therapists are sponsored to go through a compulsory two-year training and mentoring program, and outstanding staff are awarded scholarships to further their professional education in Singapore and overseas.

There is also significant investment in curriculum development and resources. For example, the Education Service has added a writing curriculum and an oracy component to our lessons. A math programme has also been initiated.

Providing a Continuum of Services

The DAS Group is now a one-stop centre for children with dyslexia and SpLD. A

multi-disciplinary team of psychologists, educational therapists, speech and language therapists, and occupational therapists provide a continuum of services. The various services and subsidiary companies are able to support and leverage on each other's operations and expertise. We have also expanded the age group of our clients to include postsecondary students such as young offenders residing at the Singapore Boys' Home.

Our Services to Our Clients

Instead of having one big centre, we increased the number of our learning centres to 10. Each centre is located in a housing community with good public transport links. The easily accessible locations has seen enrollment increase by 50 percent from 2009 to 2011 to over 2,000 students.

Responding to Our Neighboring Countries

In the past 3 years, the DAS Group has increasingly received requests from our neighbors, and DAS staff have provided services in Brunei, Malaysia, Indonesia, Hong Kong, Sri Lanka, and Dubai.

Connecting with Our Government, Community, and the Media

Rallying the support of government leaders has been critical. The Singapore Ministry of Education provides about 50% of the annual funding of the DAS. Community organisations such as the National Council of Social Services and the National Trade Unions' Congress also provide funding for specific programmes.

Raising media interest has also proven very important. We are pleased that the recent official opening of our newest learning center attracted the coverage of newspapers and radio stations from all four national languages in Singapore.

Investing in Research

Singapore's unique multilingual environment and the data of thousands of students with dyslexia gathered by the DAS means that we are in a very good position to engage in research to reinforce our work. In 2009, a survey of language use and reading and spelling found that students with English as a first language and bilingual students made greater gains than students with English as a second language. The survey also found that students who started intervention at the DAS at 7 to 9 years old responded better than students who joined the programme at ages 10 to 12.

These survey findings were accepted as a poster presentation at the IDA Conference in 2010.

DAS also conducted an exploratory study of the applicability of a computerised screening tool from the U.K. for children in Singapore in 2010. Results suggested the usefulness of the computerised screening tool in identifying children at risk of dyslexia and other literacy difficulties. This research was published in the Educational and Child Psychology journal of the British Psychological Society in 2011.

Taking Advantage of Technology

DAS believes that technology will help level the playing field for people with dyslexia both in school and at work. Our message to parents and schools is therefore to "embrace" technology for their children's learning. We have also begun to include learning through software, Smart Boards, and the use of assistive technologies in our classrooms. Most significantly, DAS has been actively promoting mass computerised screening for school children, which has met with great response from parents and schools. This screening process in turn has increased the rate of referral to our programmes. In 2012, one of our specialist tutors will tutor a student based in Sri Lanka via Skype. This follows an onsite teaching stint in Sri Lanka for the student.

DAS has come a long way but there are many areas that we still have to look into including research on dyslexia in Chinese and Malay. However, we are confident that we have laid the foundations for success through a social enterprise approach and will be able to reach out and help the many more people with dyslexia and associated SpLD in Singapore and the region. To achieve this goal, closer links with the international community and the International Dyslexia Association will be instrumental.

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The article can be found at this weblink:

www.onlinedigeditions.com/display_article.php?id=997549



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
- ◆ Occupational Therapist
- ◆ Accounts Assistant—Bursaries
- ◆ Accounts Assistant



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

Dyslexia Association of Singapore

www.facebook.com/dysSG

DAS Academy Ltd

www.facebook.com/dasacademy

DAS International Services

www.facebook.com/dasinternational

DAS Student Alumni

www.facebook.com/DasStudentAlumni



Cover Story

CITI-YMCA YOUTH FOR CAUSES

JOINTLY ORGANISED BY



SPONSORED BY

Citi Foundation



AN EVENT OF



“Breaking All Sorts of Records”

By Sean Lau
Senior Fundraising and Events Officer

Singapore's human capital is its greatest resource and we build the nation's future through our youth. The importance of empowering our city-state's prospective leaders with experiences and education outside of the classroom is quickly gaining ground as many government and private organisations work to create social initiatives. Into its eleventh year now, DAS continues to work with the Citi-YMCA Youth For Causes (YFC) programme. In 2013 we partnered with two school teams who sought out the opportunity to work towards being socially conscious individuals.

YFC is a community initiative that engages teams consisting of four youth members to run a project to benefit the Voluntary Welfare Organisation (VWO) of their choice. Each team receives seed funding of S\$1,600 to kick start their ideas.

The two teams that worked with DAS were Team D'Slexia from Dunman High School (DHS) and Team We Build Rainbows (WBR) from Temasek Junior College – both teams were of four girls each. We were very fortunate indeed to have had the opportunity to work with them both. Impressively, they broke every type of record we've had working with YFC teams so far.

From the number of volunteers enlisted to the amount of funds raised as well as the effectiveness of awareness activities they ran. Fuelled by their passion and determination to support DAS, both teams impressed us on all fronts.

Collectively, the teams exercised their immense creativity and raise over S\$20,000 for DAS through street sales of unique products made by the respective teams and our students. Team D'Slexia also culminated their amazing efforts with a public run, Run Dys Way (see page 58) In fact, talks for a second edition of YFC have already begun with the girls from DHS!

The three months we spent with the two teams whizzed by, and before we knew it, another successful chapter ended for the YFC. With the bar set at an all time high, the two teams have set a sterling example for their successors to emulate.

DAS would like to thank the organisers, Citi Foundation and YMCA as well as both Team D'Slexia and Team We build Rainbows for a superb year!



WBR Heart Artwork

The artwork was created for one of the street sales where thumb prints were placed on the canvas to raise funds.

Team We Build Rainbows

The team consisting of Perlyn Koh, Hsin Jia Jing, Liao Wan Ting and Nicole Tan Shu Qi organised an art session for DAS students to create key chains using Perler beads. The school holiday session on 26 June was aimed at allowing our students to express themselves through art, while helping DAS to raise funds through the sale of these key chains. The children made 110 key chains, which were then sold through street sales, together with DAS merchandise. The team exhibited great passion in their project and their ability to execute their plans.

“We cannot always build the future for our youth, but we can build our youth for the future.”

-Franklin Roosevelt



Team D'Slexia

Comprising Lim Eileen, Ko Jia Yi, Lam Xue Ling and Gan Hui Min, the team has been organising street sales of DAS merchandise, as well as tags that are embroidered with bold words such as 'RESPECT' and 'PEACE'. Outside the class, the girls are also active members of the School's Chinese Orchestra. When they heard that DAS was organising a Flag Day, the team also enthusiastically recruited volunteers amongst their schoolmates to help us out. Although the Flag Day was eventually cancelled due to the haze situation, we were heartened to see their spirit of volunteerism. We are also inspired by the team's big plans and their can-do attitude.



Team We Build Rainbows

By Sean Lau
Senior Fundraising and Events Officer

The We Build Rainbows (WBR) team consisting of Perlyn Koh, Hsin Jia Jing, Liao Wan Ting and Nicole Tan Shu Qi talk about the efforts involved in organising an art session for DAS students to create key chains during the 26 June holidays and what they have learned in helping DAS to raise funds through the sales of these key chains.

DAS students made 110 key chains with the WBR team and the kids had a great time creating them. The team exhibited great passion in their project and their ability to execute their plans.



Personal Reflections from the WBR team

Perlyn Koh Wen Yi

The 15-week Youth For Causes journey was not as easy as I thought it would be. This programme has definitely taken me out of my comfort zone with the many challenges we faced. Most of the time, we were forced to think outside of the box to find alternatives for the problems that surfaced. Our team faced many setbacks, like getting rejected by potential partners at the very last minute. But as the team leader, I am very proud of my members as our never-say-die-spirit helped us to overcome those challenges together. We have definitely forged stronger bonds with one another and it was always heartwarming to see members cheering each other on during difficult times. It was really an honor to be able to participate in this programme as it was indeed a very unique and enriching to have.

Liao Wan Ting

YFC had made each of us a better leader and member of the team. It had also boosted my confidence in speaking to volunteers as well as

members of the public. Moreover, this project has equipped us with event organising and finance managing skills which are definitely useful and applicable in the future. Throughout this project, I learned that organising a fundraising event or street sale is not easy. It required team cooperation and also help from DAS. Without everyone's cooperation, the event might have failed. During our street sales, I observed that many Singaporeans are very generous, especially the older generation. What about the younger generation? Many of them are still willing to donate even though they have no source of income. As future leaders, we should continue serving the community through volunteering in other social projects organised by school or community.



Nicole Tan Shu Qi

Being able to participate in YFC was really a fruitful experience for both myself and my team. Whether it was brainstorming on innovative ideas for our projector how to reach out to the public, it was not something that was easy for us, however, it was really fun. When we first started our journey, we were very ambitious with many different ideas waiting to be executed. Despite



some setbacks which made it challenging for us to execute our project as smoothly as we had expected, such as not being able to get enough volunteers. We had to adapt our planning and that would play a huge part in cultivating our winning attitude. I am also very thankful to be able to have this chance to work with the Dyslexia Association of Singapore. At the start, I honestly only had a superficial knowledge of dyslexia. However, taking part in this project has allowed me to develop a greater understanding about learning differences. It was also a great experience to be able to work with my VWOs who were very helpful, guiding us in every aspect possible. I am very thankful that they were able to provide us with the wonderful chance to work with the DAS to create this great learning experience for us.

Hsin Jia Jing

Through my journey in Youth For Causes, I have learned and experienced many things. The first would be how to approach organisations that we would like to work with. I realised that in the working world, it is not as idealistic as I thought it would be. Organisations do not always reply to us. This is when you either have to give up and find other organisations or try other ways to get in contact with them. There are many ways to go about things.

I have learned many valuable lessons regarding time management. Juggling tons of school work and co-curricular activities and having another commitment like YFC is indeed a struggle. However, just as diamonds are made under pressure, I have definitely grown a lot through this struggle. I have improved my ability to manage my time.

DAS helped us a lot during our journey. Even with our rather overwhelming requests, DAS representatives Mr Sarizan and Mr Sean still continue to support us. It made me realise that for any successful event like fundraising, a supportive parental organisation is essential.

"This has been a very enriching experience thanks to DAS"



Team D'Slexia—RunDYSway

By Alicia Thia
Publicity and Events Administration Officer

In participating in the Citi-YMCA Youth for Causes project 2013, Team D'slexia from Dunman High School came together to volunteer their service to raise funds and awareness for the Dyslexia Association of Singapore.

Since May 2013, Team D'Slexia has organised an array of events with the aim to spread a message to everyone: that "Dyslexia is a learning condition which doesn't affect the intelligence. A dyslexic child faces challenges with their spelling and reading. With early intervention learning outcomes would be better for these children."

After the successful completion of their biggest project, RunDysWay a 5km run event held on 1 September, I spoke to the four members Team D'slexia, Eileen Lim, Gan Hui Min, Karen Lam and Ko Jia Yi, on their volunteering experience with us.

Team D'Slexia began their service activities during the June school holidays, where they sold bag tags and key chains to the younger children during our street sales; we also had busking sessions in August along Orchard/Somerset in front of Mandarin Gallery gathering a large crowd. We recruited volunteers from our school to sing, play the guitar and beat box for the performances. During these sales and performances we raised awareness about dyslexia on poster displays and distributed DAS

brochures. There were many passers-by who stopped to watch the performance, who then also came forward to enquire more about dyslexia.

Team D'Slexia's YFC project culminated in the RunDysWay run which was the biggest project they had ever organised, with 200 participants joining the run the team was very happy with its success.

Personal Reflections from Team D'Slexia Lim Eileen

Throughout this journey, there have been many ups and downs which I experienced together with my team, and many invaluable experiences and lessons that we would not have gained if not for YFC. One of such lesson would be the delay in delivery of shirts. Initially, I was very angry, but I learned to take things in my stride. So I sought out solutions to the problem, because being angry did not help in resolving the issue. This was an invaluable lesson for me to learn and to apply when I experience setbacks in the future. My project management skills improved as I learned to look into the details of organising events. This project also honed my leadership skills, aside from leading my team, we often had to manage large groups of people. I also realized the importance of team dynamics in achieving



success. We often had to work separately so we had to trust in each other's ability to fulfill our own roles, so as to execute our plans smoothly. Also, we provided a lot of support to each other since it is tough to balance YFC with our academics and other commitments, so besides learning to manage my time more wisely, I treasure our friendship even more now thanks to YFC. Finally, I have learned that while we need to dream big to achieve, we don't need to take big steps to achieve it; This is why we hope to pass the baton on to our juniors as we believe every batch's 'small contributions' will go a long way in promoting awareness of dyslexia and in garnering support for the dyslexic community.

Ko Jia Yi

When my team and I first embarked on this project, we were pretty unclear as to what was expected of us and whether we could handle the added responsibility. However, after speaking to our teacher mentor, we were keen and inspired to join YFC'13. We wanted to organise a sustainable project that will more or less have an impact on the society. It was this passion that kept us going throughout these months, despite the obstacles we have encountered along the way. The journey was indeed tough, however it was definitely a whole new experience for us, whether it was handling more than 200 volunteers or engaging several business organisations. Organising a charity run seemed tedious and even impossible to us at the start, but we





managed to pull through with the support of our mentors, friends and family members, which make me realise that if we have a passion for it, we can do it. We also had to manage our time well enough to strike a balance between this project, our studies and other commitments. Most importantly, we learned that we have to be flexible when dealing with unforeseen circumstances and the importance of communication, not only among us, but with everyone else involved. Of course, I hope that this is not the end of our project and we can continue to influence the people around us.



Karen Lam Xue Ling

Throughout this entire journey, I felt that I gained many new experiences that would not have been possible if I had not embarked on this project. There was a lot of interaction with corporations which, although I felt unfamiliar with initially, was able to cope with as time passed. The number of volunteers we needed to manage, despite having only four team members, allowed me to master skills of communication and management of both resources and people. Many times, my team members needed to split up to handle events at the different locations and we had to work alone, which required me to be more independent and handle any situation by myself first, which taught me the importance of thinking on my feet and make the best out of a situation. I had to learn how to manage my time and prioritise, as a significant amount of time had to be dedicated to the project. Most importantly, I gained a deeper insight into dyslexia and the need to raise awareness for it. Indeed, I feel that the project has brought me a lot of experiences, but it has also given me the satisfaction of knowing that our project has managed to raise awareness and funds for DAS. My team and I would be glad to continue our efforts to reach out to a larger audience by improving and developing our current project.



Gan Hui Min

Through this project, I have learned that when we have a clear goal in mind, we will have the motivation to work towards it, and then successfully achieve that goal. Despite the problems faced in the process of achieving the goal, with a clear ending point, we will be able to preserve until the end as we will want to see to the end for ourselves. I have also learned that we



have to dream big in order to achieve big. Planning a run seemed impossible at the start of the project, yet we did it. We have to be ambitious and test our limits, and not let fear or uncertainty hinder us. Also, I have realised that they are actually many people out there willing to help those less fortunate than themselves. Some of the people I met during the street sales were very generous, and many were interested in knowing more about the VWO and its causes. Also, during the registration of the run, due to the limited number of shirts, we missed out on attracting some participants. However, some participants were willing to pay the registration fee and did not worry about missing out on getting the shirt or the goodies bags, which made me realised that despite being a pragmatic society, there are many people out there doing charity without asking for anything in return.



I believe I can serve the community in a greater way by spreading the spirit of volunteerism to the people around me. With more volunteers in the community, we will be able to deliver a bigger impact on the community and better serve the community.



DAS Needs Your Help!

We are looking for **7 to 9 year olds** to help us with our research on motor skills.

Titus is looking for volunteer Primary 1 to Primary 3 students to participate in this research study. The Dyslexia Association of Singapore is researching on how we can further support students in their motor skills. Please approach the administrative staff at the learning centre for more information.

Please approach our Learning Centre administrative staff for a letter of participation and a consent form.

Only a limited number of students can apply for each learning centre.

HURRY! VOLUNTEER NOW!

Occupational Therapy Research Study

Investigating the Motor Proficiency Profiles of Primary 1 to Primary 3 Students



Titus is a locally trained occupational therapist with 17 years of practice experience. After graduating from the Nanyang Polytechnic, he has worked with children, as well as, adults in government and community hospitals, special schools, and an early intervention programme for infants and children (EIPIC) centre.

In 2001, he completed his postgraduate degree programme in occupational therapy with the St Loye's School of Health Studies which is affiliated to the University of Exeter (UK). His postgraduate research study focused on the investigation of health promotion practices among occupational therapists in Singapore and the United Kingdom. The client groups whom he has served include adults with neurological impairments, fractures, and hand injuries, cancers, and children with intellectual disabilities, learning difficulties, autism spectrum disorders, and global developmental disorders. During the span of 11 years working with children, he has specialised in the field of paediatric occupational therapy practice by attending continual education trainings and workshops.



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

DAS Bishan Learning Centre
Specialists Services Division Wing
9 Bishan Place
#06-01 Bishan Junction 8
Singapore 579837
Email: ashikin@das.org.sg



Education Exchange





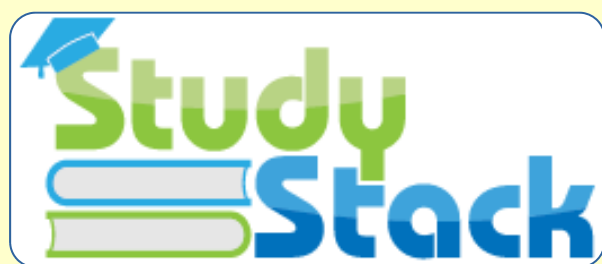
Google Chrome WEB STORE

By Rosalyn Wee, Senior Educational Therapist
Bishan Learning Centre

The Google Chrome add-on applications and extensions, available online through their Web Store, are useful in helping a dyslexic learner, both in and out of the classroom.

Parents, you can use these add-ons to Chrome to help motivate your children in reading and revising their work. They offer some interesting techniques and support that will benefit all young learners.

Go to the Google Chrome Web Store (chrome.google.com/webstore) to find these and many more applications, or 'apps' for short, to start helping your children at home right now..



Study Stack

SKILLS: Flash Cards, Vocabulary and Revision Games

Has many ways that the child can learn. Present it to the child in the form of flash cards. Has interesting revision games for the child to practice with. Has many topics e.g. morphology, sight words and many more.



MeeGenius

SKILLS: Reading and Comprehension

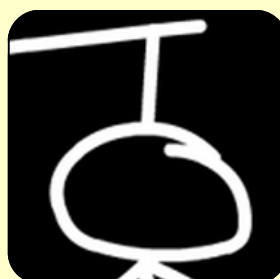
Highlights the word as the dictator reads it. Useful for parents because we might have to point and read at the same time.



Photofit Me

SKILLS: Writing, Description of a person

To allow children to create a face using a description. Emphasize the importance of describing a character well in writing.



Hangman

SKILLS: Vocabulary

Hangman is categorised into different subjects and also has a section on commonly misspelt words.



The Dolch Sight Words and Learn Elementary Sight Words

SKILL: Sight words & high frequency words

Good to flash in front of the children for the first time to test, or revise. After which, parents can test the children on the words that they have learned.



Apps to Support Literacy Development

A wide range of interesting apps are available to support your child's reading needs. We have researched, played and experimented with a variety of apps, to come up with the list below. This list details 11 highly interactive apps that encourage learning and a fun-filled experience for your child.

The apps listed target a wide age group. Apps such as 'Hairy Letters', 'Read with Biff, Chip & Kipper' targets younger readers, while 'Spelling City' & '4 Pics. 1 Word' assists in vocabulary

expansion and word retrieval. For older learners, 'Story Maker', 'Brain Pop', 'Jumbled Sentences' and 'Fizzy's Lab Lunch' promote essential comprehension skills, which include sentence structure, sequencing and problem solving.

To build up your child's confidence in creative story-telling, 'Toontastic' is a great app that allows for much amusement and experimentation with comic strips, whilst familiarising the creator with the story mountain format.

App Name	Developer	Description	Price (SGD)
Hairy Letters	Nessy Learning	Multi-sensory and fun approach to learning phonics	\$3.98
Spelling City	Spelling City	Fun and interactive way learn spelling and build vocabulary	Free
StoryMaker	Super Duper Publications	Practice Sequencing, Vocabulary, Sentence Structure and more as you form interactive stories www.superduperinc.com/apps/apple.aspx	Free
BrainPOP/ BrainPOP Jr	BrainPOP	Learn various subjects with videos and interactive activities	Free
Read with Biff , Chip and Kipper	Gazoob Limited	Build up your child's reading ability through leveled e-books (Oxford	Per book
4 Pics. 1 Word	LOTUM gmbH	Fun puzzle game to guess the word based on commonality between 4	Free
Grammaropolis	Grammaropolis Inc.	Making learning grammar fun and exciting!	Free
Toontastic	Toontastic Inc	Get to create interesting comic strips using story mountain format	Free
Jumbled Sentences 1, 2, 3	Innovative Net Learning Ltd	Sequence sentences in the correct order	Free
Fizzy's Lab Lunch: Fresh Pick	PBS Kids	Fun problem-solving activities	Free

Reflections from a sharing session on Exposition Writing

By Nur Alia Bte Salim, Senior Educational Therapist
Bedok Learning Centre (on behalf of the Curriculum Team)

Exposition writing is an area of teaching that can be uncharted territory and not frequently explored. Often the focus is directed at recounts and narratives. For those of us who struggled with the concept of teaching exposition writing, it was certainly clearer after attending the session with Dr. Ng Chiew Hong. Dr. Ng is a lecturer in the English Language and Literature Department of the National Institute of Education (NIE). As a lecturer, she is currently teaching the trainee teachers from the Ministry of Education (MOE) and her past work experience also includes teaching secondary school students.

During the 3-hour course, Dr. Ng explained the terminology associated with this type of writing and suggested how we could teach it to our students. Following Dr. Ng's session, our own educational therapist, Ms. Dawn Tan, introduced her teaching strategies on exposition writing. Recently, she had the opportunity to try out these strategies with her students during our Teams Teaching Teams (TTT) in-house seminar.

Well, what is exposition, one may ask? Exposition is a text that presents a particular point of view or one side of an issue (Wong, 2002). The purpose of exposition is to present or argue a case for or against a particular side or opinion in order to persuade the reader or listener to their side of the argument (Wong, 2002). As such, there are two types of exposition: discussion and argument. Here is a slide from Dr. Ng's session on the differences of their structure.

Structure	
Exposition - Argument	Exposition - Discussion
<ul style="list-style-type: none">• Thesis• Argument (1-n)• Reinforcement of Thesis	<ul style="list-style-type: none">• Opening statement• Arguments for and against• Conclusion



Photo: Dr Ng Chiew Hong receiving a token of appreciation from our Assistant Director of Curriculum and Programmes, Mr Ashraf Samsuddin

In considering the challenges faced by our students with dyslexia, here are the comments from five of our staff who attended the session. The aim is to provide different perspectives from two educational therapists, a learning support officer, a psychologist and a speech and language therapist as well as a recap on the session. Here are some of their answers:

Educational Therapist 1: Ms Shenmee Lau**What are some of the difficulties faced by your students when it comes to writing?**

They have difficulties thinking of ideas and also in terms of developing their ideas further.

How important and relevant was this session?

Writing exposition is not easy, especially for students with dyslexia. Therefore, I've never encouraged my students to attempt such questions. With the introduction of the new syllabus, it is a must for students to write exposition. This training session was important to me as I had no idea on how to carry out a good lesson on writing an Exposition.

Is Exposition covered from Secondary 1?

Depends on schools. Some schools still retain one-word title for their Sec One students during exam.

Educational Therapist 2: Ms Annie Goh**What are some of the difficulties faced by your students when it comes to writing?**

Insufficient word count due to lack of content and elaboration of details as well as poor organisation.

Reflecting on what was shared, could you suggest an activity you would do in your class to help your students to learn exposition?

Let the class come out with something relevant that they would like to change eg. Recess in school should be extended to an hour - working on series of arguments to persuade the reader - each student may come out with a topic sentence - to introduce exposition writing.

Speech & Language Therapist: Ms Choo Ling Fong**How has the session benefitted you?**

The session highlighted the prevalence of expositions encountered in our daily lives – e.g., advertisements, speeches, debates, letters to editors; and the importance of teaching our students skills to manage expositions. This will not only have an impact on their academic performance, but also daily functioning (e.g., when putting forth an argument or discussing an issue in a conversation with adults or peers).

Reflecting on what was shared, could you suggest an activity you would do in your class to help your students to learn exposition?

The language features of expositions could be targeted in therapy. For example, teaching students a range of modals (e.g., may, will, can,

must, should) to show the strength of feelings or opinions would help them be more convincing in their arguments/discussion.

Learning Support Officer: Ms Rahayu Rahiman**What are some of the difficulties faced by your students when it comes to writing?**

Spelling, sentence structure, organisation and thinking of the correct words to use.

Reflecting on what was shared, could you suggest an activity you would do in your class to help your students to learn exposition?

I can think of a lot of activities that I can do with them. For example, we can use a youtube video on a social experiment (eg. People bullying a person with Down Syndrome). I would get the kids to think about it; challenging them into critical thinking. They could have a discussion on whether or not to help the person being bullied and explain their reasons why. Discussions would help to structure their stand.

Psychologist: Ms Liu Yi Mei**What are some of the difficulties faced by your students when it comes to writing?**

Writing run-on sentences or short sentences; difficulties with spelling within context; being able to verbally describe but not able to put them into words; inappropriate punctuation and capitalisation; difficulties with elaborating reasons or ideas; little use of transition words and conjunctions

How has the session benefitted you?

It has helped me to better understand the requirements in an MOE school as well as what to look out for in my assessments

What do you think are the important take-aways from this session?

Having a better understanding of arguments and discussions as well as the strategies of structuring a piece of writing. It will be helpful in my discussions with parents.

The exposition writing session provided a clearer understanding of exposition writing, recommendations on the teaching strategies needed to teach our students as well as the perspectives of our colleagues with differing job roles. Hopefully, exposition writing will no longer be a misunderstood or undervalued writing skill.



Computer Literacy Programme

By Tony Yap—Learning Support Officer
Queenstown Learning Centre

The Computer Literacy Programme (CLP) is an intensive, individualised and structured computer-based programme aimed at addressing important prerequisite areas of learning where dyslexics have difficulties. This programme aims to equip the child with foundation skills for effective learning. Our programmes address memory, attention, processing-speed and sequencing where dyslexics typically have difficulties in learning. Students undergo intensive practice building in the prerequisite skills through reading and writing with the effective use of technology.

When students come into CLP for the first time, they generally have the common characteristics of being distracted, doubtful, dejected and, of course, dyslexic. Contrary to the popular belief that games played on the computer are a waste of time, CLP today is expertly equipped with educational learning games and mind-tuning activities. These new tools debunk the myth that playing is not learning. This is even truer for students with dyslexia, especially when the computer programs are engaging and brilliantly designed to support the students' in learning the English language.

CLP has long-term and far-reaching benefits. First and foremost, students discover that learning a language can be fun. When they miss hearing a word being pronounced by their teachers in school, they do not have many chances to ask their teachers to repeat it. With the computer program, they can repeat the pronunciations as often as they like and revisit them again and again if they forget. The computer program does not get angry or refuse them this opportunity. Consequently, students fare better and their reluctance towards learning gradually dissipates.

Fine Motor Skills

Additionally, students who have difficulties with fine motor skills needed for handwriting can make use of typing as an avenue to express their thoughts with only a reasonable level of language proficiency. Touch and swipe screens offer the opportunity to progress with greater speed and efficiency too. No wonder so many people all over the world want to have the latest Smartphone.



It is during these sessions that students with difficulties in particular letter sounds are discovered, some as old as P3 and P5, having missed out on the foundational learning in their early childhood for various reasons. Hence, the foundation literacy programme, where students of various primary levels learn with visual aids, audio aids and the phonics in Messy Learning, which serves as assurance that their basic phonics are well grounded. It is at the foundational level where any gaps in phonic sound learning are plugged, preparing the weaker students for the Essential Literacy Approach (ELA) class.

The comparatively advanced students are challenged with learning sounds of consonant digraphs and vowel teams. Challenging games on syllabication and spelling are set at suitable levels for students of varying ages from P1 through P6. Even some of the P6 students have found the final category of syllabication in ChimpFu very difficult to conquer and have yet to master it.

Teacher Support

Without a doubt, the quality of a teacher's interaction with the student significantly affects a student's perception of learning a language. With only ten or fifteen minutes of verbal instructions and communication at the start of a lesson, the teacher can set the goal and purpose for the entire CLP session. CLP is a learning environment that is different from a traditional school setting and it is a misconception to think of it as a games arcade. In addition, the teacher revises the letter sounds with the students and imparts skills which help students cope with letter reversals and letter sound confusions, a condition which many students with dyslexia have but are unaware of.

CLP today, equipped with educational learning games and mind-tuning activities, really debunk the myth that playing is not learning.



*Learning Support Officer Tony Yap
with a student in a CLP class.*

Computer Literacy Programme Parent and Student Feedback

The feedback from parents, and especially from students themselves, supports the case for increasing the use of computer assistive technology worldwide.

One lower primary student happily pranced into my CLP class one day to tell me that his school teachers had noticed a remarkable change in him; he was able to sit upright and pay attention throughout the school day, gradually becoming less distracted. In CLP classes, he has learned to sit upright at his computer and to stay focused for the whole one-hour lesson.



A parent of another CLP student remarked that she had noticed her son's improved attention span, which was noticeably shorter than before he attended CLP lessons in DAS; he used to fidget with objects around him and his school teacher complained that he could not sit still for even ten minutes in class.

Last term, the parents of another CLP student said they had noticed that their son's confidence had increased and they realised that Nessy Learning had, in fact, helped their son with verbal expression, instead of mimicking the sounds produced by the things, he had seen, he could



now describe them. They even realised that their child had also learned to sit and study for a longer periods than before; he was previously unable to sit for long to do his learning. All of these are compelling reasons for the use of CLP in improving the learning outcomes of our students with dyslexia in DAS.



"He used to fidget a lot, his teacher would complain that he couldn't sit still for even ten minutes now his attention span is improved since attending CLP classes."



ARE YOU GIVING A CHILD WITH LEARNING DIFFERENCES AN OPPORTUNITY TO SHINE?

By Deborah Hewes
Head of Publicity and Publications

Education in Singapore is highly competitive from start to finish. For children with specific learning differences, the quality of educational support and specific intervention they receive in their early school years determines the success they can achieve in such an academic environment and into adulthood. Specific learning differences encompass a wide spectrum of difficulties of which dyslexia is one such difficulty. Children with dyslexia find it difficult to read, write, spell, comprehend written passages and sometimes have difficulty in articulating their thoughts even though they are smart and motivated to learn.

Learning does not take place without making mistakes, and unfortunately, children with dyslexia make more mistakes than the average student. Since our educational system measures us on our ability to read, write and spell accurately, children with dyslexia are often mistaken for having low intelligence.

The challenges faced by a child with dyslexia in learning to read, not only affects their ability to read, write and spell, but their failures can also reduce their enjoyment in learning. This situation can decrease their motivation to learn and create avoidance of learning. Outwardly, this can create the impression that the child is lazy, immature or are simply not interested in learning.

However, children with dyslexia are amazing individuals and often have untapped creative strengths. Many children with dyslexia are creative and may have talent in areas such as art, athletics, architecture, graphics, electronics, mechanics, drama, music or engineering. They are able to convert imagination into reality and this form of intuitive thought is often the basis for the success they have in life.

Do you know a child who struggles to learn? Are you giving them the opportunity to shine? Dyslexia can be overcome with successful specialist teaching and the use of compensatory strategies. The child needs constant support and praise to gain self-esteem. One of the biggest struggles for dyslexic children is that they may never have the opportunity to discover their strengths because of the mistakes that get in the way. Teachers and parents must be actively involved so that they are fully aware of each child's situation.

Parents and teachers need to know that dyslexics can look at problems from multiple angles, which helps them to overcome challenges. When dyslexics are encouraged to focus on their strengths and talents, they become experts in these areas. Another advantage that children with dyslexia have is that at a very early age they face seemingly insurmountable challenges in learning. They struggle with learning and they typically fail early and often. With the right support and encouragement this experience can become a positive one and will teach them that perseverance in the face of failure is a virtue. As Winston Churchill, also a dyslexic and creative individual, noted: "Never give up, never, never, never give up."

Overcoming dyslexia can be a long journey, but with the right support through early intervention, encouragement and understanding, the life of a child with dyslexia can be a better and exceptional one.

Using Lego to Teach Adjectives – Build It! Describe It!

By Sue-Lynn Teo—Educational Therapist
Parkway Parade Learning Centre



Our beautiful dream house has one pretty bedroom, a well-equipped kitchen, a spacious living room, a lovely garden and a big carpark. It has many windows and is built using colourful bricks. In the bedroom, there are two comfortable beds and two nice pictures of cats for decoration. Outside of the bedroom is a huge balcony overlooking the green garden. We think our house is amazing and supercalifragilisticexpialidocious!

By: Leong Cara Anne (P3) and
Sarah Athirah (P3)

My dream aeroplane is colourful and can fly very fast, travelling up to 300km/hr. It takes one pilot to fly it and can take one passenger. There are special lights that you can use to help guide the aeroplane to fly at night. The aeroplane has built-in guns to fire bullets at any enemy aeroplanes. I wish I could learn how to fly so I can fly my dream aeroplane.

By: Axel Choo (P2)



My dream V8 car (version 2) is black and looks very cool. It is a smaller version of the previous one. It can travel faster, up to speeds of 100km/hr. When you press one of the special buttons, it turns invisible so that no-one can see it. It is bullet-proof to keep passengers inside safe from bad people. In addition, it has a special cannon at the side which can shoot out mini-swords to attack the bad people. I think my dream V8 car is very special and awesome.

By: Chua Jin Sen (P2)



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.



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!



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.



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!



Scramble with Friends

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



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's 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

Top Tips for Talking

By Jessica Drake
Speech and Language Therapist
DAS International

Here are some family fun games that will get your children's talking!

What am I? (describing words)

Get together some post-it sticky notes. Draw a picture on the post-it stick note with the word and stick it on your child's head. Describe the picture and see if your child can guess the picture. Swap roles!

"Mum says!" (listening & following instructions)

Give instructions increasing in length and complexity e.g., start with "Mum says put your hands on your head and yawn", "Mum says clap your hands, tap your head, and jump once", "Mum says say ahhhh, jump twice, turn around and sit down next to her". Swap roles!

Origami (listening and following instructions)

Go online and print out origami templates. These are good as they reduce the complexity of the task. At the end have a race with your child to see what you have made!

Kim's game (memory and expression):

Go through some objects. Hide with a magic cloth! Take some objects away and see if your child can remember what's missing! If he's struggling give him cues, e.g., "it look like a ...". Use dice to determine how many items you're going to turn over. Swap roles!

Cat and Mouse (attention and listening):

Hold a box above your head. Pretend it's a cat. Get some string, place on the ground and pretend they are mice. Talk about which animal the mice are afraid of (i.e. the cat) and what sound it makes. Think of some animal sounds that the mouse isn't afraid off. Tell your child that he has to listen out for the cat sound, when he hears it he needs to quickly move the string away as the cat might catch his mouse! Swap roles!



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

6336 2555

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

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

www.facebook.com/dasinternational

Occupational Therapy

Occupational therapy is a health profession that uses therapeutic purposeful activities or interventions to achieve the highest possible level of independence in occupations such as self-care, work, school, play, and leisure.

Occupational Services

- Occupational therapy assessments using standardised and non-standardised tests
- Individualised occupational therapy interventions
- Penmanship group therapy programme for preschoolers
- Penmanship group therapy programme for school-age students
- In-class OT support for students in DAS Learning Centres
- Conducts in-house training for staff & parents
- Consultations and recommendations

Sources of Referral To Our Occupational Therapy Services

- DAS learning centres
- Private learning centres
- Government and Private hospitals
- International & MOE Schools
- Voluntary welfare organisations (VWOs)
- Self-referral

Challenges which an Occupational Therapist may address:

- Gross motor coordination
- Fine motor coordination
- Postural control
- Visual perception
- Eye-hand coordination
- Sensory processing
- Motor planning
- Self-regulation
- Penmanship
- Scissoring



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

www.das.org.sg

6336 2555

Is Your Child Being Bullied?

What is Bullying, Signs to Look out for and What You Can Do

By Teo Yizhen Sue-Lynn, Educational Therapist,
Parkway Parade Learning Centre

What is Bullying?

The bully intentionally and repeatedly inflicts or attempts to inflict physical injury and/or emotional discomfort upon their victim.

Physical Bullying:

Aggressive shoving, kicking, punching, stealing items or money.

Emotional Bullying:

Malicious name-calling, spreading rumors, intentional exclusion from group, threats (e.g., Cyber-bullying via SMS, FB, social media).

Incidence in Singapore:

1 in 5 students in Primary School, 1 in 4 students in Secondary School students (SCS, 2008). Over 60 % of students with learning differences and special needs experience some form of bullying.

Signs Your Child May Be Bullied

- ◆ Physical scars that seem inflicted by another party (bruises, cuts)
- ◆ Lost or destroyed items or money
- ◆ Appears anxious or fearful of going to school (not due to academic issues)
- ◆ Develops psychosomatic symptoms (headaches, stomachaches, that have no medical basis)
- ◆ Sudden changes in mood or behaviour (depressed, anxious)
- ◆ Becomes socially-isolated, withdraws from social activities



Why Doesn't My Child Just Tell Me??

Bullying can be humiliating and emotionally painful experience for the child. The child may not want an adult to know for a few reasons.

One reason is that they do not want to be seen as weak/helpless or experience a backlash (i.e., more severe bullying) from the bully. The child may also feel that no one cares or can understand them. They may even be afraid of being punished if they let an adult know. In addition, the child may accept the inevitability of being bullied and withdraw emotionally, numbing his/her own feelings.

If left unaddressed, bullying can have long-term psychological effects including damage to one's self-esteem, ability to sustain healthy social relationships and may even perpetuate cycle of bullying (i.e., victim becomes a bully to others). Thus, asking a child whether he/she is bullied may not necessarily elicit a truthful answer.



Strategies to Empower Your Child

A) **Keep Calm and Walk Away**

Bullies are less likely to continue if there is no response.

B) **Stand Up for Yourself**

"I do not deserve to be treated this way."

"I have had enough of this. Stop bullying me. "

"How would you feel if someone treated you this way?"

C) **What Not to Do**

Do not physically retaliate or show aggression.

Do not show fear or cry in front of the bully.

Do not threaten the bully back with verbal aggression.

5 Essential E's: What You Can Do

Talk about incidents of bullying in the news or stories and subtly ask whether he/she has seen or experienced something similar.

Empathise with your child and acknowledge their emotions. Create a safe, open environment that allows your child to know that he/she is being heard.

Educate yourself about bullying. Look out for signs that your child may be being bullied.

Encourage your child to build up their social support network at school. Speak up for and report incidents of bullying at school.

Empower your child to stand up for himself or herself, teach strategies to deal with bullying.

Engage the help of school teachers/counselors to collectively make a stand against bullying.

Social Skills Workshop for Kids Primary 1 to 6

Primary 1 to 2

2 to 6 December 2013
Monday to Friday

(5 Day Workshop)

Morning Session
10:30am to 11:30am

OR

Afternoon Session
1:30pm to 2:30pm

\$300 (Subject to 7% GST)

Topics include

1. Body Language
2. Conversation Skills
3. Bully Management
4. Anger Management
5. Friendship Skills and Teamwork

Primary 3 to 6

27 to 29 November &
2 to 5 December 2013
Wed—Fri & Mon—Thurs
(7 Day Workshop)

Morning Session
10:30am to 11:30am

OR

Afternoon Session
1:30pm to 2:30pm

\$400 (Subject to 7% GST)

Topics include

1. Body Language
2. Conversation Skills
3. Bully Management
4. Anger Management
5. Heart Language
6. Friendship Skills
7. Teamwork

Open to all students (including NON-DAS students)

Classes held at
DAS Bishan Learning Centre
9 Bishan Place
#06-03 Bishan Shopping Centre
Singapore 579837

REGISTRATION: 6336 2555

Email: ashikin@das.org.sg
(For more details see overleaf)

OUR TOPICS:

BODY LANGUAGE:

Eye contact, social distance and touch

CONVERSATION SKILLS:

Being a good listener, being relevant, initiate and end a conversation

BULLY MANAGEMENT:

What to do when you get bullied, how to avoid being bullied

ANGER MANAGEMENT:

What to do when you get angry, what to do when other people get angry

FRIENDSHIP SKILLS:

How to make and keep friends

TEAMWORK:

Cooperation, compromise and taking turns

HEART LANGUAGE: (ONLY FOR THE 7-DAY WORKSHOP)

Understanding self-awareness and self-esteem, building up your resilience



Dyslexia Association of Singapore presents an intensive social skills workshop catering to two different age groups, Primary 1 to 2 and Primary 3 to 6. Participants will develop their social skills through a variety of hands on and fun-filled activities in a group of a maximum of six students.

Open to all students from mainstream schools.

DAS students and students who are not attending DAS classes are included!

Social Skills Workshop

Primary 1 to 2

2 to 6 December 2013
Monday — Friday
(5-day Workshop)

Morning session:
10.30am to 11.30am
OR
Afternoon session:
1.30pm to 2.30pm

\$300 (Subject to 7% GST)

DAS Bishan Learning Centre
Bishan Junction 8
9 Bishan Place #06-03
Singapore 579837

Topics include:

1. Body Language
2. Conversation Skills
3. Bully Management
4. Anger Management
5. Friendship Skills and Teamwork

Primary 3 to 6

27 to 29 November &
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Morning session:
10.30am to 11.30am
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1.30pm to 2.30pm

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DAS Bishan Learning Centre
Bishan Junction 8
9 Bishan Place #06-03
Singapore 579837

Topics include:

1. Body Language
2. Conversation Skills
3. Bully Management
4. Anger Management
5. Heart Language
6. Friendship Skills
7. Teamwork

Registration:

Please call 6336 2555 or email ashikin@das.org.sg
Registration closes on **Thursday, 31 October 2013**

Please complete the registration form and make payment at any DAS Learning Centre within 3 days of your registration to ensure confirmation of your child's placement in the workshop.

Visit www.das.org.sg/upcoming-events.html for more information.



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 6336 2555



Talks and Training



DAS Academy Workshop Series:

Strategies for Sensorimotor Challenges



Saturday, 16 November 2013

Time : 9:30am to 12:30pm

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

Learning Objectives

- ♦ Understand the development of sensory systems and motor systems from birth to teenage years.
- ♦ 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 are sensorimotor challenges?
- ♦ How do sensory integration, sensory processing difficulties and sensorimotor challenges impact the lives of students with learning differences?
- ♦ Useful strategies to address Sensory Integration and Sensory Processing difficulties.

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.

Lecturer - Titus Lim



Titus is a locally trained occupational therapist with 17 years of practice experience. He has worked with children as well as adults in government and community hospitals, special schools, and an early intervention programme for infants and children (EIPIC) centre. Titus completed his postgraduate degree programme in occupational therapy with the St Loye's School of Health Studies which is affiliated to the University of Exeter (UK). His research study focused on the investigation of health promotion practices among occupational therapists in Singapore and the United Kingdom. He has worked with adults with neurological impairments, fractures, hand injuries and cancers. He has also worked with children with intellectual disabilities, learning difficulties, autism spectrum disorders, and global developmental disorders. Titus is also a certified Handwriting Without Tears® handwriting specialist.

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DAS Academy Workshop Series:

Strategies for Behaviour Management



Saturday, 23 Nov 2013

Time : 9:30am to 12:30pm

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

Learning Objective

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

Recommended For

Parents with children displaying challenging / inappropriate behaviours, associated with their learning needs.

Lecturer - Albert Lee



Albert is an Associate Fellow with the Register of Educational Therapists (Asia) and has been with the DAS since 2005. As a senior educational therapist, he supports students at Ang Mo Kio Learning Centre as well as for DAS International. He is trained in the Orton-Gillingham approach at the DAS and has completed his Masters of Arts in Specific Learning Differences (MA SpLD). His dissertation explored the learning needs of young dyslexic learners in Singapore who are left-handed, a research area that he is passionate about. It also incorporated information from the research paper "Perceptions and Strategies of Learning in English by Primary School Children with Dyslexia – A Metaphor Analysis", of which he co-wrote for The British Council in 2011. As a lecturer, Albert conducts courses and workshops, including the recently delivered training session at the Hollandse School. Besides being the module leader for the Information Technology to Facilitate Learning module for the MA (SpLD), he also presented at conferences on the use of Assistive Technology to support learners with dyslexia over the past few years.

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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

A PRACTICAL APPROACH TO LEARNING

3 DAYS | 8 SPEAKERS | 9 TOPICS

18 TO 20 NOVEMBER 2013

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The workshop series is aimed at filling the gaps in mainstream teaching and learning methods will be held from 18 to 20 November. *Workshop Series 2013: A Practical Approach to Learning* features nine topics that range from Examination Skills, to Special Educational Needs, to Vocabulary Acquisition presented by international and local speakers.

This is the first time that representatives from both the International Dyslexia Association and the British Dyslexia Association will be coming together to give their expert advice in this workshop series held by the Dyslexia Association of Singapore. Being the leaders in research on Dyslexia, they are at the forefront of all advancements in teaching methodology and are sharing their vast experience on the subject.

Ms. Susan Lowell, former Vice-President of the International Dyslexia Association, speaks on the assessment and treatment of dyslexia. "It will be a great pleasure to visit Singapore, learn about the work done at The Dyslexia Association of Singapore, and share information about dyslexia from research to practice."

"As many as 10% of the population experiences some degree of dyslexia. All teachers will come across dyslexic pupils in the classroom." Dr. Kate Saunders, Chief Executive Officer of the British Dyslexia Association, advocates more support for children through dyslexia friendly education and is optimistic about the amount of aid provided in Singapore. "All teachers can teach in a dyslexia friendly way and should be able to recognise when a child needs more specialist teaching and intervention."

As announced by PM Lee at the recent National Day Rally Speech, one of the three strategic shifts that the government is making is in the education section; keeping the education system open and mobile for all to rise emphasises the importance for students to excel in their learning. Hence more strategies are needed to help those who are struggling to keep up.

Besides addressing learning differences, there are also talks that include all students, such as "Boost Your Child's Self-Esteem" on 19 November by Nur Farhana Muliadi, Senior Educational Therapist and Outreach & Awareness Speaker and Trainer at the Dyslexia Association of Singapore. Her talk explains the key processes involved in the development of self-esteem which is an essential component for learning and affects everyone regardless of their abilities.

Another talk that would be of interest to the general public is by June Siew, Associate Dean of Postgraduate Programmes at DAS Academy on 19 November as well. Titled as "Study Smart: Promoting Executive Skills Development", the effective use of personal qualities such as drive, willpower and motivation is put into focus to ensure that students can have the tenacity to press on. Such a feat is much easier said than done and this talk gives all the tips and tricks that students can use not only to excel in their studies but also in their approach in their future jobs.

With the year-end examinations drawing near, "Examination Skills: Comprehension & Spelling" by speakers Tuty Elfira Abdul Razak, Senior Educational Therapist and Outreach & Awareness Speaker, and Shifa bte Shekh Naji, Educational Therapist and Examination Skills Programme Manager, both from the Dyslexia Association of Singapore. Aiming to equip parents and educators with the strategies to support their students in examination techniques, especially for comprehension and spelling, this is highly relevant for everyone as exposure to incorrect spelling and grammar increases with the proliferation of texting through mobile phones and other gadgets.

By having topics that are inclusive, the Dyslexia Association of Singapore hopes to promote enjoyable learning for students of all competences, believing that no child should be left behind, especially so for children afflicted with dyslexia.

A PRACTICAL APPROACH TO LEARNING

The Dyslexia Association of Singapore presents an Exclusive Workshop Series.



3 DAYS | 8 SPEAKERS | 9 TOPICS

0900 to 1200

18 NOV
MON

Susan Lowell
Dyslexia: Definition,
Assessment & Treatment

1330 to 1630

Dr. Thomas Sim
Special Educational Needs of
Students in Higher Education

1800 to 2100

Dr. Kate Saunders
Dyslexia Friendly
Education

19 NOV
TUE

June Siew
Study Smart:
Promoting Executive Skills
Development

Susan Lowell
Early Literacy

**Nur Farhana
Muliadi**
Boost Your Child's
Self-Esteem

20 NOV
WED

Dr. Kate Saunders
How Dyslexics Learn

**Tuty Elfira Abdul Razak
& Shifa bte Shekh Naji**
Examination Skills:
Comprehension & Spelling

Michelle-Lynn Yap
Vocabulary Acquisition:
Methods, Morphology
& Music

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our young learners
overcome the hurdles they
encounter.

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Speakers



- Dyslexia Friendly Education
- How Dyslexics Learn

Dr. Kate Saunders
Chief Executive Officer,
British Dyslexia Association



- Dyslexia:
Definition, Assessment & Treatment
- Early Literacy

Susan Lowell
Vice-President,
The International Dyslexia Association
Director, Educational Therapy Associates



- Special Educational Needs of Students in
Higher Education

Dr. Thomas Sim
Executive Director, DAS Academy
Director of Partnerships, DAS Association



- Study Smart:
Promoting Executive Skills Development

June Siew
Associate Dean of Postgraduate Programmes,
DAS Academy



- Boost Your Child's Self-Esteem

Nur Farhana Muliadi
Senior Educational Therapist
Outreach & Awareness Speaker and Trainer,
DAS Association



- Examination Skills:
Comprehension & Spelling

Shifa bte Shekh Naji
Educational Therapist
Examination Skills Programme Manager,
DAS Association



- Vocabulary Acquisition:
Methods, Morphology & Music

Michelle-Lynn Yap
Associate Dean of Continuing Professional
Development, DAS Academy



- Examination Skills:
Comprehension & Spelling

Tuty Elfira Abdul Razak
Senior Educational Therapist
Outreach & Awareness Speaker,
DAS Association

Workshop Series 2013: A Practical Approach to Learning — 18 to 20 November 2013

Full biographies of our speakers can be found at our website www.das.org.sg/workshopseries together with the details for registration. Please fill in our registration form which can be downloaded from our website. Alternatively, you can email events@das.org.sg for any enquiries.

Payment can be made either online or through any DAS Learning Centre via cheque or NETS. Cash is not accepted. You may send the completed registration form and cheque to:

Dyslexia Association of Singapore — DAS Conference
#05-01 Jurong Point
1 Jurong West Central 2
Singapore 6498886

Please note that cheque payments are to be made payable to "DAS Conference"

Brought to you by the Dyslexia Association of Singapore.
Information shown here is correct at time of print.



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 hands on activities on how to develop self-awareness, self-discovery, honour their inner feelings, cultivate courage and self-respect.

Recommended For

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

Lecturer - Nur Farhana Muliadi



Farhana is a Senior Educational Therapist with DAS, supporting students at Bishan Learning Centre. She holds a Post Graduate Degree (PGCD) in Specific Learning Differences from the London Metropolitan University and is trained in the Orton-Gillingham Approach. Her passion lies in the self-esteem and motivation of students and how they can propel themselves forward independently. Besides providing literacy remediation to students with dyslexia, Farhana is also a Speaker of the DAS Outreach Team, the team which allows the members to reach out schools and the public to raise awareness of Dyslexia.

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

Artwork by Li Jia Yi Age 10
Submitted by Nuraini Osman, Educational Therapist
Tampines 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!

Night Safari

Tucked in the heart of Singapore, lies the Night Safari. It houses over 1000 nocturnal animals covering over forty hectares of lush rainforest.

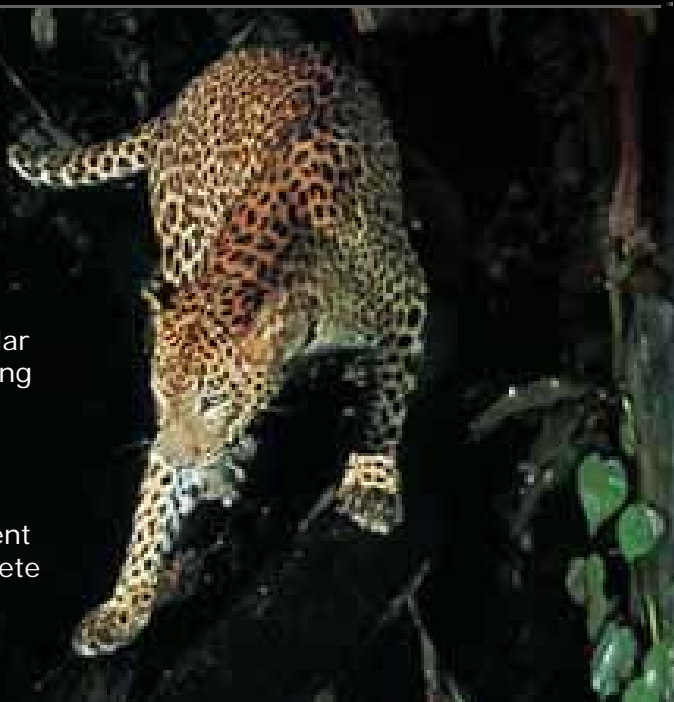
As dusk falls and twinkling lights appear, the cool night air spells magic. The spectacular animal shows have wowed visitors, both young and old, Singaporeans and tourists alike. The heart-pounding tribal performance is an experience that visitors will never forget.

Besides the wonderful glimpses of the different nocturnal animals, the experience is incomplete without a photo shoot with the animals. The young can be entertained with loads of educational and interactive fun feeding the animals.

The traditional kampong dining at the Ulu Ulu Safari Restaurant commits to delight visitors for hours. Visitors will be entertained by the live performances put up by the Safari band.

Located in the lobby, the souvenir shops offer a host of exotic handicrafts relating to animals. Visitors will be spoiled for choice with the variety of souvenirs on offer.

The Night Safari provides interesting nuggets of information on animals and an experience that is Uniquely Singapore. The Night Safari, the rain forest that comes alive at night, promises something for everyone.



Group work by

Elton Yeo (Sec One)

Jeffri Esoof Piperdy (Sec One)

Submitted by

Senior Educational Therapist: Shenmee Lau
Bedok Learning Centre

Boundaries

by Christa Tan (Secondary 5)
Bedok Learning Centre

At the age of four, I was diagnosed with cancer. I was ill more often than not. My mother never allowed me out of the house for fear that my condition would worsen. I loved her dearly but hated my situation. I was held captive in my own home. I was imprisoned in my room surrounded by the white walls. However, I managed to break all my boundaries through a small window at the far corner of my room.

When I was ten, I realised there was a small window at the far corner of my room. It had been kept hidden from me by big boxes. For the first time I saw the sun's rays cast a shadow. I felt tickled by the sun's warm golden fingers gently brushing against my cheeks. I knew this was the beginning.

The window gave me wondrous encounters with the world. On a cold rainy day, I sat at the window watching sheets of rain pour down from the sky hitting the ground like bullets. I stretched out my hands and felt the sensation of droplets of rain for the first time. It made me feel so alive. I felt like an eagle spreading my wings for the first time. Like an eagle conquering the sky, I felt a small triumph over my boundaries.

My second encounter came two weeks later when a blue humming bird perched on my window and sang the most enchanting tune known to man. I was beginning to feel free. My boundaries no longer had power over me. I was determined to live my life through this window.

Soon after came an eventful warm Sunday afternoon. While undergoing chemotherapy, I found a strand of wheat on the ledge of my window. I knew not what it was but it was beautiful. It had become my most precious possession. No amount of money could ever tear us apart.

My favourite encounter with the world came a week before Christmas. Everyone was preparing for this joyous occasion. Shops were filled with people from dawn to dusk and the ovens in the bakeries were busily coughing out tons and tons of pastry. For the first time, I smelt fresh bread. Its warm sensation was captivating. I was in heaven. Its bitter-sweet aroma became like a drug. From that moment, my soul knew no boundaries.

From that day onwards I was a changed cancer survivor. I appreciated the world for what it was. My illness was simply challenging me and I had overcome it with that small unforgettable window. I was free. I had no boundaries.

Submitted by:
Shenmee Lau, Senior Educational Therapist—Bedok Learning Centre

Footnote:

This article was written under examination condition in school. Minimal editing was done to retain authenticity.

Superpowers

Church was just another boy at the age of eight. He had a mother and father and a lovely younger sister. Sadly, in school he had very few friends; he was bullied by a few of his classmates. He also had a crush on a girl in his class but every time he tried to talk to her, she would ignore him or he would be stopped by the bullies. Soon, the years went by and he was celebrating his thirteenth birthday.

Just like any other birthday, he did not have anybody else other than his parents and younger sister. His parents gave him a present which was a skateboard and his sister gave him a new book for writing notes on. That night, when he was sleeping, he had a high fever and moaned all night. His parents heard his moans and checked on him but they did not wake him, thinking that he would be ok when he woke up the next day.



He did wake up the next day without the high fever and felt alright. He felt more than alright, he felt full of energy and happiness which was not a common thing he felt. He jumped out of bed and got ready for school. When he was downstairs eating breakfast, his parents asked him if he felt sick in any way but Church said no and said that he was full of energy. Relieved, his parents sent him off for school.

At school, it was going fine until the school bully, Tom, confronted Church. As usual, Tom told Church to give him Church's lunch money and he will get beaten up. Strangely, Church felt boldness in his heart and refused to give his money to Tom. In a rage, Tom punched Church directly in his face. Church found himself holding Tom's hand, successfully blocking his punch and twisting it. Everyone watching, including Tom and Church, were shocked at Church's reaction. Without realising it, Church was continuously twisting Tom's hand until Tom was crying out in pain to make Church stop. Instantly, Church let go of his hand. Fearing the worst, Church ran back to class.

After school, Church started to run out of school as quickly as he could, not wanting to meet Tom again. A few blocks away from his school, Church stopped running. Soon after, he caught his breath again, he started to walk home. He thought about him being at his front door and what exciting computer games were waiting for him. He suddenly, without knowing it, realised that he was at his front door. He was truly shocked by this as he did not remember walking the whole distance yet. He started thinking about what could make him move so fast in a short period of time. Then, he thought about being in the park and the next thing he knew, he was at the park. While trying to think about what was happening, he thought about his crush's house and he was there. He saw his crush in the window and immediately thought of his front door again and was there. Thinking through this, he thought about the world and started making plans. That day was the last time that his family, his crush and the school would ever see him until he was 21.

By: Bryan Poon, 14/S2E,
Submitted by Clair Yeo—Educational Therapist
Queenstown Learning Centre

As she ran into the forest, dreadfulness bulge out through her eyes as the wolf began catching up with her. She ran with large steps. She began to hear whispery growls of the moving trees, giving her shudders. Then the wolf grabbed her and sank his fangs into her neck. Droplets of perspiration glided down her neck, she was about to die. The stench of death was all around. Her face turned as white as paper when she knew that she would not live. Then there were shouts over the hill. The woodcutters were here to kill the wolf. But, the wolf's reflexes were quick and escaped before the woodcutters could get near. (Toh Hong Feng, Secondary 1E)



As she ran into the forest she felt her heart racing both the physical exhaustion and the fear of death. While droplets of sweat chilled up from the forest temperature, the growls of the trees gave her shudders. Then, she looked back into the pitch black night, the wolf was gone. But, when she turned back, there it was, the wolf. It came with the reaper of death behind it, all little red riding hood could do was scream.

By John Lee Secondary 2NA



Red Riding Hood by
Toh Hong Feng
Secondary 1
Ang Mo Kio LC

John Lee
Secondary 2
Ang Mo Kio LC

Submitted by:
Nicole Chua Senior Educational Therapist
Ang Mo Kio Learning Centre

Artwork by
Cheong Bing Xuan Javier
Age 9
Tampines Learning Centre

Submitted by Nuraini Osman
Educational Therapist
Tampines Learning Centre





What to feed a dragon

I have a pet dragon.
He followed me from a dream.
But I can't tell Dad,
It would only make him scream.

I tried to feed him chocolate cheesecake ice-cream.
But he said it would give him bad dreams.

I tried to feed him chicken burger.
But it reminded him of his naughty sister.

I tried to feed him potato chips.
But he said, "How come there's no dip?"

I tried to feed him an apple,
But he said his tail would not wiggle.

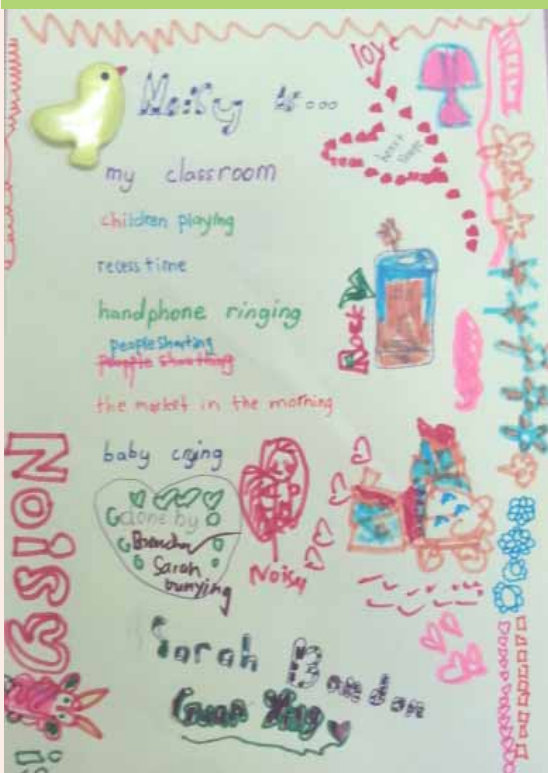
Then I tried to feed him cheeseburger,
That's when he said, "There's music in my ears."

Now Dad is wondering why
We can't keep cheeseburgers in the house.
I heard him last night telling Mom,
He thinks we have a mouse.



Source: www.superteacherworksheets.com

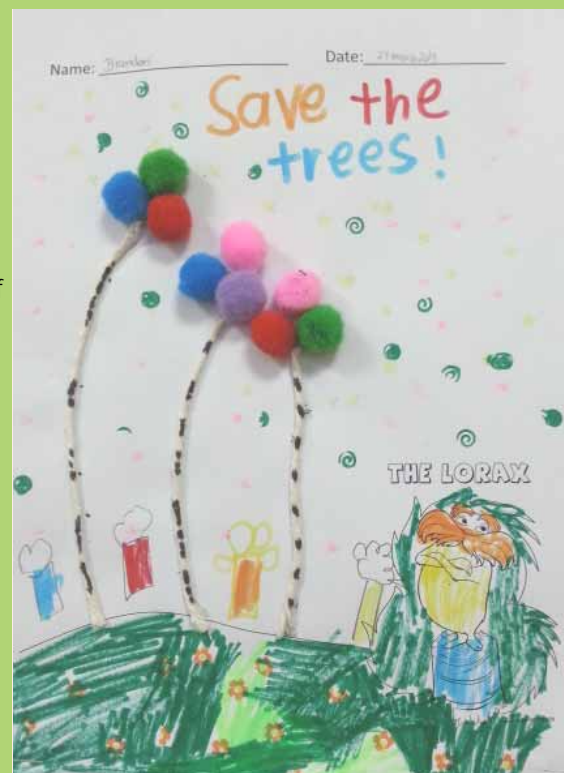
What to feed a dragon' by Aaron Lim (Primary 5), Chan Qing Rong (Primary 5),
Varun A. (Primary 5) and Aubrey Mok (Primary 4)



'Save the trees'
by Brandon Lee
Ming Jin
(Primary 2)

This was a post
reading activity of
'The Lorax'.

'Noisy is...' by
Sarah Diana
Teow,
Lim Guan Ying
and
Brandon Lee
Ming Jin
(all in Primary 2)



Submitted by Educational Therapist—Muzdalifah Hamzah, Sengkang Learning Centre

Write a recount

Denzel See

Writing a newspaper report

Choose a particularly funny or memorable event that has occurred to you and your family or friends. Re-tell this event in the form of a newspaper report.

Write a catchy headline.

The lead paragraph tells who, what, when, where and why.

Recount the main parts of the story.

Provide quotes from the people involved in the story.

Include a picture to illustrate your story.

Write a concluding paragraph.

Two Marine biologists went to explore the deep sea of Greenland on 6 March 2013.

They found a strange creature that looks like a human.

They were in a submarine when a strange creature banged the submarine glass with its webbed hands and shocked the two men. They followed the strange creature and it

led them to an underwater city. They saw a whole family of mermaids and one of the men took a picture of the city. He posted it on Instagram and there were people asking if it was

real. He took a video of the mermaids and posted it on Facebook. The government saw the video and decided to invest in the project. They gave them a robot



to go underwater so that they would not risk their lives again. They also gave them a crew and a ship to travel there.

Daniel said the marine said 'We are going to be rich if we are going to catch one of them.' Xavier said 'I would be part of the project.'

Newspaper Report by Denzel See 12 years old, Kong Hwa School, Primary 6.

Submitted by Educational Therapist, Lorraine Anne Tang Parkway Parade Learning Centre

The picture was taken in a very deep area as it is dark. A creature slammed the submarine's glass with its webbed hand. The picture is one of a kind as it has never been seen before.



If Greenland continues the oil drilling it will kill the mermaids if there is an oil spill. They should be left alone as they might have a small population and scientists should not make them into samples for an experiment.

Nothing by Lee Wen Jie (Sec 3)

Submitted by Educational Therapist, Aishah Binte Abdullah, Senior Educational Therapist, Bishan Learning Centre

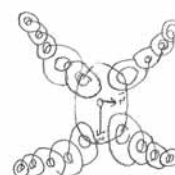
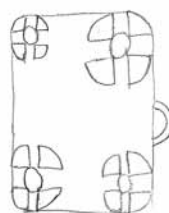
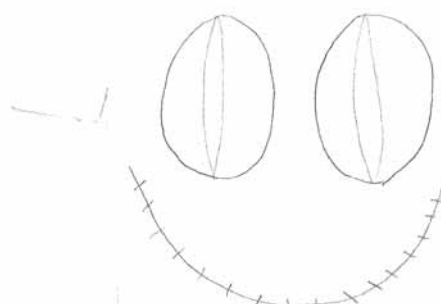
Name: Lee Wen Jie Level: Ex Date: 19/12/13

What I know about 'nothing'

Meaning of 'nothing'	a wide empty space, nothing nothing - there a compound word \Rightarrow not any thing
Words to describe 'nothing'	none, nil, void, vacuum, invisible
The colour of 'nothing'	plain, just one color colour
The hygienic value of 'nothing'	clean, spotless
The temperature of 'nothing'	0°C, very cold, water becomes ice, liquid becomes a solid, it is the freezing point of water.
The numerical value of 'nothing'	zero - 0 One the number line all values on the right side are positive numbers and the left hand side are negative numbers. When written beside 1 is 100 When written beside 100 is 10000
What having 'nothing' means to the rich	he has lost his wealth, lost bankrupt
What having 'nothing' means to the poor	even poorer, he fighting hard to survive, no food or home
The shape of 'nothing'	oval, circle
My feelings about 'nothing'	relax, and freedom, stress free, calm, and bored
What I want to know further about 'nothing'	I want to know why nothing has come much meaning when its numerical value is naught

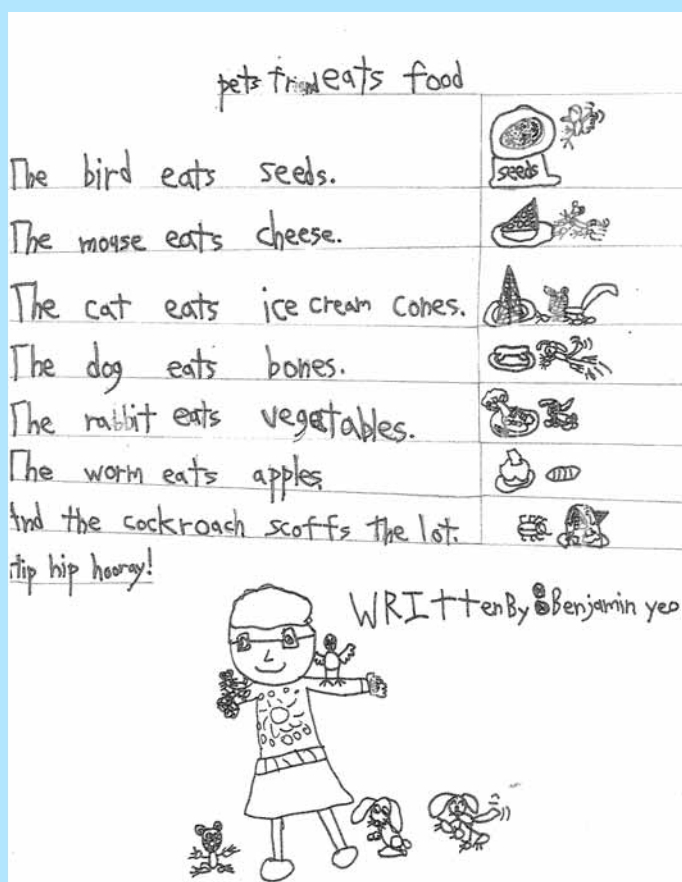
What more I have learned about 'nothing' from the story 'The gift of nothing'

True and deep friendship is that you don't have to give them anything just smile and talk with him.
True and deep friendship cannot be measured by how many presents you give them or how big the present is.
Friendship cannot be bought.
Friend must be appreciated and loved.



Poetry

from Tampines Learning Centre



Kite Trivia Answer: A Kite (of course!)

Me and my Sister

I like Lego,

My sister loves play-Doh!

I like chicken rice,

It is very nice.

My sister likes fries,
She also likes to crunch ice.

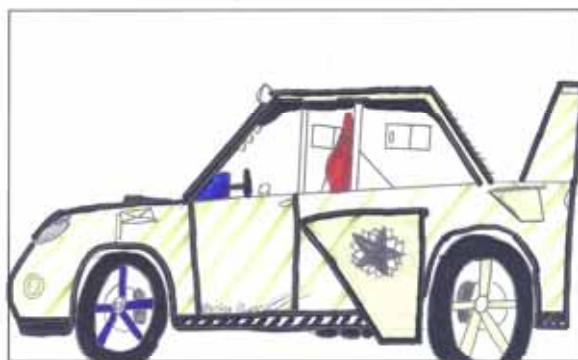
I like my sister,
even if she is a monster.

Written by: Nathan Lim Teck En

Poetry by Benjamin Yeo, Nathan Lim and Tricia Lim
(Primary 4)
Submitted by
Educational Therapist, Emilyn See Hui Zi
Tampines Learning Centre

Name: Alastair Choo Date: 30 May 2013

Racing Flyer Car



Name of car: Racing Flyer

Model : 413

Special Features :

The Racing flyer is like a regular car but it can fly. It has no side mirror and no back seat. The steering for the plane is like steering. The top of the car is a jet-fighter spoiler. Racing flyer is a racing car. The acceleration of the car is very fast. The top speed is 190 mph. It has wings so that the car fly like a airplane and there is no rear view. It using a jet engine.

"Racing Flyer Car" by Alastair Choo Yan Kai
(11 years old)
Submitted by
Educational Therapist—Siti Asjamiah Asmuri
Tampines Learning Centre





I LOVE Singapore
I LOVE Singapore
 because It is a multi-racial
 Country. Singapore is a clean
 country and beautiful place.
 In the parade, I see fireworks and
 beautiful costumes.

name: Sanketa Primary three.



I Love Singapore

I Love Singapore because ^{of its} independence. It is very safe and
 beautiful. All the neighbours are very kind.

Singapore ~~its~~ celebrate its independence by holding a National
 Day Parade. My favourite part of the Parade is watching the
 fireworks. The worst part of the parade is ^{that} we must clean up the
 rubbish to keep the environment clean. I like the Parade very much and
 I hope I can go next year.

Wesly,

P5



I LOVE Singapore

Singapore have many strong
 defence force eg: army, police and
 air force plus Navy.

My favourite part is when the
 performers shoot at the tank
 fire.



I Love Singapore

I Love Singapore, because it is
 nice and clean and beautiful.

I love National Day
 Parade because it is colourful
 parade.
 In the parade, I see army tank
 and army soldiers and sky diving.

"Singapore National Day" by .
 Sanketa d/o Beleranthiran Primary 3
 Wesley Chia Kai Xuan Primary 5
 Tan Yi Leng Primary 6
 Lock Sherng Yang Primary 3
 Submitted by:
 Andy Wang—Educational Therapist



Hari Raya Card by Joel Primary 5

And the Most Memorable Trophy
By Anisha Kaur Raikmo

Submitted by
Annie Goh—Educational Therapist
Woodlands Learning Centre



Anisha Kaur Raikmo
Primary 5 Northland Primary School
DAS Woodlands LC
Ed T: Annie

The Most Memorable Trophy

"Sally, go pack all your things from the storeroom!" shouted her mother as she was cooking dinner. Sally dragged herself to the storeroom to pack her things for the big move. She forced her arms up and reached for the bulky box. When Sally opened the box, she saw a shiny object under all the clutter. She ransacked the box and saw the trophy she won a few years ago. That memorable sports day started to unfold...

It was a bright and sunny day. Sally was making her way to the Yishun Stadium for Sports Day. Sally was selected to run in the under ten category, one hundred meters race, but after practicing for three months, Sally was still nervous. As she walked into the Stadium, she started to fidget with her fingers and bite her nails. When she saw her house master, Mr Lee, she immediately walked towards him and greeted him. After that, she placed her bag on the bench and started to warm up. A while later, the spectators and competitors came into the stadium. Soon, the stadium was filled up with people. Sally saw her friends and sat with them. They started chatting.

Not long after that, Mr Lee made an announcement, "All the children taking part in the hundred meters race, please come to the running track now." Sally gave a shy smile and approached the teacher. Sally and the other competitors got into the running position and as they heard the gun shot, they sprinted towards the finishing line. Sally ran as fast as her legs could carry her. She was soon in the lead! In her mind, she was getting closer and closer to the trophy. However, what she did not know was, her opponent was already in front of her. She tried to overtake her but to no avail. Sally shut her eyes and the only thing she could see was the golden shiny trophy. Just as she wanted to open her eyes, she tripped over her foot. Bearing the pain, she sprung up and continued running. She overtook her opponent with her last boost of speed and eventually crossed the finishing line. Sally was on cloud nine!

She then limped to the prize presentation area. The medical attendants came to her immediately. Then, Sally was told to stand on the prize-giving platform. When she stood on the prize-giving platform with her other competitors, the Guest of Honour announced, "Now for the first prize for the hundred meters race is Sally, the girl that never gave up!" Sally took the trophy with a gleeful smile. The crowd cheered.

"Sally, quickly. Dinner is already ready", her mother's voice jotted her back to reality. Sally smiled and continued to pack.



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Hernita,
mother of 8 yr old Micqhail

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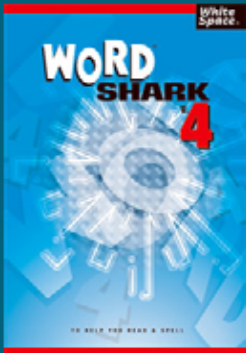
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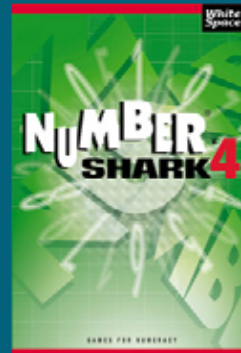
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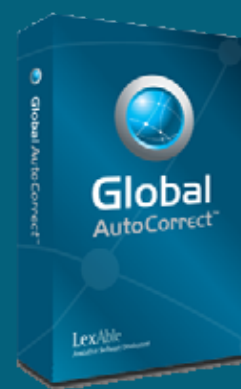
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