

FACETS

A Publication of the Dyslexia Association of Singapore

Issue 2 — April to June 2014 MIC (P) 090/02/2014



*Young Achiever Awardees
Teo Heng Soon & Heng Yi Zen*

FACETS

Dyslexia Association of Singapore

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OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

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Welcome

This issue of FACETS brings you many exciting stories. We celebrated our Student Graduation this month and we were proud to see 165 of our DAS students graduate. Ten awards for excellence were also given at the graduation ceremony and each awardee received a OCBC-GTIB DAS Scholarship valued at \$5,000 each.

DAS is pleased to announce that Thomas G. West, an internationally renowned speaker, author and researcher, will be our keynote speaker for the DAS Seminar titled EMBRACE DYSLEXIA. Thomas has an article published in our first issue of the Asia Pacific Journal of Developmental Differences called "Amazing Shortcomings, Amazing Strengths" - Beginning to Understand the Hidden Talents of Dyslexics, which he has agreed to share with us when he arrives in November.

EMBRACE DYSLEXIA will now be the prominent theme of our community outreach efforts. Are you ready to EMBRACE DYSLEXIA? DAS is looking for role models to step forward and share their stories with our students and families, just as Robin Moseley, Aerin Lim, Heng Zi Yen and Teo Heng Soon have done in this issue.

The power of personal stories give us hope and inspire our DAS families to know that there can be better learning environments and that all the devotion and hard work they put into their studies will pay off in the real world.

Finally, DAS would like to wish Robin Moseley, our CEO, all the best for his retirement. Robin will be leaving DAS at the end of August and we will be very sad to see him go. Robin confesses, "I can sincerely say my time with the DAS has been the most satisfying in my career. Helping so many dyslexic children succeed has been great, but it is the great pleasure of seeing young people becoming outstanding professionals with DAS that has been the greatest joy." DAS will continue the good work to help people with dyslexia achieve in Singapore.

It is always a labour of love constructing FACETS each quarter, and this issue is one of our biggest issues yet! I hope you enjoy it and that you find something you can share with others.

Are you ready to EMBRACE DYSLEXIA? If so, then please contact us.

Deborah Hewes



FACETS

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"Please give the Gift of Education to my friends with Learning Differences."

Dear Friends

I am Jia Jia and I have dyslexia. I go to DAS so that they help me to learn better. I love DAS! Please help other kids who don't have enough money to come to DAS.

Thank you.

Jia Jia



how YOU can HELP

Make a difference to the lives of children with dyslexia by contributing to DAS. Your donation will help dyslexic children from lower-income families receive all the help that they need to overcome their learning difference.

Research has shown that 10% of the population has dyslexia



The Dyslexia Association of Singapore (DAS) is a one-stop centre which provides a full range of services to help people with dyslexia. We have a highly qualified team of psychologists, speech and language therapists and educational therapists who support students with dyslexia. Our team of lecturers educate parents, teachers and professionals on how to support children with learning differences.

**Help a Child with Learning Differences by
Donating to DAS!**

www.das.org.sg/donate-to-das



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE



Fun & Features

The Amazing Race @ Bugis



Students from Nanyang Technological University Welfare Services Club created an Amazing Race for our students. FUN was had by all!!

By Wei Hern,
Chairperson for Nanyang Technological University Welfare Service Club



The inaugural “The Amazing Race @ Bugis” was held on 22 March and organised by members from the Nanyang Technological University (NTU) Welfare Services Club’s Volunteer Management. This was a great opportunity to work with students from the Dyslexia Association of Singapore (DAS). The race also gave DAS students an opportunity to explore interesting areas of Bugis.

The event kicked off at Bras Basah where both DAS students and NTU volunteers gathered for a short briefing and an ice-breaking session. The atmosphere was rich with anticipation and the participants were excited for the race to start. All six groups proceeded to their respective stations and were tasked with competing various games in order to move onto their next station. Some stations were set up where at the National Library Building (NLB), Bugis+ St Games and the National Museum of Singapore.

Instagram and #amazingracebugis were used to expose DAS students to social media. During lunch, group leaders facilitated bonding games within the groups. Both DAS students and NTU volunteers had a great time bonding through games which required lots of teamwork and co-operation.

The Amazing Race ended at the Esplanade Outdoor Theatre with the breath-taking scenery of the Singapore River and Marina Bay Sands in the background. The prize presentation followed and





the team that won was awarded with movie vouchers and goodie bags.

This very successful event fostered much camaraderie and team building. It was a truly enjoyable day loaded with fast-paced communication and interactions and the chance to understand one another better.





Cricket Coaching Clinic with Sachin Tendulkar

By T.Kavitha
Senior Educational Therapist
Woodlands Learning Centre



Known as the 'God of Cricket' among his fans, Sachin Tendulkar, shared his experience and insights with a group of 30 young cricketers from Singapore Cricket Club (SCC), Dyslexia Association of Singapore (DAS) and Royal Bank of Scotland (RBS), in a special coaching session held at the Singapore Cricket Club on 3 June 2014.



Organised by The Royal Bank of Scotland (RBS), the 41-year-old master batsman, with the most test centuries ever, interacted with these youngsters, aged between 8 and 16 years, during an exclusive session sharing some of the intricacies of batting, bowling and fielding techniques.

The aspiring cricketers, who experienced a lifetime opportunity of interacting with the global cricketing legend, learned aspects for developing their game while understanding that enjoying the sport and pursuing their dreams passionately is also very important.

Apart from sharing his passion for the game and inspiring the future generation during the coaching clinic, Tendulkar, also participated in a charity initiative. Alongside the coaching session, the RBS team in Singapore planned a fundraising activity with proceeds going to DAS.

Sachin was asked what he thought about Singapore. He said....

"I love Singapore and have always enjoyed the warmth and hospitality of the people.

Through my association with the Royal Bank of Scotland, I was able to spend more time with some budding cricketers who have tremendous potential. I would like to thank the Singapore Cricket Club for hosting this interactive session and encouraging the sport of cricket. I also commend the charity efforts undertaken by the Royal Bank of Scotland and am happy to have played a small role in their initiative to support the Dyslexia Association of Singapore."

After the coaching session, our youngsters had an exclusive Q & A session with the legendary cricketer who also happily signed autographs for them.

How did our young cricketers from the Dyslexia Association of Singapore feel about this special event?

"We were excited, as it was a once in a lifetime opportunity to meet a famous cricketer. To be personally coached by him was indeed amazing and inspiring. We definitely would enjoy taking part in such sports events in the near future. Thank you for giving us this opportunity to participate in the event. It was awesome!"

Our special thanks to the Royal Bank of Scotland, the Singapore Cricket Club and Legendary Cricketer, Sachin Tendulkar, for the wonderful and unforgettable event.

From another Cricket Fan, T Kavitha.





THANK
YOU
Volunteers!

Give the
Gift of



FLAG DAY 2014

A special thank you to all our Volunteers



Give the Gift
of Education!

Supported by
 **RBS**™

Many children not only struggle with dyslexia but they also struggle financially. Many of our students come from low-income families and they receive financial aid from DAS.

Although our MOE-Aided DAS Literacy Programme, (MAP) is co-funded by the Ministry of Education (MOE), we still need to raise more than \$600,000 this year to run the services and programmes that are not funded by MOE.

Give the
Gift of
Education!

\$50,820.40
Raised!

DAS Flag Day was supported by many willing and enthusiastic volunteers. Not only did they help to raise much needed funds for DAS they helped to raise awareness about dyslexia.

The donations raised will be used to subsidise the cost of programmes or services for low-income families. Eligible students currently receive bursaries between 30% and 100%, depending on the family's household income.





MORE THAN \$50,000 WAS RAISED!

DAS FLAG DAY 15 MARCH 2014

It's not how much we give, but how much love we put into giving.

By Jacqueline Song
Senior Fundraising Events Officer

Flag Day is one of DAS's key fundraising projects and we have, on several occasions, participated in this age-old fundraising tradition.

The much anticipated volunteer-driven event was held on Saturday, 15 March. It replaced the 2013 Flag Day that was cancelled last June, due to the terrible haze conditions. Early on a slightly hazy Saturday morning, we saw volunteers streaming in from 9am onwards at our four reporting and collection centres: Tampines, Jurong, Chinatown and Bishan.

A total of 17 schools signed up on behalf of their students for this event. Close to 800 student volunteers. This included students of Delta Senior School from the Association for Person with Special Needs. The turnout was a fantastic result for DAS.

This year, over 80 staff from our supporting partner, The Royal Bank of Scotland, as well as our own DAS staff, were seen island-wide collecting donations for DAS.

Yusof Ishak Secondary School, being the only



school with more than 300 students from their Secondary 3, 4 & 5 classes participating in this meaningful event said, "Thank you DAS for making our flag day experience for our students different and fuss free."

We are delighted to announce that through the good efforts of each and everyone of you, the Flag Day raised a magnificent sum of \$50, 820.40

Thank you for being a part of a purposeful and worthwhile project. It exemplified the teamwork and commitment of one and all to make the DAS Flag Day such a success!



Together
we
make the
difference

Thank You!



Three Cheers to our Corporate Supporter—The Royal Bank of Scotland

RBS has been a pillar of support at DAS's Flag Day since 2011. When Flag Day was cancelled in 2013 due to the haze conditions in Singapore, RBS continued to raise funds by circulating our Flag Day tins within their office amongst employees to help DAS defray its campaign costs.

This year, we are delighted to have RBS back on board as a supporting corporate partner. Our special thanks goes to our co-ordinator Pauline Chung from RBS in helping us put more than 80 RBS volunteers on the street, fund raising for us.

Rudi Geerdink, CE Singapore, RBS, said "It was an amazing turn out of volunteers to raise awareness about dyslexia and raise money for such a worthwhile cause, a day enjoyed by all."

The Dyslexia Association of Singapore is very grateful for the tremendous support that we have received from The Royal Bank of Scotland over the years. It has always been a wonderful opportunity for DAS to involve RBS staff in

activities in which they learn more about dyslexia and the services that DAS provides to help dyslexics achieve. We are very appreciative of RBS's unwavering support through payroll giving as well as volunteer efforts. Our thanks goes to RBS for their contributions towards our efforts that help our dyslexic students achieve success in life.



FLAG DAY - A SCHOOL DONATION DRIVE

No act of kindness, however small, is ever wasted

In our effort to reach out to schools, we sent out invitations to all primary and secondary schools. Gong Shang Primary, Maha Bodhi School, Seng Kang Primary School and Greenville Secondary rose to the call and responded. A total of 42 tins were delivered to the four schools before our flag day. We also took the opportunity to thank the teachers and principals. The schools adopted different methods of publicity in carrying out this donation drive.

Seng Kang Primary School engaged their English Comes Alive Club and performed a short skit during the morning assembly on the first day of the fundraiser. Club members also did a short presentation during recess and shared with their classmates what dyslexia is and how everyone could help the dyslexic community in Singapore. Chairperson Lucius Tan and Vice Chairperson Nuur Zahraa were also involved in the counting of the donations. It was indeed an invaluable experience for them to be involved in the entire donation drive.



Gong Shang Primary School mentioned that as they also deal with pupils with dyslexia in school, they understood the importance of helping these children in the early stages of their education. The fundraiser coincided with the Scout's annual job week; hence, the scout group was assigned with the task to promote the awareness of dyslexia and to ask for donations from pupils during recess. At the end of the week-long fundraising, not only did the pupils benefitted from being more aware of the learning difficulties faced by dyslexics, the students learned important values such as empathy, trust and the spirit of giving.



Maha Bodhi School, through their student ambassadors and guided by their teachers, approached their fellow schoolmates with the collection tins to appeal for their contributions during recesses. Participation in the DAS Flag Day provides an opportunity for our students to show their compassion and provide them with a platform to put values into action. They also hope to inculcate in their students the desire to help others, especially those in our school who have dyslexia. Chua Jin Sen (Dr Jiajia) commented, "I attend lessons at DAS. I am very grateful for the learning opportunities the association provides me. This is why I want to play a part in helping DAS to raise funds."





THANK YOU FOR SUPPORTING DAS FLAG DAY 2014

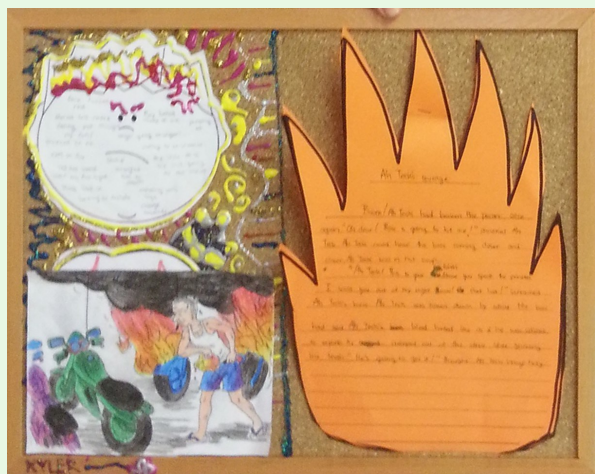
River Valley High School
Maris Stella High School
APSN Delta Senior
East Spring Secondary
Greenview Secondary
Gong Shang Primary
Jurong West Secondary
Kuo Chuan Presbyterian
Tanjong Katong Girls School

Pierce Secondary
Loyang Secondary
CHIJ Secondary
Anderson Secondary
Yusof Ishak Secondary
Seng Kang Primary
Maha Bodhi School
Nan Chiau Secondary

The DAS is grateful to these schools for their support of our cause. This spirit of giving and caring towards the less fortunate will help make Singapore a gracious society and a better place to live.

Special thanks goes to Pokka Corporation (S) Ltd for their sponsorship of 1,200 bottles of Pulpy C orange juice for our volunteers.





ACT TO WRITE – Adding FUN to Creative Writing

By Nicole Chua
Senior Educational Therapist
Yishun Learning Centre

ACT TO WRITE workshops returned during the June School Holidays to bring back the fun in creating writing. This second round of workshops were open to students from Primary 3 to Primary 6. More and more of our participants have requested longer hours and more days! That definitely left us smiling from ear to ear.

ACT TO WRITE was held in DAS Parkway Parade Learning Centre from 2 – 3 June (Monday & Tuesday) and 5 – 6 June (Thursday & Friday) from 10am – 3pm. Separate sessions were conducted to suit the needs of children at different school levels. Launched earlier this year, ACT TO WRITE has been very well-received by our parents and it has been receiving sell-out sessions, all thanks to the support of our DAS parents.

Parkway Parade Mall provided us with the setting for our writing topic and we decided to make use of fear to be able to describe “The Lost Boy in the Mall”. The students were tasked with describing ‘fear’. And not just the fear that you feel in the presence of ghosts and monsters, but the other kind of fear, like the fear of being lost. On the second day, we took an ‘Imaginary Walk’ down the mall with the children for inspiration and to also help them with their acting skit and writing piece later that afternoon.

Accompanied by four teachers, our twelve participants had the chance to physically brainstorm their story while walking. Teachers encouraged the children to picture the series of events that were to happen before they got lost, by describing the shopping mall using their senses, which they noted down or took pictures. They were encouraged to share camera phones to take photographs of story ideas.





Once back at the centre, the participants started planning for their skit (the most fun part!) and discussing who does what. At this point, many of the students begin to step out of their comfort zone.

I was impressed by Si Ching (see picture), who was very quiet throughout the first day, but she volunteered for the role of the mother in the skit. As you can see, she did not try to hide away from the camera like she did on the first day and projected her voice loud enough for the whole class to hear. She definitely sealed the deal that day!

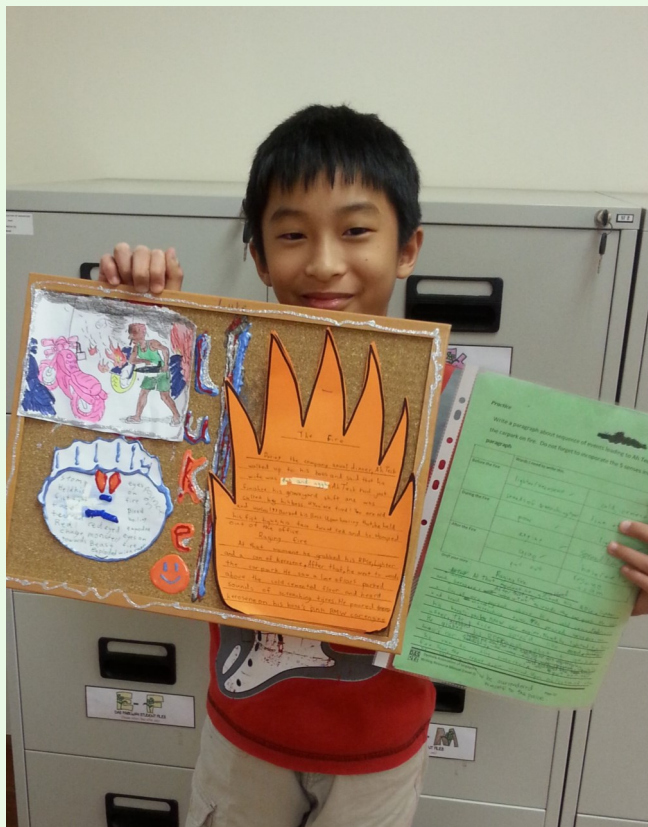


As for our older children from Primary 5 and 6, many of whom were reluctant writers, did just as well. Often, our DAS teachers encounter many difficulties in getting the children to write during our sessions. But with the right recipe, they can become more relaxed and begin to write.

Our ACT TO WRITE theme for our older children this term was 'Fire and Anger'. The activities for our upper primary students vary slightly, as we embed writing strategies, such as paragraph starters, to help children begin their paragraph in different ways and encouragement for them to write in complete paragraphs. During our writing trial research, I have observed that our students tend to write in long chunks, in one single paragraph.. After speaking to some of the students, I discovered that some did not know when to start a new paragraph or some were afraid that they might lose their train of thought if they begin a new paragraph. In time, we hope to develop more strategies to help them.

For this session, the children were asked to write a story about a man who was very angry with his boss and had planned to set his boss' car on fire. Many good actors emerged from this round of ACT TO WRITE. Luke Goh, who joined us for a second time, was very convincing as the loud and mean boss. In recalling our first ACT TO WRITE back in March, he was very reluctant to act and was unsure of his lines! On the last day, he and I were already planning to meet for the next round of ACT TO WRITE.

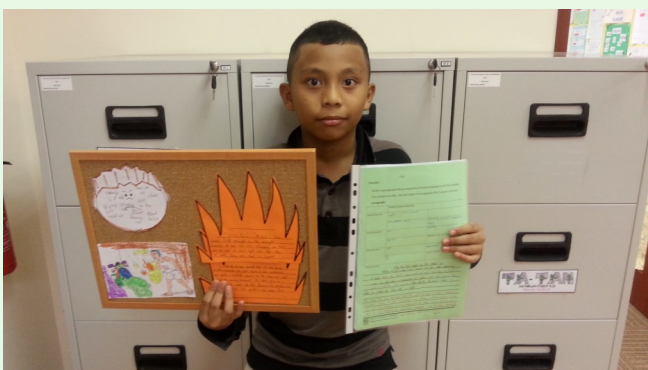




In producing this series of ACT TO WRITE workshops, we aim to help participants see writing in its broken down form. We aim to translate the abstract concept of writing into concrete form by using acting as a bridging tool so as to help them see that writing is similar to acting.

On top of it all, our workshops are injected with high doses of fun and laughter, making children excited about attending. Children learn best when we allow them to be part of the learning process. They learn best when the learning materials are presented to them, not only on paper, but through sounds, acting, art, and even their own imagination through storytelling. And finally, they learn best when they want to learn.

Special thanks to our Senior Educational Therapists who were an important part of these workshops: Zafirah Zainal (Sengkang Learning Centre), Nur Alia (Bedok Learning Centre) and Nithya Ravi.



Lastly, I would also like to thank our two workshop assistants Lee Shau Wah and Lee Xin Ying and the staff of Parkway Parade Learning Centre for hosting both workshops.

ACT TO WRITE returns every term break, so keep a look out for our mailers. For more information on the upcoming workshops, please feel free to contact me at nicole@das.org.sg or call 6451 5582.





DAS INTERVIEW ON CHINESE RADIO

By Andrew Ho,
Centre Manager – Seng Kang Learning Centre

On 4 May, Educational Therapist and Chinese Programme Manager, Kong Yun Rui, three DAS students from Seng Kang: Lewis Chow, Loh Jing Che, Peh and myself were interviewed by Vincent Lim a radio presenter from the Chinese radio station UFM100.3.

It was an interesting experience for all of us as we were required to do the radio programme in Mandarin. Initially we all struggled but by the end we managed to record the whole interview very well.

DAS encourages media exposure through television and radio to help create awareness about dyslexia and how DAS helps students with learning differences. This interview on Chinese radio UFM100.3 extends that outreach to parents in the community and provides them with information on how to seek help if they have a child that is struggling to learn.

DAS was grateful to our DAS parents who also shared their experience in the radio interview. One



Pictured above (L to R): Kong Yun Rui, Chinese Programme Manager, Andrew Ho— Centre Manager Seng Kang Learning Centre, Vincent Lim UFM1003 Radio Presenter and Lee Siang, CEO Designate

of the parents, herself a dyslexic, shared her own and her son's experiences on how they cope with dyslexia. Another two mothers also shared that their children are having difficulty in coping with their school work.

The parents expressed their gratitude towards DAS and how DAS has helped their children by giving them the skills to cope and manage their studies much better after attending DAS programmes.





Active, Beautiful, Clean Waters (ABC Waters) Learning Trails' Initiative

By Kenny Goh

Centre Manager for Rex House and Queenstown

On 30 March, 120 participants took part in Special Olympics Singapore's very first Youth Activation Programme at Bishan Park to promote social inclusion.

The Youth Activation programme brought together outstanding athlete leaders with intellectual disabilities from the Special Olympics Singapore's Athlete Leadership Programme, student leaders from Kuo Chuan Presbyterian Secondary School and youth leaders from the Dyslexia Association of Singapore. The youth leaders came together to help lead the 'Active, Beautiful, Clean Waters (ABC Waters) Learning Trails' initiative, a partnership programme between Special Olympics Singapore and the Singapore Environmental Council. This event showcased youth leaders coming together to celebrate "Earth Hour", as well as highlight Special Olympics Singapore athletes' ability to give back to the community.

The athlete leaders, specially selected by Special Olympics Singapore, worked together with their peers to guide participants through the water trail tour. The ABC Waters Learning Trail, which consisted of five learning stations, is an outdoor learning programme that encourages participants to discover and explore at each ABC Waters site, capturing their imagination as they learned about the Singapore Water Story.







**CITI-YMCA
YOUTH CAUSES
FOR 2014
EMPOWER LIVES**

YOUths Can Make a Difference! "A Citi-YMCA initiative"

By Chris Ngan
Fundraising Officer

Youth For Causes kicked off with a **BIG** bang at their official launch on 22 May at Hwa Chong Institution. The Guest-of-Honour for the launch was Mr Chan Chun Seng, Minister, Social and Family Development.

Before the pre-selection interview, the teams met with DAS and we mentored and guided them with their proposals in preparation for their pitch to the organiser. We began with nine teams, six of which made it into the 100 teams that were shortlisted by a panel of judges.

DAS is privileged to be one of the top four Volunteer Welfare Organisations (VWO) to have the highest number of teams in this years campaign. Our six school teams come from Hwa Chong Institution, Dunman High School, River Valley High School and Anderson Junior College.

These teams will be organising a series of fundraising events through street sales, a carnival and concert. Their events will take place from June to September island-wide.

If you happen to meet them on the streets, please show your support to these group of passionate student volunteers.

Stay tuned for more information on their fundraising activities on the DAS Facebook page!



Citi-YMCA Youth for Causes is a community initiative launched by Citi and the YMCA of Singapore in 2002. Funded by Citi Foundation, the programme is a catalyst to promote social entrepreneurship and community leadership development among Singapore youths. It provides youths aged 15 to 25 with seed funding, resources and guidance of selected mentors, to execute sustainable social entrepreneurship ideas and business models that benefit and support Voluntary Welfare Organisations (VWOs) of their choice. In teams of four, the youths will learn to budget, raise funds, mobilise volunteers and increase public awareness for the social causes of their VWOs.



If you happen to meet them on the street, please show your support to these passionate student volunteers.

DONATE TO DAS

www.das.org.sg/donate-to-das



A movement supported by over 200 voluntary welfare organisations

Led by





Creating Impact through Innovation

**British Dyslexia Association
9th International Conference
27th to 29th March 2014**

**British Dyslexia
Association**

By: Brenda Horner, Specialist Teacher
Teo Sue-Lynn, Educational Therapist

Marinda Grimbeek—Educational Psychologist and
Geetha Shantha Ram—Director, MOE-Aided DAS Literacy Programme & Staff Professional Development

The British Dyslexia Association's (BDA) 9th International Conference, organised once every three years, was held in Guildford, Surrey, UK.

This year's theme was "Creating impact through Innovation". In other words, focusing on how "innovative research can make a real impact on educational practices" as defined by Dr Julia Carol, BDA Conference Chair. World-renowned researchers in field of dyslexia, including Sir Jim Rose, Maggie Snowling, Professor Donald Compton and our very own Professor Angela Fawcett, all of who are experienced practitioners and policy makers came together to explore aspects of research that promote best practices in the field of dyslexia.

We were glad to have the opportunity to learn from the keynote presenters, workshop speakers and also exchange ideas with the other conference delegates during the three day conference.

Here are some of our reflections:



**Reflections by
Brenda Horner
Specialist Teacher**

It has been a privilege to take part in a conference of this magnitude, and have the honour of presenting our poster to prominent speakers, researchers and visitors. I found the workshops, particularly the maths workshops, to be very interactive, fun and informative. Being able to come away with new and fresh ideas and apply them to your very next lesson is always very exciting for me. The keynote speakers were inspiring, informative and

motivational. Hearing about the latest ideas and what is currently being researched and how soon it will have an immediate and positive impact on our work with children is always heartening. For me the moments of affirmation always stand out. It is good to hear that what you are doing, sometimes from instinct, or through years of experience, has been confirmed as good practice by research.



**Reflections by
Teo Sue-Lynn
Educational Therapist
Parkway Parade**

The BDA conference was an enriching and fruitful experience for me, as I had the opportunity to hear about exciting research and developments in the understanding of dyslexia—its cause, its diagnosis and best practice interventions for dyslexia. I was particularly interested in the practical application of transferring theory into practice of the understanding of dyslexia in the classroom setting. Some of the key learning points I would like to share are:

Research consistently points to considerable variability in dyslexia, that is, dyslexia occurs on a wide spectrum and no two dyslexics are alike.

This suggests that the **teaching approach and type of intervention for dyslexia should cater to the varying needs of the child** (i.e. there is no one size fits all approach). While it is important as practitioners to keep updated with current research to understand **why** a certain teaching approach is used and **how** does it work, we should be flexible enough to understand and

adapt our lessons accordingly to our student's learning needs/abilities.

Addressing the social-emotional needs of each student and helping them to be ready and willing to learn, must go hand-in-hand with literacy remediation.

Students who are emotionally ready, willing and motivated to learn benefit significantly more than would a disengaged, unmotivated child struggling with confidence and esteem issues.

Often a child's misbehaviour in the classroom is symptomatic of an underlying issue or issues. Whilst behaviour management techniques may work in the short-term, addressing the underlying issues that are causing the misbehaviour is likely to lead to success in the long term. Helping the child deal with and overcome these issues that impede learning, like addressing issues such as bullying and friendship problems at school, and equipping them with coping strategies to deal with their emotions and helping them find and nurture their talents all contributes to promoting the social-emotional health of our students.

For instance, viewing dyslexia for its positive traits e.g. strong visual-spatial ability, seeing the 'big-picture', creativity, and being able to think out of the box, helps us to use these strengths to their advantage and customise lessons that help to build on these unique abilities.



**Reflections by
Geetha Shantha Ram
Director—MOE-Aided DAS
Literacy Programme & Staff
Professional Development**

The BDA conference was an eye-opener for me, with its emphasis on research and evidence-based practice, it was encouraging to discuss developments and current perspectives regarding dyslexia remediation with fellow practitioners and policy makers. Among the many benefits of attending this conference, I was able to meet Dr. Lindsay Peer through her session on behavioural management, and she has indicated an interest in working with DAS – what an exciting opportunity for DAS.



EARLY INTERVENTION: A PRACTITIONER'S PERSPECTIVE

OUR DEFINITION

- Looking "deeper" than remediation of symptoms of LD to their underlying causes.
- Starting before birth, ensuring first that a child progresses sequentially through the various stages of development; primitive reflexes are inhibited & postural reflexes are developed.
- Using developmental milestones, ensuring that the child progresses successfully in the various domains (speech, language, motor, social-emotional) as well as develops preparatory skills needed for reading, writing and maths.
- This sets a strong foundation for higher order skills to be built upon and gives the child the 'best start' regardless of whether he/she is at risk of LD.
- "Hothousing" of children before they are developmentally ready to learn or have the necessary foundational skills is not recommended.

4.5 to 6 years

- Independent reading: discuss about characters/story
- Listening comprehension skills: 5W? 1H?
- Explore different genres of books, allow free choice of books
- Guessing games/mystery box to build language & vocabulary
- Multi-sensory games to build letter-sound link (alphabetic principal)
- Phonological awareness activities: segmenting and blending of syllables & phonemes
- Penmanship activities: sight words & 3 - 4 letter regular words
- Point to signs/symbols & explain meaning
- Encourage curiosity, inquire & question about how & why
- Counting objects & connect concepts like give/take away to more/less respectively (concrete representation)
- Games to build peripheral vision
- Threading with beads and following pattern (visual memory)
- Help out with baking (estimation, proportion, sequential skills)
- Swing-ball (co-ordination, gross motor skills)
- Balance on wobble-board & bouncing on trampoline
- Cross-lateral walking & marching
- Build awareness of environment around (orientation, perspective)
- Lego free play (imagination, planning, co-ordination)
- Introduce junior board games/card games
- Help in simple household chores & take care of younger siblings
- Teach responsibility & independence
- Opportunities to initiate sharing with friends

Receptive Language



- Listening comprehension: listens and answer (Who, What, Where, When) questions
- Categorization: words can be put into categories

Speech/ Expressive Language



- Compare objects
- Accurately recalls events sequentially
- Range of words to describe idea of time, shape, context
- Specific words to communicate meaning
- Combines words in sentences and asks more complex questions
- 90-100% of spoken language understandable

Literacy Socialization



- Start to choose and talk about favourite books.
- Starts independent reading.

Print Knowledge



- Learns Alphabetic Principle. Recognizes and knows all the letters of alphabet and their corresponding sounds. Begins to match sounds to letters.

Phonological Awareness



- Able to produce rhyming words. Able to identify first and ending sounds of words. Able to segment words into syllables. Begin to segment words into individual sounds (3-4 phonemes) and count number of sounds. Learn to blend individual sounds (3-4 phonemes) into words.

Reading



- Recognizes more high frequency sight words. Starts to track print. Begin to read simple short stories independently

Writing



- By 60m, cuts consistently on line using scissors. By 72m, able to copy capital and small letters. Hand-eye coordination improves significantly. Holds a pencil with correct tripod grip and writes name. Starts to print on line with letters of appropriate size. Learns to spell using phonemic awareness and letter knowledge. Learns conventional spelling for some sight words and simple regular words.

Maths



- Able to think more abstractly (relate number to quantity without concrete representation). Use number sense to solve basic problems. Start to develop automaticity for number facts and do applied maths.

Social-Emotional



- Want to please their friends. Develop empathy. Distinguish between fantasy and reality. Likely to agree to rules. Begin to develop self-help skills and independence. Can entertain themselves.

Triumph in Tokyo!

EARAS—East Asia Joint Symposium on Reading & Spelling
Teikyo Heisei University—Tokyo, Japan

By Angela Fawcett DAS Academic Director and
Priscillia Shen, Director—Undergraduate Programmes, DAS Academy

In February 2014, Angela Fawcett, Priscillia Shen and Thomas Sim attended EARAS, the 2nd East Asia Symposium on Reading and Spelling, at Teiko Heisei University in Tokyo, to represent the Dyslexia Association of Singapore. Angela and Priscillia gave presentations, and Thomas presented a poster. The meeting attracted delegates from Singapore, Japan, Hong Kong, Korea, Taiwan, Tunisia and the UK.

Angela reports that, "as Academic Director for DAS, this conference was exceptionally interesting to me, with the blend of Chinese and Japanese language research presented. Professor Akiro Uno, the chair of the conference, whom I know from a series of meetings and conferences, has agreed to join the editorial board for our new journal *Asia Pacific Journal of Developmental Differences*. I was able to commission a number of articles for the journal, including one from Professor Taeko Wyndell from Brunel University, UK, the keynote speaker on the incidence of dyslexia across Asia, who has also agreed to join our editorial board.

Thomas' poster went down well, and his work on

self-esteem is very interesting to me – increasing literacy by simply raising the self-esteem of children with dyslexia seems miraculous.

Priscillia and I presented in the same session, and my work on the importance of early screening was well received. Priscillia's presentation was brilliant and her studies on developing support for Chinese speakers was very well received and complimented.

Priscillia gave a Japanese greeting, and she was poised, confident and presented beautifully this being her first international conference. A request for support from the DAS on setting up pre-school support was received, building on our success in Singapore with this initiative. Thomas was asked to present the toast at the conference party, where we met informally to discuss research and honour the best presentations. I welcomed the opportunity to be involved in chairing and other academic aspects of the conference, and was thanked for my contribution to questions, and judging the best quality posters and presentations.

From a personal viewpoint, having only visited Japan once before many years ago for a conference in Kyoto, I was amazed at the size of the hotel rooms – we couldn't even fit our cases in the room! I found people extremely charming and welcoming and exceptionally polite, it was not always clear when protocol demanded we should all stop bowing. We thoroughly enjoyed our visit to the Senjosi temple escorted by colleagues from the University, and travelling on the Tokyo transport network, which was a marvel in itself. It was good to make new friends and meet up with many of the delegates again at the recent British Dyslexia Association conference in Guildford, UK.”



Priscillia reports that, “being able to present at the EARAS was indeed a great opportunity for me to meet many like-minded researchers from different countries and share various experiences that inspire a lot of ideas for collaboration and research. Throughout the conference I was impressed by the hospitality of the conference organisers, especially by Professor Akiro Uno. They were very warm and welcoming, making us feel very much at home. As it was my first presentation at an international conference, I was anxious and excited at the same time. Angela was very encouraging and helped me by going through my slides, which calmed my anxious mind, knowing that I was well on track.”

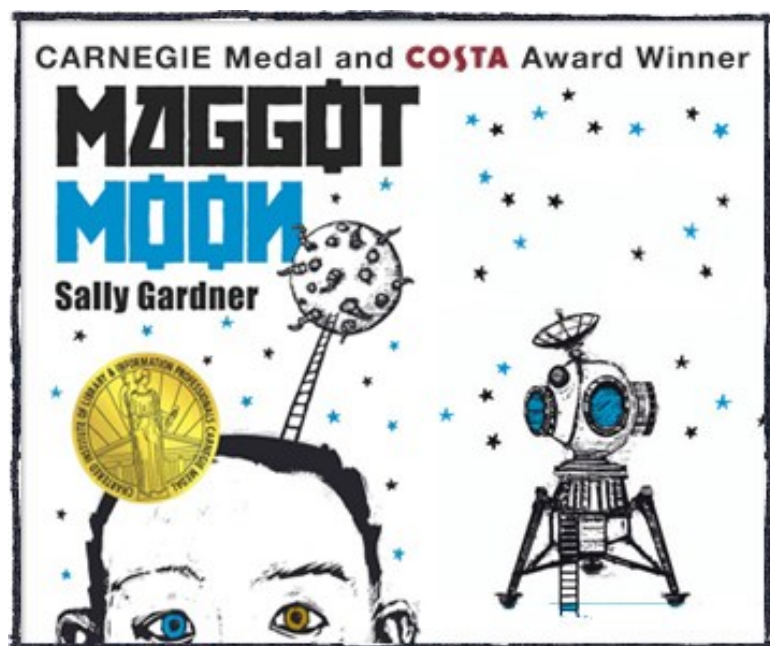
“In my presentation on “Chinese Language Support for Dyslexic Children in Singapore”, I shared the research efforts of the Chinese team which led to the development of our Chinese Programme in DAS, and also the positive findings of our research. I was glad that it had raised interest from the audience. I welcomed the questions and feedback received, especially from Professor Taeko Wydell who had given me



invaluable suggestions on my presentation and research. During my short stay in Tokyo, not only was I able to establish new friendships with the Japanese hosts, but also with Professor Hung Li-Yu and her team from National Taiwan Normal University. They were very enthusiastic about EARAS, and as it is being held in Taiwan next, so I wished them all the best and success!”

The next conference of EARAS will be in Taiwan in March 2015, and it seems to us an excellent venue for young staff to have their research evaluated— a small, informed and supportive gathering. It was certainly an all round success for DAS and we look forward to continued links with both EARAS and Japan in the future!





THE MIND BEHIND “MAGGOT MOON”

by Michelle-Lynn Yap
Director, Continuing Professional
Development— DAS Academy

The National Book Development Council Singapore (NBDCS) had contacted my Executive Director, Dr. Thomas Sim, to invite a member from the DAS Academy to moderate a session for Ms. Sally Gardner during the recent Asian Festival of Children's Content (AFCC) 2014. The reason for this invitation is because Sally was an author with severe dyslexia.

Sally, an award-winning author, was only diagnosed when she was 12, and struggled throughout school when most people thought she was not bright as she could not read and spell accurately. In fact, she had changed her name from Sarah to Sally as she felt it was more structured, versus the 'h' in Sarah that as she describes - often went for a walk and appeared in all the wrong places in her name when she tried to spell it.



Michelle-Lynn Yap and Sally Gardner

She recently won the Carnegie Medal and the Costa Children's Book Award 2013 for her wonderful book entitled "Maggot Moon" - a critically acclaimed piece of young-adult fiction that has garnered her much praise.

The book sees the main character, Standish Treadwell, an adolescent in a fictional dystopian country called 'Motherland', becoming the unsuspecting hero despite his dyslexia. I have had the fortune of reading this book, a chance find because I was attracted to the cover. It turned out to be a real a page-turner as it is not your typical young-adult content.

An example of this is when a student is beaten to death by a teacher. More information on this book is available at www.maggotmoon.com/book.php, and it is also at this site that you are able to watch a short animation of how someone with dyslexia views words on a page while reading.

In her session for Asian Festival of Children's Content entitled "Mastering the Art of Dyslexia: An Author's Journey", she shared what it was like to have dyslexia, how she became a writer, and that she fully subscribes to Einstein's belief that "imagination is more important than knowledge".

As a successful writer, she has been interviewed by magazines like Times, and one question that she is frequently asked is "How do you write?". Her answer to that question is simply, "I write on a laptop". More often than not, the answer is

followed by more questions such as, "Do you have a ghost writer?... Do you use *dragon dictate*?", and again Sally will say, "I write on a laptop". The reaction to that appears to be "How can you? You are dyslexic." To this she rolls her eyes and affirms that there is nothing wrong with her physically, so hence the ability to type perfectly well in order to produce a story. This is not to say she writes seamlessly without issues. To manage her writing, Sally makes a conscious effort to double space her work, uses the spell-checker, and works closely with one person who proof-reads her work and understands how she

works and what she is trying to say.

Sally is a successful person with dyslexia, and joins the ranks of authors with dyslexia such as Hans Christian Anderson, Agatha Christie, and WB Yeats. She is an inspiration for this generation of young learners with a learning difference, and is living proof that someone with dyslexia can cope and succeed.

Some of Sally's words of wisdom.....

"imagination
is more
important
than
knowledge".

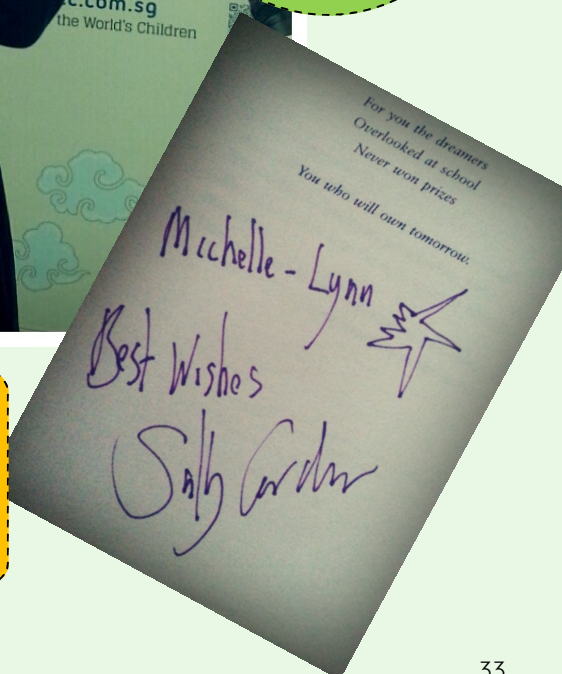
We all can sing, but sometimes,
one voice will rise out of the
crowd and it is that voice that
we need to listen to. We need
to listen to the voice of the
writer, the voice of
imagination.

Ask children what
car they think they
are, and then ask
them what gear
they are currently
in, and why. Give
children a dream -
whatever car they
are, they can and
will slowly
progress to the
next gear.

Imagination is
the fuel of
civilisation. How
can a child leave
school with less
imagination than
when they
entered?

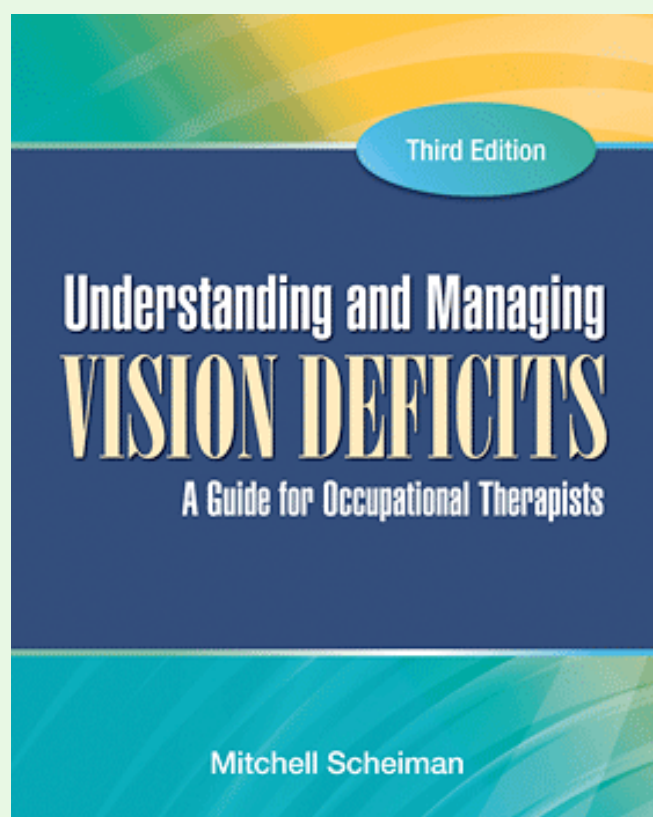
" I WRITE ON A LAPTOP" ...

there is nothing wrong with me physically, but I do
need a spell-checker and a proof-reader to help me to
be a successful writer.



Understanding and Managing Visual Deficits in Children

By Titus Lim
Occupational Therapist



I was truly blessed to have the opportunity to visit the United States in April 2014. I attended a vision workshop seminar in Missouri on '**Understanding and Managing Visual Deficits in Children – A Guide for Occupational Therapists**' that was conducted by **Dr Mitchell Scheiman, OD COVD**.

The seminar was well-attended by occupational therapists from different parts of the United States. However, I was the only overseas participant and not to mention, the only male occupational therapist. It was an enriching educational trip for me, as I was able to share details about my role and clinical responsibilities in DAS to some of the participants. Somehow, it is unheard of in the states or at least within the

state of Missouri, for occupational therapy to be part of the management of dyslexia.

Understanding and managing visual deficits was the main highlight of this seminar. Dr Scheiman, in his lecture, reported that a moderate percentage of children with learning disorders may also have visual deficits. However, many of these children often go undetected and they do not receive the required investigations and interventions by optometrists in the United States.

One of the possible reasons might be that most of the optometrists are in refractive optometry practice that involves testing for refractive errors such as short-sightedness, farsightedness, astigmatism, and prescription of lenses. Similarly, a majority of the optometrists in Singapore might be in the field of refractive optometry, and therefore services for poor eye movement coordination and poor eye accommodation problems are seldom provided.

Occupational therapists are generally interested in vision and remediating visual-related issues as these challenges can have a negative impact on their daily functional activities such as: self-care, work, play, and/or leisure. For instance, vision challenges can cause students to perform poorly in writing or copying tasks; and create difficulties for individuals who are learning to drive a car.

Individuals with learning disorders may also have visual deficits that can impact on their daily living. In view of this, it is therefore important to also consider vision assessments and visual remediation in the management of dyslexia.

Although it was only a two-day vision seminar workshop, the wealth of information on the topic

was tremendous and almost overwhelming. I was indeed very blessed to have made many new OT friends at the seminar and have seen some parts of Missouri.

After the seminar, I was honoured to be invited by the Occupational Therapy Department of the Ranken Jordan Pediatric Bridge Hospital for a day visit on 28 April. The word 'Bridge' was added to the name of the hospital recently as the medical facility aims to transit the patients from the hospital to the community with a mission statement of - 'Transitioning Kids from Hospital to Home'.

The Ranken Jordan Pediatric Bridge Hospital is a private sub-acute care hospital for infants, toddlers, children, and teenagers who may require step-down medical and rehabilitative care services for both inpatients and outpatients.

During the hospital visit, I had the privilege to observe occupational therapy sessions of infants, children, and teenagers with neurological and orthopaedic conditions. Some of the medical conditions of the stay-in patients and outpatients included Down's Syndrome, traumatic brain injury, congenital cardiac complications, spinal injury, osteogenesis imperfect (i.e. brittle bones), feeding and swallowing disorders, hydrocephalous, as well as, respiratory incapacity.

The visit was an excellent platform to share about the paediatric occupational therapy practices in

Singapore with the occupational therapists at the Ranken Jordan Pediatric Bridge Hospital and it was found that there are common occupational therapy practices between paediatric occupational therapists in Singapore and the United States.

However, it appeared that occupational therapy practice with the dyslexic population in the United States, in particular within the state of Missouri, is uncommon, as occupational therapists are not known to be involved in the remediation of persons with dyslexia traditionally.

The discussion was beneficial to the Ranken Jordan occupational therapists to have a better understanding of the clinical role of an occupational therapist within the dyslexic community. The occupational therapists were thrilled to know about the non-traditional role of an occupational therapist in DAS and the types of services that are available to students with dyslexia and possible clinical co-morbidities such as motor-planning challenges, handwriting difficulties, visual deficits, attention deficits, and sensory processing disorders.



Yishun Junior College Volunteers

By Hannah Lim
Yishun Junior College



For many of the volunteers from Yishun Junior College 24 May was a day of firsts. It was the first time we have volunteered at DAS, the first time that we have had the opportunity to read with younger kids and the very first time working with children with dyslexia.

We had a wonderful time interacting with the children at DAS. The kids were active and were fun to interact with. Initially we realised that it was easier to gain the attention of our students by doing activities that required more movement and more interaction as compared to those where they stayed in their seats.

The interaction with the children at DAS has really changed our understanding of dyslexia. We didn't know what to expect and it was our perception that these children were not able to learn as we do. However, this volunteer project has changed our perception and has cleared up any misconception about their ability to learn. We now know that people who have dyslexia behave normally, however they have slight problems with reading and writing. We strongly

admire their preserving spirit to continuously learn despite their difficulty. We are inspired to have the same enduring spirit when we approach our study for our exams and to never give up in spite of any setbacks that we may face.

Reading and interacting with the children was a rewarding experience as well as helping to make more library resources available to them. We hope we have encouraged them to embrace the habit of reading.

Background:

More than 50 students from the Yishun Junior College Outdoor Adventure Club came to DAS on 24 May to read to the students for the Chinese Reading Programme. They also acted out one of the stories for the children. In addition, they also helped to label the Chinese library resources. Their volunteering efforts are greatly appreciated and has made an impact on our students at DAS.

Kong Run Yui
Chinese Remediation Programme Manager





StarHub gives dyslexic children help they can count on

By Jacqueline Song
Senior Fundraising Officer

In today's rigorous educational landscape, children are often scolded for being careless, inattentive and lazy. However, for over 20,000 children in Singapore, the real culprit is dyslexia, a learning difference which impacts reading, spelling and writing. That is why StarHub, as a firm believer in the importance of education, is sponsoring \$160,500 for Dyslexia Association of Singapore's (DAS) Maths Programme for dyslexic students from low-income families.

"StarHub is a socially responsible corporate citizen who regularly supports individuals and

groups within the community through the StarHub Sparks Fund," said Mr John Tan, Chief Information Officer, StarHub. "StarHub is happy to sponsor DAS's Maths Programme, one of their Specialised Educational Services, to help children with dyslexia cope better with maths education. After all, the understanding and application of mathematics is so fundamental for survival in today's world.

"By empowering the children to overcome this learning difficulty," elaborated Mr Tan, "they can better realise their full potential, achieve their dreams and ambitions, and so grow up to make their own difference in society."

Mr Tan (pictured to the left) was speaking at the StarHub-DAS Challenge held on the afternoon on 3 June, where 30 StarHubbers—as StarHub employees are called—partnered 32 beneficiaries from DAS's Maths Programme to complete various maths activities at stations around StarHub Green.

The aim was to provide StarHubbers with greater insight into the challenges faced by children with dyslexia. He also presented the cheque for \$160,500 for StarHub's sponsorship of the Maths Programme to Dr Jimmy Daruwalla, President,



Mr John Tan, Chief Information Officer, Starhub presenting a cheque for \$160,500 to Dr Jimmy Daruwalla, DAS President at the Starhub Challenge

Executive Committee, DAS.

"DAS is very grateful to StarHub for their most generous support of our Maths programme," said Dr Daruwalla. "International research suggests that 50% to 60% of dyslexic children will also have difficulties with Maths.

This is compounded in Singapore where Maths is generally of a very high standard and a large proportion of test questions are represented in word problems. This means that other than difficulties with numbers, children with dyslexia have to first read and comprehend these word problems before they can tackle the Maths.

"International research suggests that 50% to 60% of dyslexic children will also have difficulties with Maths."

"StarHub's support will allow many dyslexic children from lower income families to access our Maths programme where they will learn strategies to overcome their difficulties with Maths."

The children themselves are already benefiting from the Maths Programme.

"DAS has helped me to remember the steps to working out the Maths sums in a better way," revealed student Chia Bing Ying. "The classes at DAS learning centres are fun and filled with activities and friendly teachers and friends."

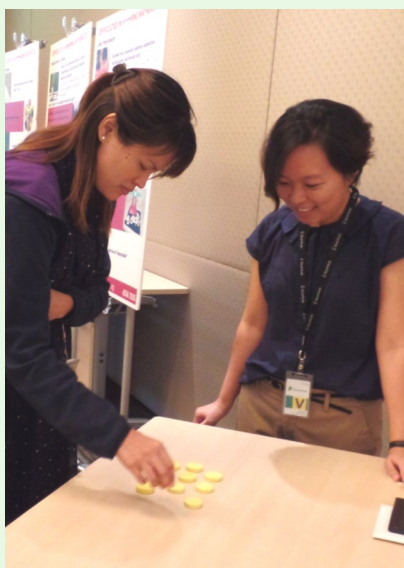


Thank you



Fun and Features





MY INNER WORLD

A CELEBRATION OF DYSLExIC MINDS

On Sale Now

\$10

Available at all
DAS Learning
Centres

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 \$10 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



Vital Visionary

Robin Moseley

Helping Dyslexic People Achieve

By Deborah Hewes
Head - Publicity and Publications

Robin Moseley joined the Dyslexia Association of Singapore as a member of the Executive Committee in 1996. He then took up the position of Chief Executive Officer in 2002.

Robin is a teacher and Chartered Educational Psychologist with over 46 years' experience. He qualified as a teacher at Newland Park College, Institute of Education, Oxford University in 1968 and started work as a teacher in London where he specialised in teaching children with learning, emotional and behavioural difficulties. In 1973, he qualified as an Educational Psychologist after studying at Birkbeck College, the Institute of Education and University College, all three institutions being part of London University. He holds three degrees in Psychology, Child Development and Educational Psychology. Robin practised as a psychologist in Essex, London and Herefordshire and then in 1982 started working for the British government in Cyprus and from 1985 in Hong Kong. For six years, he was a part-time tutor in Educational Psychology at Hong Kong University.

Robin moved to Singapore in August 1992 to work at Tanglin Trust School where he was Consultant Educational Psychologist and Head of Learning Support. He has been the Chief Executive Officer of the Dyslexia Association of Singapore (DAS) since September 2002.

Robin was instrumental in creating a new vision and mission for DAS which over the last 12 years

has grown into a social enterprise that can claim to be one of the largest Dyslexia Associations in the world, in the context of staff, students it supports, scope of services and its annual turnover.

Robin, a proud dyslexic, has a passion for helping all individuals with learning differences. His vision for DAS has allowed the organisation to grow and support thousands of children with dyslexia as well as enabling others who support those with learning differences by providing professional development opportunities by the way of workshops and courses, international conferences and tertiary programmes.

He has also ensured that DAS empowered its parents with the skills to support their child at home by sharing of his personal story and by providing a series of DAS workshops and courses to meet that need.

Robin will retire from DAS on 31 August 2014, DAS would like to wish him all the best in his retirement. Robin's legacy will continue to grow and meet its mission for people with dyslexia in Singapore.

“To build a world class organisation dedicated to helping dyslexic people and those with specific learning differences in Singapore.”

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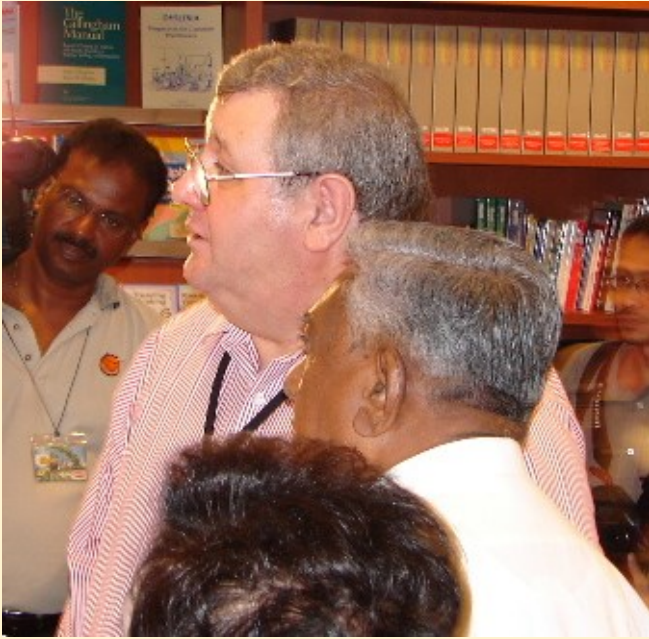


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12



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13

1. Robin flanked by DAS Colleagues, Lee Siang (l) and Kevin Smith (r) in Hong Kong working with the Tung Wah Group of Hospitals
2. Last minute work at DAS 21st Anniversary Dinner 2012, with CFO Corina Lai on the left
3. Also at the 21st Anniversary Dinner at the VIP table with Mrs Goh Chok Tong, DAS Patron and Mr Tharman Shanmugaratnam, Deputy Prime Minister and Minister for Finance
4. Robin sharing his experiences at a DAS Toastmasters Meeting in 2013.
5. Receiving an award for services to DAS at the 21st Anniversary Dinner
6. Presenting a certificate to Ashraf Samsudin, Director of DAS Specialised Educational Services
7. Talking with President Nathan in 2006 at the new Dyslexia Centre at Spring Opening.
8. At Spring Dyslexia Centre, 2006
9. At his desk, 2007
10. With DAS Patron, Mrs Goh Chok Tong, Mr Tharman Shanmugaratnam, at the time, Minister for Education and the DAS Executive Committee
11. Presenting a volunteer with a certificate of appreciation
12. DAS Conference 2009, with (l to r) Gaynor Brookes, Prof. Angela Fawcett, Harshi Seymar and David Fawcett.
13. One of the first DAS Student Graduations in 2007 with the guest of honour Mr Tharman Shanmugaratnam.
14. Robin with Corina Lai, CFO (l). Gaynor Brooks (r), XX and Kevin Smith at the first Dyslexia Conference in 2009

My Journey to DAS

Robin Moseley

Chief Executive Officer
Dyslexia Association of Singapore



I stepped into a classroom in a not very nice area of London as a qualified teacher for the first time on Monday, 2 September 1968. Never in my wildest dreams did I think that 46 years later I would end my career as a CEO in Singapore.

At the time I was too anxious to think of anything but survival. My class had 52 pupils and only seven could speak English. Fortunately I had taken over my class from a very eccentric and absent-minded man. Once, he set a London double decker bus on fire by throwing his cigarette into the collection box instead of his used ticket. He often forgot to turn up for lessons so the class had learned to fend for themselves. Luckily they were able to show me how to run a classroom and I learned more about teaching from my class than I had during three years of teacher training.

Although I found teaching to be very demanding, I quickly grew to love it. Significantly, in that first class, there was an 11 year old who could barely read or write and it was through helping him that I began to realise that both he and I were dyslexic. I had never heard of dyslexia before this.

Looking back now, I realise that my father was probably dyslexic. He was a very bright man but worked as a draughtsman for British Railways, a job that he hated. He was a skilled artist and I have some of his drawings still. He was wise and witty, although often depressed. I remember that my mother handled all the family correspondence, usually with my father dictating what to write. Sadly, my son has inherited my dyslexia and has struggled to overcome his difficulties.

I hated school and was delighted when I left for the world of work. My secondary school days were particularly unhappy. In those days in Britain, children took a selection test at age 11 to determine which type of secondary school they would attend. As the test involved mainly reasoning puzzles, which I enjoyed and was good at, I was selected for an academic grammar school. What a disaster! I had only started to read fluently at nine and still could not write very well. The next few years were a misery and I became a successful truant. My teachers never complained when I was missing from their classes and I suspect they were only too pleased not to see me in their lessons.

Fortunately, I became much more successful in real life. This is true for many dyslexic people and there is one obvious reason for this. At school, a student cannot go to his teacher and say, "I am not very good at writing, so let's cut it out of the curriculum." He is far more likely to be told to repeat the writing assignment and his parents - anxious to help - send him to extra writing tuition. As a result, dyslexic children often end up concentrating on all the areas with which they have difficulty and spend little time enjoying those areas where they can be successful. And then, people wonder why dyslexic children get depressed and can be badly behaved.

In real life, of course, you can often concentrate on the areas you are good at and largely ignore all those activities in which you are poor. For instance, you will never see me on a dance floor as I have very poor motor coordination and look

ridiculous when attempting to dance.

Dyslexics need good strategies in order to succeed. My best strategy was to marry my wife, Glynis, who has loyally and ably supported me for nearly 50 years. I discovered I was good at understanding and working with people. I came to understand my own profile of weaknesses and strengths and learned to maximise my strengths. I set about learning to spell by rote and practised until I could spell all common English words. I still cannot easily distinguish the sounds in words, and therefore have to learn by heart new words and names. Technology has also helped enormously and I have been very lucky to live in a world of fast developing computerisation.



Although people have “discovered” many cures and solutions to solve the problem of dyslexia, my own experience is that skilled diagnosis and teaching, together with hard work and persistence, is the key to success. What motivates me in my work with the DAS is the thought of so many children still suffering in school, as I did over 50 years ago, when they could so easily be helped to succeed.

In Singapore today, the DAS is helping over 2,600 dyslexic children to achieve success, but that still leaves many more dyslexic students who have not been identified and are not receiving the help and support they need. We can and must help these children and young adults.

I suppose like many dyslexics, my career has just happened without any planning. I started as a teacher, but I quickly found that I liked teaching children with learning issues so I studied psychology in the evenings whilst continuing teaching full-time. I then trained as an Educational Psychologist and this became my role for the next 36 years.

In 1982, I became an expatriate working in Cyprus, then Hong Kong and finally in Singapore, where I have lived for the last 22 years. Of all the jobs I have had over the years, I can sincerely say my time with DAS has been the most satisfying. Helping so many dyslexic children succeed has been great, but it is the great pleasure of seeing young people becoming outstanding professionals with DAS that has been the greatest joy.

Although my career of 46 years has come to an end, the problems caused by dyslexia and other specific learning differences will continue for generations to come. Therefore, the work of the DAS has only just begun and many challenges and opportunities lie ahead. I leave Singapore happy in the knowledge that DAS will continue to grow and develop to meet the needs of children and adults well into the future.

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Why do I want to work with the Dyslexia Association of Singapore?

By Angela Fawcett
Academic Director

My original involvement with DAS started many years ago, with a first visit to lecture as part of a world tour for my publishers, Pearson Education. This took me from San Francisco, to Hong Kong and the Philippines, ending in Singapore. The trip was really hard work, lecturing all day 8.30-5.30 for 2 days in each area, having my photograph taken with 250 delegates individually, signing their certificates and shaking their hands. In my final destination, Singapore, I gave a short lecture and then we went to Raffles for Tiffin. Amazing! So my initial impressions of Singapore were of a safe haven, which seemed like a second home to me.

I had the privilege of meeting Robin Moseley at many British Dyslexia Association and International Dyslexia Association conferences in the UK and USA. We shared an instant rapport through our experiences of dyslexia and of studying as mature students. I developed immense respect and affection for Robin, and admired the changes he had been able to make at DAS. My husband David and I became personal friends with Robin

and Glynis. We discussed my work in early screening and intervention and in 2009 when DAS planned a conference on that topic, I was invited as keynote speaker. In 2010, I started lecturing on the Masters course, supervising the Masters dissertations for Michelle-Lynn Yap, June Ho and Priscillia Shen, lecturers from DAS Academy staff, amongst others. I was delighted with the success they were able to achieve!

In 2011, I had taken retirement from my Chair in Child research at Swansea University, and I had begun to think my academic career might be over. Truth to tell, I was bored with retirement after 3 months! So I was happy to continue mentoring the staff in Singapore.

When Robin asked me if I would consider a role as Academic Director for the DAS in 2012, working from the UK and visiting three times annually, I was delighted. So how has this worked out and what have I learned?

Pictured above: Angela was the Guest of Honour at the DAS Academy graduation for Allied Educators in 2012. She is in the centre wearing grey, on the far left is Robin Moseley and on the far right is Lee Siang, CEO Designate of DAS. Michelle, June and Priscillia are also present, Michelle is second to the right of Robin in the back row showing the victory sign, June in white and Priscillia in navy are directly to the left of Siang in the back row. Pictured left is Angela at the 2013 Allied Educators Graduation ceremony, seated next to Dr Thomas Sim, Director of DAS Academy.

I have learned that DAS is the largest and most successful Dyslexia Associations in the world, working with 2600 children....

I have learned that DAS has a depth and breadth of understanding of dyslexia that is second to none, and I speak as Vice President of the British Dyslexia Association.

I have learned that DAS is the largest and most successful Dyslexia Association in the world, working with 2600 children, many with financial support from the MOE. I have learned that the DAS has a depth and breadth of understanding of dyslexia that is second to none, and I speak as Vice President of the British Dyslexia Association. I have recognised a willingness to self evaluate and to regularly upgrade provision to ensure that our children receive the best support tailored to their needs. I have worked with staff whose warmth and concern have moved me, and whose ideas excite me. I have begun to understand the problems faced in a multi-lingual society. I have had the opportunity to set up a new journal and to continue to make an impact internationally with my ongoing links. Most recently, I had had the opportunity to present at the EARAS in Tokyo Japan, with DAS staff, and I hope to be attending their next conference in Taiwan next March.

So will I be happy to continue working with DAS when Robin retires, as he will shortly, and moves back to England. Naturally we will remain friends with Robin and Glynis and maintain our contacts over the years. However, I will also be delighted to see DAS moving forwards in the safe hands of Lee Siang, and to work with Thomas Sim as the new Director of Research.

My role with the DAS has brought me new friends and new opportunities, and I have been particularly impressed by the calibre and enthusiasm of the staff. Thank you for your friendship, your co-operation and for the very real strides you have all made in developing your skills in publishing as we continue to work together. Having started late, I am not ready to stop just yet, and I hope to share many further fruitful years with you all!



2014 DAS STUDENT GRADUATION CEREMONY

CONGRATULATIONS TO OUR GRADUATES

Lee Siang
Chief Executive Officer – Designate
Dyslexia Association of Singapore



The DAS Annual Student Graduation Ceremony is a celebration. It highlights the successes and achievements of our students not only in their academic performances but also their strengths and talents in many different areas. The 165 graduating students this year have attained a competency in literacy that will facilitate their success in school and their overall learning journey. Students who are receiving the Special Achievement Award and the OCBC-GTIB DAS Scholarship have demonstrated exceptionally high levels of commitment and determination in their pursuit of success in Sport, Arts or simply All Round Excellence.

We are most grateful to the OCBC Global Treasury and Investment Banking Team for their wonderful donation which allowed DAS to set up a scholarship for deserving students. This is the second year that this scholarship is being awarded and the scholarship panel has identified eight outstanding students who will receive \$5,000 to attend various DAS programmes.

At this year's graduation we also celebrate the success and achievements of our alumni, past students who have continued to excel. We are very pleased to present for the first time, the DAS-OCBC Scholarship to two DAS Young Achievers Zen Heng and Teo Heng Soon. They will be able to use their \$5,000 scholarships to attend various courses to enhance themselves academically or personally. We look forward to these outstanding young people being an inspiration and role-models to our current students. I am sure parents will also take heart from their fine example.

A wise dyslexic once told me that he is more successful in life than back in school where he received little support. Dyslexic children in Singapore are now more fortunate as they benefit from MOE's progressive approach. Our graduates and award recipients have thus been able to demonstrate that they can be successful both in school and in life. Let's congratulate and wish them well together!



By Deborah Hewes
Head of Publicity and Publications

One of the largest DAS student graduation ceremonies occurred on Saturday, 7 June at the Furama Riverfront Hotel. Our Guest of Honour for the ceremony was Mrs Grace Chua, Deputy Director, MOE Education Services Division. Prior to the ceremony, Mrs Chua was able to mingle with the 165 DAS graduates where she had a chance to ask them about their learning journey with DAS.

Also in attendance were representatives from OCBC Bank, Mr Jason Ho and Mr Kenneth Lai, who had the pleasure of awarding 10 of our students with the OCBC-GTIB DAS Scholarships.

After the welcome speech by DAS Vice President, Mr Eric Lee, and Mrs Chua's presentation, a musical performed by our talented DAS students and DAS Staff entertained the audience. The musical was one of the highlights of the afternoon.

After the certificate presentation, all the students gathered for the final photo of the day, watched by their proud parents. Thankfully, we managed to gather everyone for the group shot.

DAS Graduates were quick to sign up on the DAS Alumni register. We hope that they continue to stay connected with DAS as they are all excellent role models for our current students.



Above Left: Mrs Grace Chua, Deputy Director MOE Education Services and above Mr Eric Lee, DAS Vice President

Congratulations to all

SPECIAL ACHIEVERS AWARD

Recognition of Excellence



HASYNA NUSYURA NUR ADLY

Excellence in Arts

Hasyna is a responsible and diligent student who excels in both her academics and in Co-curricular Activities (CCA). She has taken part in various competitions, including a Sound Amplifier competition where she was awarded recognition for her sound amplifier design. As a CCA leader, she has represented her school in 3 National and Interschool Archery competitions and won both silver and bronze medals for all of them. Hasyna is also an outstanding artist who has contributed excellent pieces of artwork for Tampines Learning Centre's art gallery.



CHOO JIAN HAO

Excellence in Sports

Due to his amazing talents in Sports, Jian Hao entered Saint Andrew Secondary School through the Direct School Admission. He has since helped his school achieve first place in the annual Kiwi Cup, and led his team to their first Championship in 23 years in the Goh Keng Swee Rugby Competition. He has also won an individual Shot Put gold medal during his School's Annual Sports Day. We would like to congratulate Jian Hao on his tremendous achievements in sports and hope he continues to display such strong determination in his learning as well.



JOSHUA WEE YU SHUEN

Excellence in Academics and Robotics

Previously at Saint Joseph's Institution, Joshua has represented his school in the National Junior Robotics Competition in 2011. In 2012, he won the National Instruments Labview Award and in 2013, Joshua represented his school in the FIRST LEGO League Singapore Competition and was awarded the Team Spirit Award. He later represented Singapore in the FIRST LEGO Asia Pacific Invitational Championships in Sydney, Australia, and was awarded the Strategy and Innovation Award. He has since continued his passion for Robotics in his new school, the School of Science and Technology. We believe Joshua will continue to excel in both academics and Robotics in the future.

SPECIAL ACHIEVERS AWARD

Recognition of Excellence



LIM SONG HAO IAIN

Excellence in Gymnastics

Iain is currently a member of the Gymnastics Team for Saint Joseph's Institution. In the 2013 National Primary Schools Artistic Gymnastics Championship, Iain came in third position for the Individual All-Around, Parallel Bars and Rings, and was second place for the Horizontal Bar. Iain has also excelled academically, attaining a Distinction in 2013 for the Raffles Institution Primary Mathematics World Contest.



YONG HWEЕ LEXTER

Excellence in Academics

Lexter has come a long way at DAS. Through the initial struggles and challenges, Lexter has developed a resilient and tenacious character with a positive outlook towards life. In 2013, Lexter emerged first in class and received his first ever academic award from Tao Nan Primary. Lexter is truly an inspiration to DAS students who struggles not only with Dyslexia, but other learning difficulties as well.



DREA LAI JIE NING

Excellence in Dance, Sports and Overall

Drea is currently schooling at Haig Girl's school, and is the CCA leader for their Chinese Dance Club. The Dance club has attained the Gold award in the 2012 Singapore Youth Festival. In 2013, Drea was awarded first prize for the Lyrical Troupe and Song & Dance categories in the 15th Singapore Dance Competition. In addition, Drea has achieved tremendous results in Taekwondo competitions, and in 2013, she received the 1st Dan Black Belt awarded by the Singapore Taekwondo Federation.

SPECIAL ACHIEVERS AWARD

Recognition of Excellence



DARSHINI APPANDAI

Excellence in Dance, Academics and Overall

Darshini has held the position of Treasurer for her Indian Dance CCA in 2012, and is currently the Vice-Chairman. She was awarded the Edusave Good Progress Award in 2013, the Edusave Character Award in 2012 and the Edusave Eagles Award in both 2009 and 2010. Darshini also has a passion for the community, and is currently a newly joined volunteer with the Bukit Batok East Constituency Office.



TAN QUN JIE ATHENS

Excellence in Sports

Athens has achieved tremendous results in the area of sports. He was in the Softball Team for North Vista Primary school, leading his team to the championship title in the 2013 National inter-school Softball competition. He was awarded the Most Valuable Player Trophy in that competition. Athens has also participated in the Baseball (Pony) Asia Pacific tournament and achieved fourth placing. He was awarded the Edusave Eagles Award in 2013.



YOUNG ACHIEVERS AWARD

Recognition of Excellence



HENG YI ZEN

Excellence in Academics and Leadership

Yi Zen pursued his diploma in Accounting and Finance at Temasek Polytechnic in 2011. When he was at Victoria School, Yi Zen diligently worked hard to produce high standards of performance, in both his academic studies and Co-Curricular Activities. He was a member of the Victoria School Scouts as well as the Track and Field Team. As a scouts member, Yi Zen was appointed patrol leader in 2009. His exemplary leadership and commitment won him the respect of his juniors and peers, and this contributed to the success of the unit achieving the Gold award at key inter-school competitions. As a member of the Track and Field, he represented the school in various athletics meets, and was placed in the top eight position in the National Inter-school Track and Field Championship. In addition, Yi Zen has achieved tremendous awards in National Championship Canoeing competitions throughout 2011 to 2013. Yi Zen's excellent character and perseverance, coupled with his leadership abilities, earns him the well deserved Young Achievers Awards.



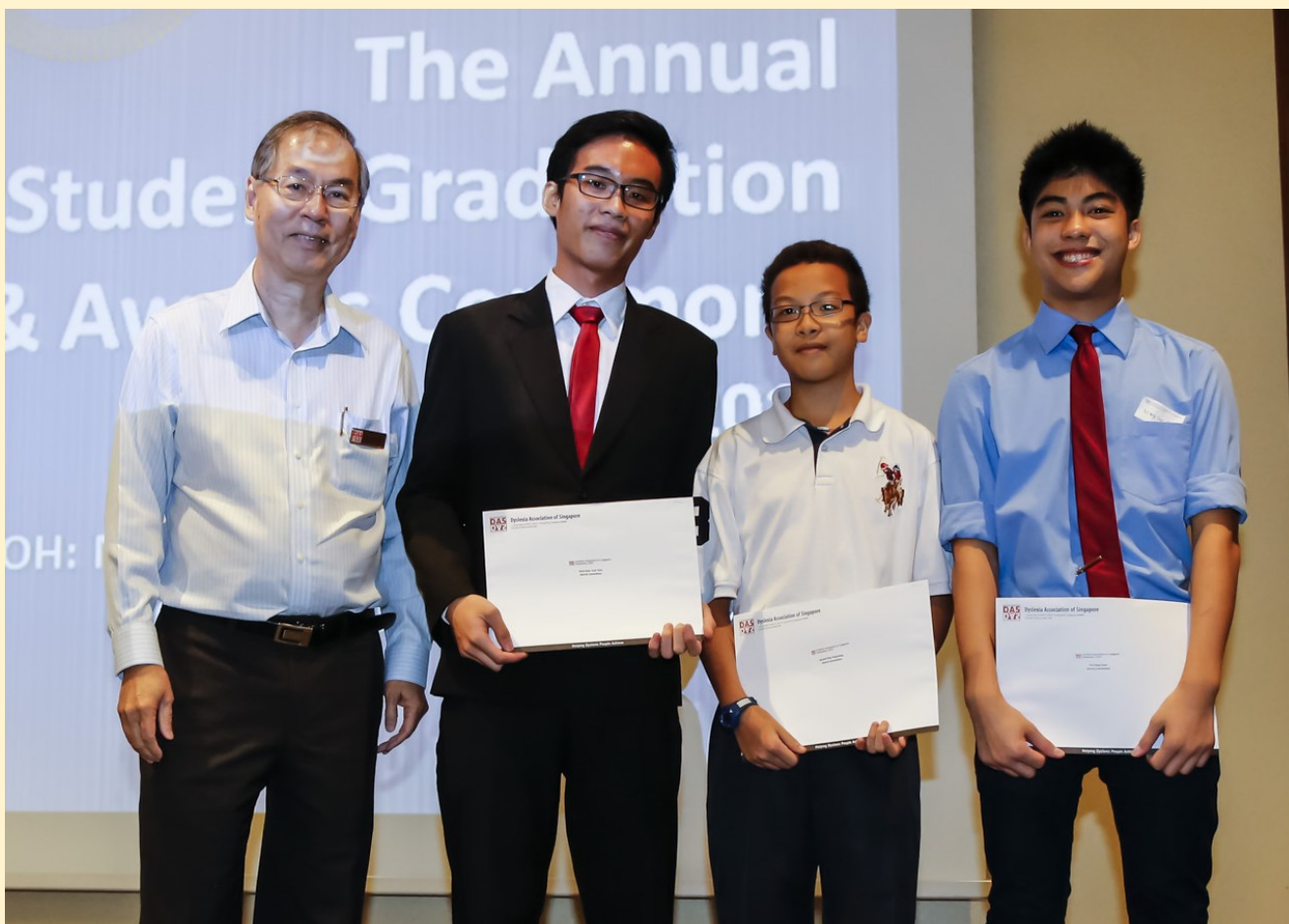
TEO HENG SOON

Excellence in Dance and Volunteerism

Heng Soon is currently a student at ACS Barker Road. He is the captain of the Dance@ACS, and under his leadership, the club has attained Gold award in 2011 and Distinction in the 2013 Singapore Youth Festival. Besides being in the performing Arts, he was also the champion for the National Inter-School Karate-Do Championship in 2008 and 2009. Heng Soon has also contributed to the community. In 2014, he was the key organiser at Day Break Centre for a project where he taught underprivileged Primary School students. What is even more interesting was his participation in an event called '30 hours of Famine', where he fasted for 30 hours to personally experience and understand the plight of people in third world countries. This is something that truly requires perseverance and endurance.

STUDENT ALUMNI RECOGNITION

Certificate of Achievement



By Deborah Hewes
Head of Publicity and Publications

At the Graduation ceremony we took the opportunity to recognise some of our Student Alumni members. Pictured above (L to R) is DAS Honorary Treasurer, Mr Chen Wei Ching Vincent, Elvin Siew Tuck Yum, Gerald Chia Yong Kang and Teo Heng Soon.

The DAS student alumni has played an active role in supporting our graduates. They act as mentors or simply play a supporting role in their job search or options for further education.

As alumni members, they have been through many hurdles and challenges, and are able to guide other students with dyslexia and provide hope for the future.



To sign up for our DAS Alumni group please email

Kenny Goh, kenny@das.org.sg

STUDENT ALUMNI

Stay Connected

PRIDE



NETWORK



FUN



MENTORSHIP



CONNECT



DASStudentAlumni

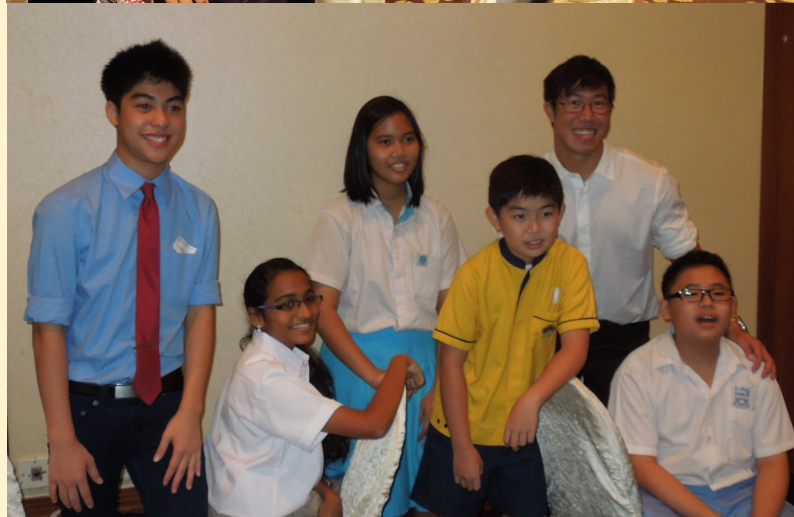


**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE







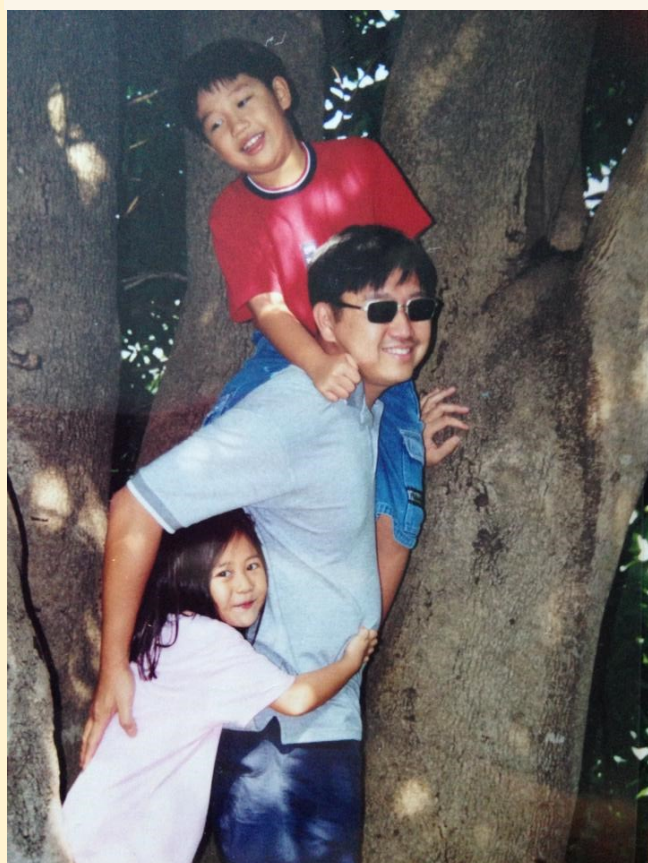




Passion is KEY!

Aerin's shares her Learning Journey Story

Lim Kimm Aerin
DAS Alumni Student



Growing up with dyslexia is never an easy thing. At an age where everyone was beginning to learn the multiplication table, I could barely add single digit numbers together. When others were learning how to write, I was struggling to learn the alphabet. At the time, I did not understand why I faced such a challenge in learning when it seemed so natural and simple for my peers. Was I less intelligent than them? It certainly seemed to be the case.

It was not until I entered Singapore Chinese Girls' School (primary) in 2002 that my father decided to send me for a psycho-educational assessment at the Dyslexia Association of Singapore that my brother was already enrolled in. Alas, the answer to my questions appeared. Of course I was different. But what did that mean? My father had explained it to me as a mental block that I

needed to push aside. Was this scientific proof that my brain was inferior to others? Would I always fall behind my peers throughout my life? Whatever it meant, I was never bitter about it. I just knew I would have to learn to work around it.

I enjoyed my specialist literacy intervention classes immensely. My classmates were always so energetic and participative as we learned to read and write during lessons. I also loved my teacher, who was extremely patient, encouraging and understanding towards all her students. To inspire us, we were introduced to the famous people that had overcome dyslexia to excel in their respective areas of expertise and their pictures along with their achievements were pasted all around the classroom walls. In fact, I was filled with sadness and reluctance when I had to graduate a few months later.

My father enrolled me in English classes at The Learning Lab in 2004, where I was exposed to creative writing lessons, among other things. As I attended the lessons, I began to develop an appreciation for the English language, a subject that I had feared and struggled with all my life until then. In due time, English became my best subject. I even managed to win a consolation





prize for the global Commonwealth Essay Competition in 2005.

With my newly ignited passion for linguistics, I began to improve rapidly in both reading and writing. By the time I was in Primary 6, I was topping my class for every English exam, eventually earning an A* in my Primary School Leaving Examination. Looking back, I realized that my exposure to and willingness to learn the English language was ultimately what helped me to overcome every dyslexic child's most feared subject. In my opinion, fear for the language is what inhibits most dyslexic children from overcoming their language deficiency. Passion is key.

In my opinion, fear for the language is what inhibits most dyslexic children from overcoming their language deficiency. Passion is key.

Despite having eventually mastered the English language, I continued to struggle with my slow information processing speed. As the syllabus

became increasingly rigorous in secondary school, I began to fall behind my peers once again. It got to the point where I could only attempt half the paper during examinations, solely due to the time constraints that was worsened by my dyslexia. Having the knowledge required was useless if my brain simply could not work fast enough to give me enough time to apply it during examinations. Eventually, I decided to apply for extra time during my examinations at the end of secondary 3 despite my prior apprehension about the matter. In hindsight, I am extremely glad that I managed to push away my pride to seek help. Having extra time during examinations gave me the opportunity I needed to write down answers I would not otherwise have been able to. Eventually, I even managed to qualify for Anglo-Chinese Junior College (ACJC) based on my "O" level results.

Despite my excitement to begin a new chapter of my life, I was in for a rude shock when I entered ACJC. As a normal student, one would already have trouble keeping up with the rigorous curriculum of "A" level preparations. My dyslexia only made coping with the extensive syllabus in the science stream that much more challenging. I found myself falling far behind my classmates once again as I struggled to adapt to the lecture-style system in JC, something I never managed to do. My grades were dismal, made worse by my inability to seek tuition due to my hectic CCA schedule. I found myself failing more tests than I

was passing. However, I also found myself subconsciously finding a way to work around my problems by developing effective self-study methods that worked for me.

Everyone learns differently, and I managed to find study methods that suited me best. Even though I failed to keep up with my lectures, I strove to hone my self-study skills instead and was never afraid to seek assistance from my friends and teachers. My journey towards my "A" levels was tumultuous to say the least. However, with diligence, focus and discipline, I was able to graduate ACJC with 5 "A" level distinctions.

I am a firm believer that dyslexia should not hinder anyone from seeking a well-rounded education. Growing up, I never hesitated to pursue my non-academic interests as a competitive gymnast throughout primary and secondary school. The rigorous training sessions taught me discipline and harnessed my tenacity, which I believe to have helped me in my battle with dyslexia. I was also a member of SCGS's Drama Club and took on a starring role in the 2011 Singapore Youth Festival, refusing to give up such an amazing opportunity despite the fact that it was my "O" level year.

Everyone learns differently,
and I managed to find
study methods that
suited me best.

In JC, I insisted upon learning four H2 subjects, instead of the necessary three, as I had envisioned a certain depth in my education for myself. I was also an active member of ACSian Theatre, a theatre company within the compound of ACJC. Despite having CCA commitments till 8-9pm for most schooldays, I would not have lived my JC life any other way as it allowed me to develop my passion in dance and theatre, enabling me to achieve a holistic education within those two years in ACJC. I was also selected as an Orientation Group Leader for



*Aerin with her brother Ryan, both DAS Alumni Students.
Ryan is studying Law at Singapore Management University*

ACJC's 2013 Orientation, where I helped in the preparations for and conducting of the programme. I am not trying to encourage anyone to take on more than they can handle, but rather I want to bring the message across that one should not let their dyslexia hinder them from pursuing other interests despite their academic commitments. It would require dedication, discipline and laser focus, but I believe that nobody, dyslexic or not, should deny themselves a chance of pursuing the well-rounded education they each desire.

This is by no means the end of my battle with dyslexia. I have no doubt that I will continue to struggle with it in whatever course I eventually pursue in university, be it dentistry or law. However, I have the utmost confidence that with faith, tenacity and support from my loved ones, I would be able to emerge victorious every time.

Congratulations to Aerin on being
accepted into Dentistry at the
National University of Singapore



Thank you Parkway Parade Angels

My eldest daughter has been receiving Speech and Language Therapy from Ms Ling Fong for 3 terms and is due for "graduation" very soon. Ms Ling Fong has really done a great job with her. My daughter has managed to score a 20/30 for her oral exams recently. For a dyslexic kid coupled with Speech and Language issues, it's such an accomplishment and it is an achievement that she is very proud of.

I must admit that through Ms Ling Fong's therapy sessions, which were always done with meticulous planning coupled with her tender loving care, my daughter has blossomed and has now changed into a more :

1. **Vocal girl** - now whenever I return home she fights her more vocal and drama queen younger sibling for my attention.
2. **Expressive girl** - she's now more willing to try to open up and express herself. She's sharing more with the adults in the family as well. Though sometimes she does occasionally struggle to find words to express herself, I can see and sense that she has improved by leaps and bounds.
3. **Cheerful girl** - she's definitely more cheerful too, though still mostly very shy and quiet with others.

Ms Ling Fong's updates via email after every term have been very detailed. I felt very well informed and closely updated about my daughter's progress.

Ms Ling Fong, Ms SueLynn and Chris Chia are always so ready to render counselling help to my daughter as well. I would like to say a big thank you to them for transforming my girl into who she is today. All three of them work closely together, hand-in-hand to help and assist my daughter.

They will always be my angels at Parkway Parade Learning Centre.

Best wishes from a DAS Parent



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.

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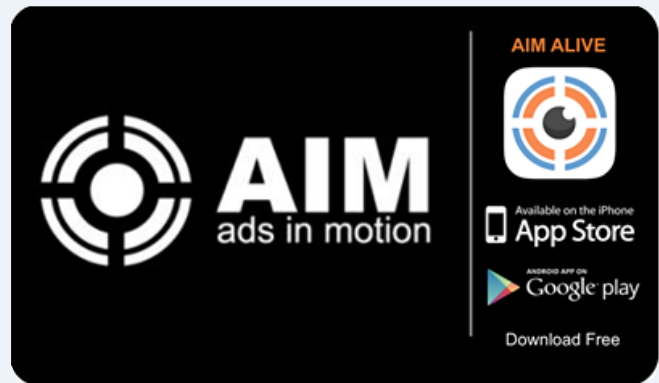
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DAS is the adopted charity for AIM ALIVE

Deborah Hewes
Head of Publicity and Publications

Over the next three months DAS will be using the AIM ALIVE app to promote awareness of dyslexia.

To do this you need to download the app from the App store or Google play and point at our DAS logo.



The Youth for Causes (YFC) teams will be out on the streets of Singapore. They will give you a postcard for our other image that you can scan using the AIM app.

This is a fun way to promote awareness of dyslexia and we hope that you can share this with your friends.

PLEASE SHARE THE FUN



Cover Story

YOUNG ACHIEVERS AWARD

HENG YI ZEN

Awarded for Excellence in Academics and Leadership



I joined DAS when I was in Primary 1, after my mother sent me for an assessment. Luckily for me, I managed to join DAS FengShan Centre as there was a vacancy. As I was diagnosed with dyslexia very early on it helped to mitigate difficulties in my learning curve.

Before I enrolled in the DAS programme, I had already noticed that I was struggling more than my other peers at school. I had multiple problems such as skipping lines whilst reading, spelling mistakes and “atrocious” handwriting. My teachers used to say that I had doctor’s handwriting.

It was at DAS that I learned new skills and techniques that helped me to overcome some of the obstacles to learning that dyslexia had caused. My parents helped in my learning and I was able to catch up in my studies and no longer fell behind my peers.

My greatest struggle was reading aloud, skipping lines and using incorrect pronunciation was a common occurrence. It was embarrassing, and because of that I disliked reading aloud. Back in

the day, I remember sitting in the car and reading aloud to my dad before every DAS lesson. It was traumatic initially, but as time went on I got better and better, eventually I enjoyed reading aloud.

Sometimes I felt that dyslexia made me inferior to the rest. It vexed me, and what made it worse was when my classmates wished they had dyslexia too, so that they could get extra time during examinations. Although they were kidding, it did hit a raw nerve. I understood that the extra time granted to us, makes it so that we are able to compete on equal footing with the rest of our friends. I made sure that I did my best and never blamed any of my problems on dyslexia.

During my free time I participate actively in CCA. In secondary school I took part in Track and Field and Scouts. In Polytechnic, I took up Kayak Racing. To me sports was an important avenue to de-stress myself, it was also the only time when I felt that I was on equal footing with the rest of my friends. It gave me confidence and made many good friends there.





Just as I was entering into Polytechnic, I received a call asking me if I wish to apply for extra time during my examinations. I made the bolder choice, determined to stand on my own two feet and tackle the world with my own hands, I opted to forgo the extra time. Looking back at it all, I probably could have gotten better grades if I had taken up the extra time option. But nonetheless I did not regret my decision, for there was no need to cover up for something that I had already overcome, doing so would be taking advantage of the system.

Honestly, I do not remember many things that DAS has taught me, probably because I no longer use them in my daily life. But the important things have probably already been imbedded into me. The most beneficial aspect of DAS for me was not their teachings but rather the environment, patient teachers, and working with other dyslexic students made for a more comfortable ambience.

It was through my Teacher Madam Aisyah that I finally grew out of my shell and learned to express myself more, build confidence and start to try out things that I had initially avoided. She constantly reminded me that dyslexia never limits your learning potential, at most it hinders your learning capability. I remember this distinct

phrase "Einstein and Lee Kuan Yew had dyslexia too" it served as a reminder to me, to never limit your own possibilities.

They say that the chain is only as strong as its weakest link. I was born with dyslexia, but I was determined never to let it pull me down. In Polytechnic we have an immense amount of freedom and we meet and work with many different people. It was from there that I realised that the way I learn and think differs from others. Most people are able to learn things directly whilst dyslexic students have to take a slightly more roundabout way of learning, thus we indirectly accumulate more experience.

To me dyslexia has helped me to discover myself more. It taught me that if I really want to achieve anything, all I needed to do was work hard for it. Everything has a price tag on it, the question is if you are willing to commit the time and effort. When the going gets tough sometimes all you need to do is look behind, see how far you have already travelled and look at the people who are supporting you. Once you have done that, you would realise that the only one that thinks that you cannot achieve it, is you.



YOUNG ACHIEVERS AWARD HENG YI ZEN

Congratulations

By Nur Aisyah Hashim
Senior Educational Therapist
Tampines Learning Centre

Zen is very articulate with a flair for language. Coupled with a sharp and analytical mind, he has the capability to contribute well-thought ideas and never hesitated to ask questions during class discussions. Zen diligently worked hard to produce a high standard of performance, be it in his academic studies or Co-Curricular Activities (CCA).

Zen actively participated in activities carried out by the Victoria School Scouts throughout his four years in Victoria School. He was appointed Patrol Leader in 2009. His exemplary leadership and commitment had not only won him the respect of his juniors and peers, it also played an integral part in the success of the unit in achieving the Gold award at key inter-school competitions, like Frank Cooper Sands Award from 2007-2010 and the SSA National Patrol Camp in 2008. His commitment to the unit, endless hard work and astute leadership abilities certainly brought honour and glory to the CCA and the school.

Zen was also a member of the Track & Field team where he specialised in the 400m hurdles event. He represented the school in various athletics meets, namely the All Comers Progressive Junior Meets and National Inter-school Track & Field

Championships where he placed in the top eight positions in his event in 2008. Both his peers and juniors in the Track & Field team held him in high regard because he was a team player who worked well with everyone.



Zen made several contributions to the school in his capacity of a Junior Leader. In 2009, he participated in the Secondary One Orientation Camp and provided support during the camp by assisting in and carrying out the various activities.

Zen also helped out in the various peer support sessions for the Secondary One students as part of their induction to the school. Zen's role as a Junior Leader saw him facilitating class bonding activities and boosting class morale during the Secondary Three Overseas Adventure Camp.

In school, Zen exhibited excellent behavior and bearing. He was self-motivated and showed a lot of perseverance in his work. He took responsibility of his own learning and was conscious of what he wanted to achieve. This strength of character, coupled with his leadership abilities, will enable him to achieve success in his future undertakings.

Zen pursued a Diploma in Accounting & Finance in 2011 at Temasek Polytechnic. He held a position as a class representative and was involved in various activities throughout his academic years there. He has done very well in most areas of his academic life in Temasek. He provided his services to events organized by the school.

He was an eager participant in many enrichment activities such as the Sports Leadership Camping 2013. He has achieved tremendous awards in National Championship Canoeing competitions throughout 2011-2013. Zen is also the Captain of the Kayak Racing Club and won CCA Merit Awards for kayaking competitions internationally.

Last but not least, Zen bears an excellent moral character and endurance in his undertakings. He has wonderful rapport with people, excellent verbal communication and work attitude. He can work independently and accomplishes tasks given with great initiative. It has always been a pleasure working with Zen throughout my teaching days with him. He deserves the award as he has shown great endurance and perseverance despite having dyslexia.

Congratulations and keep up the good work!

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 knowledge**
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 psg@das.org.sg



www.facebook.com/groups/dasparent

YOUNG ACHIEVERS AWARD

TEO HENG SOON

Awarded for Excellence in Dance and Volunteerism



I am Teo Heng Soon from ACS(BR) and I am currently doing my O Levels. My interests include dancing and studying history.

In Primary School, I was diagnosed with dyslexia, a condition which hampers my ability to spell and interpret words. As such, I was never good at my studies and I easily forget things. I found it immensely difficult to grasp everything my teachers said and to make matters worse, I was restless and easily distracted in class. My journey in the education system was a painstaking one because studying was not my forte and I could not find an effective method for remembering what I read.

It was a new experience for me when I entered DAS. I was with other students who were the same as me and the DAS centre in Queenstown Primary became like my second home. Like me, other students my age had extra time for their assignments, had problems remembering things, and struggled with Chinese!

At DAS, I picked up useful skills from articulating my words more accurately to answering comprehension questions. Everyone at the DAS Queenstown learning centre was amiable and warm, always there to lend a helping hand, even when it came to helping me with my money collection for a charity. My teachers consisted of Mrs Jane, Mrs Ganga and Mrs Phoebe who were very bubbly and hospitable to me and who knew how to draw the line and instill discipline in my friends and myself. I guess I felt a sense of belonging in DAS which I could not get anywhere else, and the effective lessons definitely helped me to soar in the academic arena.

After I graduated from DAS. I participated in the Singapore Youth Festival in 2011 & 2013, winning the Gold and Distinction award respectively. In 2013, I competed in a Science and Technology challenge which was held in Nanyang Polytechnic. I also joined camps like the 30 Hour Famine where I fasted for 30 hours to experience hunger

Congratulations



Teo Heng Soon is pictured above with his DAS Alumni friends, Elvin Siew Tuck Yum (who won the Young Achiever Award in 2013 and Gerald Chia Yong Kang. He is pictured below with his older brother Teo Heng Hao who also won the DAS Young Achiever Award in 2011.

and to better empathise with the plight of the poor. I became the captain of Dance@ACS from 2012 to 2014 and have just recently stepped down. In addition, I have been hosting events for my fellowship too.

At the end of the day, I believe that I have come far in my achievements, owing to my past experiences and the people who have assisted me along the way. I urge students at DAS to not be afraid of failure but persevere in getting up after you fall. Never ever use dyslexia or any of your other weaknesses as an excuse to fail. Do your best in trying to make the lives around you better.

I would like to thank my teachers and staff at DAS, but most importantly I would like to thank my Father, Mother and siblings who have always had my back, fetching me to and from enrichment classes to better my studies. Thanks also goes to my brothers for steering me in the right direction and continuously motivating me to do my best to pursue my dreams. I have much appreciation and gratitude towards all of them.

I will end with this quote, "The mind is everything, what you think is what you will become." I wish all DAS students the best in their learning endeavours and I hope that they will continue to pursue success and their passion.



Occupational Therapy Research Study

FREE

Occupational Therapy Assessment

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

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. They will also provide you with a letter of participation and a consent form.

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

Email ashikin@das.org.sg

for more details.

Occupational Therapy Research

Study is conducted by our

Occupational Therapist, Titus.

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

Lim Mun Huang, Titus

Diploma in Occupational Therapy

Master of Science in Occupational Therapy

Handwriting Without Tears® specialist





Education Exchange



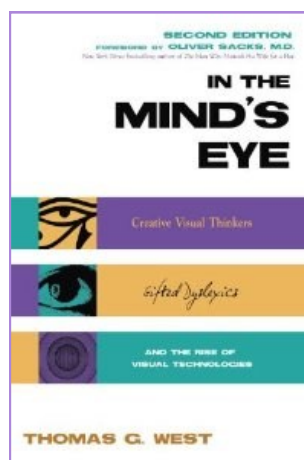
EMBRACE DYSLEXIA

DAS Seminar
19 & 20 November 2014

By Deborah Hewes
Head—Publicity and Publications

The DAS Annual Seminar will be titled “EMBRACE DYSLEXIA” and will focus on the positive aspects of dyslexia – its strengths, talents and different ways of thinking. This focus, however, does not downplay the fact that individuals with dyslexia have persistent difficulties in academic learning and struggle every day in the education system.

DAS is pleased to announce that Thomas G. West, an internationally renowned speaker, author and researcher will be our keynote speaker for the seminar. Thomas published an article in our first issue of the Asia Pacific Journal of Developmental Differences called “Amazing Shortcomings, Amazing Strengths” - Beginning to Understand the Hidden Talents of Dyslexics. In his book ‘In the Mind’s Eye’ it has the subtitle Creative Visual Thinkers, Gifted Dyslexics and the Rise of Visual Technologies. His journal article and the subtitle outlines the range of topics that he has agreed to share with us during his visit in November.



In a review of the book by Oliver Sacks, MD, bestselling author and Professor of Neurology and Psychiatry, Columbia University Medical Centre, writes “Dyslexia and other learning differences are commonly seen as disabilities, but they must also be seen as distinctive abilities, different (and often

superior) modes of perceiving and understanding the world. As Thomas West shows, some of our greatest minds, from Einstein and Edison to Churchill and da Vinci, have been visual thinkers who today might be labelled ‘learning disabled’. ‘In the Mind’s Eye’ makes a powerful case that the dyslexic-visual mind may be full of creative human potential, and is as crucial a part of our cognitive heritage as any other.” Sacks further asserts that ‘In the Mind’s Eye’ “stands alongside Howard Gardner’s Frames of Mind as a testament to the range of human talent and possibility.”



Thomas West tells us that “for some the easy things in primary school are quite hard – while the hard things in university and high-level work can be quite easy.” Apparently, the dyslexic brain is wired to think differently, to see things differently. Its distinctive talents and capabilities are

often not evident until the teens or sometimes adulthood. We are so used to being taught to think that it is the “A” students who make the major discoveries, create the next invention or innovate in the working world. But Thomas notes that this is often not the case. Many times it is the dyslexic at the bottom of the class who “can see something that no one else saw or understood.” He notes that “there are many examples – some are even Nobel Prize winners – and the list grows daily.” He says he will be “very happy to share these examples in

November at the DAS Seminar."

"We often talk about the struggle and problems that children with dyslexia face at school and in their learning journey, but I feel that the landscape of dyslexia needs to have some balance," observes Thomas. For example, he notes that "dyslexics are often strong visual thinkers and are poorly adapted to the old technologies of words, numbers and books." Yet, many seem "perfectly adapted to the new technologies of complex data and information visualized through computer graphic images."

Thomas acknowledges that some practitioners "want to bring dyslexics up to 'normal' reading levels, teaching 'basic skills.' But he observes that others, himself included, "want to study the dyslexic 'super stars' and learn from them." He hopes to learn things useful to all, "especially in a rapidly-changing technological context with global competition – when many traditional academic talents have lost their value – and many formerly hidden visual and observational talents suddenly have very high value." As computers take over many low-level and mid-level tasks, Thomas claims "that most 'basic skills' will soon have no market value at all." (As predicted in 1945 by Norbert Wiener in his book *Cybernetics*.)

Thomas tells dyslexic kids and their families that "time is on your side. All the things you have had trouble with are becoming less and less important. All the things you are good at are becoming more and more important. Machines

are already doing the reading and the recall and the clerical tasks. Humans should not to do machine work. Rather, humans need to do high level tasks – to visualise, to see the big picture, to ponder what it all means, to decide where to go and figure out how to get there." This is why there are so many successful dyslexic entrepreneurs; "they have the vision to see far ahead – and they can easily hire the non-dyslexics to do the low value things they cannot do."

Consequently, in many ways, Thomas observes, "dyslexics are on the right side of change." For example, computer graphics are becoming increasingly important for understanding all parts of our global economy. Visualizing information can often be more powerful and effective than pages of text and tables of numbers. He notes that for professionals in the computer graphics world, the "thin pipe" to the brain is through words and numbers. In contrast, the "fat pipe" to the brain is through graphic images. Frequently, Thomas observes, "dyslexics have trouble with the old technologies, but they seem perfectly suited to the newest technologies – technologies that consistently use the 'fat pipe' to rich understanding of complex information."

DAS is excited to have such an inspiring personality to present at our Annual Seminar in November. We hope that you can join us to hear what he has to say as he inspires us to provide guidance and hope to the dyslexic children we support.

*Thomas G. West, author of *Thinking Like Einstein* and *In the Mind's Eye* (One of the "best of the best" for the year, American Library Association; new revised edition with Foreword by Oliver Sacks, MD, released September 2009). Research Scholar Study Office 1W-16C, National Library of Medicine, office tel. (mobile): 202-262-1266. Institutional address: Krasnow Institute for Advanced Study, Member of the Advisory Board, 4400 University Drive, MS 2A1, George Mason University, Fairfax, Virginia 22030-4444. Email: thomasgwest@gmail.com or thomasgwest@aol.com. Blog: <http://inthemindseyedyslexicrenaissance.blogspot.com>.*

ARE YOU READY TO EMBRACE DYSLEXIA?



EMBRACE DYSLEXIA



Are You Ready?

By Deborah Hewes
Head—Publicity and Publications

DAS is embarking on a new campaign, one that we hope will raise awareness about the strengths and gifts of dyslexia.

We talk so much about the difficulties children face in learning and of course there is good reason to do so because children with dyslexia struggle in classrooms everyday. DAS also knows that there are still many students out in the schools in Singapore that have not been identified and require much needed support.

How does DAS raise awareness about dyslexia and ensure that those who need help get the necessary support that they need?

One way is to talk to the public on every occasion possible and this year we have embarked on a significant publicity campaign to reach out to the community. However, we need to do more and we need your help.

Are you a dyslexic adult? Do you have an interesting story to tell others about your learning journey? Do you have an interesting career path?

We are seeking out role models to share their story with our DAS students, their families and Singapore. If you are willing to share we would be very happy to publish your story and you can stand with us to advocate for support for our young dyslexic minds.

Robin Moseley, DAS CEO, is a proud dyslexic and consistently tells us at DAS that he was much more successful out of school than in, as you can read in his story on pg 48. Robin will be ending his career at DAS with the confidence that the organisation that he has played an enormous role in developing will continue to help the families of Singapore who have dyslexia. Join him and tell us your story.



Are you a dyslexic adult?
Would you like to share your learning journey?
Do you have an interesting career path?
Are you a visual thinker?
Will you stand up and be counted?
We need you!

If you would like to step forward then please contact me: deborah.hewes@das.org.sg

Specialised Educational Services

UNLOCKING POTENTIAL

SPEECH AND DRAMA ARTS

For Language Learning



Develops English Language & Communication Skills

Encourages Leadership and Teamwork

Builds Confidence and Self-Esteem

Refines presentation skills

Improves memory skills

The aim of the Speech and Drama Arts (SDA) Programme is to develop Language, Communication and Presentation skills and boost the self-esteem of learners with dyslexia. SDA is not just a performing arts programme but is a great way to improve your child's language skills.

SDA consists of 4 different modules catering to Primary school students. At the end of each module, a certificate of participation and progress report will be given to all participants.

In this module, students will garner specific story, poetry and script writing skills.

Stories and Scripts

During the script and story writing lessons, students will learn to understand the nuances behind writing stories and scripts effectively using drama strategies like breaking a story into scenes, setting and character dialogues (Direct and Indirect Speech). Students will also get to act out their own stories and scripts.

Poetry

Students will be introduced to Poems through reading and enacting them. This lesson will help students to become more familiar with the meaning of words and sentences, sentence structure, rhymes, and vocabulary.



DAS funded bursaries are now available*

**TERM 3 MODULE
EVERY SATURDAY**

Creative Story, Script and Poetry Writing & Enacting

Start Date: 5 July 2014, Saturday

Venues: Bishan, Tampines & Jurong Point Learning Centres

Time: 10:00am - 11:30am or 1.00pm - 2.30pm

Total Time: 15 hours

Fee: \$321.00 (Inclusive of GST for 1 term)



**DYSLEXIA ASSOCIATION
OF SINGAPORE**

HELPING DYSLEXIC PEOPLE ACHIEVE

*If you are receiving a bursary for our main literacy programme, then you are also eligible to apply for our DAS bursary for our SDA programme.

To register, contact **Mel** at **6643 9600** or **Pushpaa** via **pushpaa@das.org.sg**

Unforgettable



By Deborah Hewes
Head , Publicity and Publications

Having raised three children, all with dyslexia, the thing that always frustrated me the most was that no matter how hard they worked to remember their weekly list of spelling words, they would soon forget them. And, even if they had been relatively successful in that week's spelling test, by the following week they would have completely forgotten how to spell those words. It was as if their memory had been wiped clean over the weekend. Then we would sit down and start all over again. Compounding this frustration was that each new week brought yet another list of words to learn, and forget.

I am sure many parents reading this will know exactly what I am talking about. But the forgetfulness is more pervasive than just forgetting how to spell, it effects all aspects of their learning and everyday life.

My eldest daughter would lose things constantly. I was a regular visitor to the lost and found at school. If it hadn't been for my constant labelling of each piece of school equipment, clothing, lunch boxes and sports bottles, I am sure I would have lost many more items than we did and that puts a big dent in the weekly budget. Replacing a sports bottle each week adds up, and when running shoes go missing you pull your hair out!

We gave up on the multiplication tables entirely.

The effort that went into learning all the tables by rote felt like a particularly cruel form of water torture. So, we decided to eliminate the angst of maths homework and we gave our children calculators. There were far more important battles to fight than insisting that they learn the multiplication tables.



Interestingly, my son has a unique ability to estimate, so I don't rue the day that we decided to rely on calculators, as he has been able to decide if his calculated answers are near to what they should be. So, he is able to tell if he has probably pressed any wrong buttons, which we know is a common problem with dyslexics and reversals!

Being forgetful impacts your organisation. Not remembering things takes its toll when

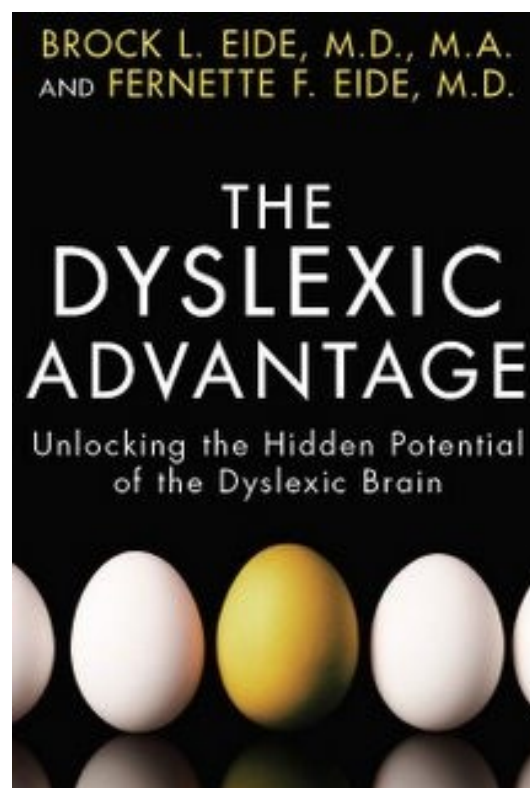
assignments need to be completed on time, homework handed in and special events at school. Getting them to remember what a teacher said about homework always put a chill down my spine, if the homework sheet had been left at school. We'd madly call around to friends asking what the homework was and I'd write an email to the teacher to soften the blow if they hadn't completed the work as assigned.



My children also had to deal with having a dyslexic mother who sometimes let them down when her organisation skills weren't as good as they should have been. Many times I sent my children off to school on a "out of uniform" day in their school uniforms only to have them embarrassed because it was me who forgot about the special day. And while they had also forgotten, I was the fail-safe. So, that means Mum must never forget these special days, not ever.

Being organised helps us to remember. Using strategies such as electronic diaries, notes on the fridge, an alarm in our phones and getting friends to call and remind us about important things helps to keep us on top of things.

Children with dyslexia have issues with memory and struggle to remember important information. This profoundly impacts on their learning. This is discussed in "The Dyslexic Advantage," a book by Brock L Eide, M.D., M.A. and Fernette F Eide, M.D., (pg. 213) where they indicate that students with dyslexia, who cannot meet challenges in learning, experience frustration and this can result in



reactions such as stress, anger, anxiety, misbehavior and depression. They explain that as the nervous system experiences these emotions, and especially if they are a regular occurrence in their life, then their nervous system will treat this like any other "skill", albeit a negative skill. As with any skill, the body will become better at it. So the more that stress is "practiced," the more the body will experience the prolonged effects of stress. Stress is highly negative and impacts on learning as it can lower working memory function, focus and motivation. That is why we see children with dyslexia exhibiting low self-esteem, anxiety and clinical depression because they are constantly in stressful and challenging situations at school.

This might sound like a harbinger of bad news, but this was my children's reality. Both of my



daughters struggled in primary and secondary school and had many very stressful school days. Conversely, my son had a much more positive experience with school. It can only be said that because he understood his own learning issues from his very first day of school his approach to learning was quite different from his sisters. He had both good years and bad years, but he loved school. He had good support and good friends and he didn't let things get him down often. I think he benefitted from our growing knowledge about learning differences and the trial and error that preceded him with his older sisters. Our dyslexia-parenting skills had been honed by the time he showed up.

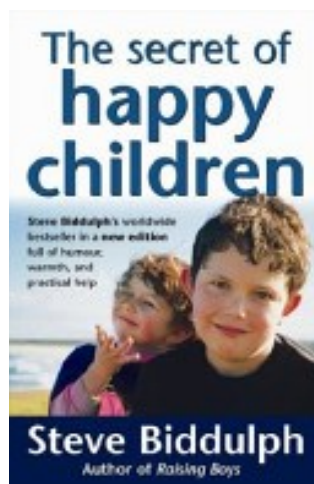
In my most recent presentation on dyslexia, I asked my audience the following question, "How do you remember an unforgettable event?" After contemplating this together we came up with the following answer: the event was unforgettable because it meant something, it was in some way fun or emotional, we experienced it with family and or friends, it was colourful, it was something we actually did physically, we remembered it by the sights and sounds and sometimes smell. We remembered the event because of all of these things and probably more.



At DAS we strive to make our teaching style unforgettable. Using the Orton-Gillingham approach to teaching, we employ multisensory strategies to help our students remember the lessons we teach. We do so in a positive and nurturing environment where our teachers ensure that there is a level of success in every lesson. We ensure that our teaching is emotionally sound; students are placed in classes with their peers who are the same as them. They all have dyslexia, and therefore, they are all on a level playing field where risks can be taken without scorn from their classmates. Mistakes are used to

measure learning. Teachers use them as a diagnostic tool of what to teach or reteach.

Making things unforgettable in the home environment is a real challenge. Pick your battles wisely. As with mine about the calculator and maths, you need to determine what is most important.



In an excellent book by Steve Biddulph, "The Secret of Happy Children", he details quite eloquently the things we can all do as parents to raise happy children. For those of us with children with dyslexia, these tips are even more poignant. What do kids want? They want you to be present in their life, understand their challenges and to listen to their problems. They need you to hear them and they need to know you are on their side.

Are you a task-master parent who is always pushing them to experience high levels of stress at home? Remember that our kids experience enough stress at school already, you need to figure out what is important and what isn't and then communicate this to them. They need to know that it is safe for them to come home and say they can't do something and for you to say, "Ok, let's see what it is and if we can make sense of it."

I have written numerous notes to teachers over the years letting them know that a homework will not be done or we have decided to do something else in its place. Be strong and advocate for your child, they will love you for it and they will succeed because of it.



HOW PARENTS CAN HELP

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

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

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

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

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

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

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

BE:

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

DON'T:

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

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 knowledge

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 psg@das.org.sg



www.facebook.com/groups/dasparent

Early Literacy and Intervention - A Holistic Literacy Approach

by Joanne Tan,
Senior Educational Therapist
Bishan Learning Centre



The basis of learning stems from the ability to attach visual representations of concepts in the form of oral or written language to acquire and understand new knowledge (Lewis, Shapiro & Church, 2013). Therefore, the ability to read serves as a foundation for all learning and a key to academic success.

A compelling body of research affirms that early intervention can be an effective measure to help in accelerating preschoolers' reading development. With this notion, the Dyslexia Association of Singapore (DAS) set up the SES Preschool Early Literacy Intervention Programme in 2006 to provide early literacy intervention for pre-schoolers. Bishan learning centre is one of the first centres to offer the pre-school programme

for the community. We have five educational therapists working closely with the students and their families in developing students' early literacy skills and disposition for learning.

Our educational therapists practice the multisensory-based Orton-Gillingham (OG) approach, which adheres to an explicit, systematic and cumulative methodology in delivering reading instructions. Such methodology proved to be effective in enhancing reading skills (Ritchey, 2011; Armbruster, Lehr & Osbon, 2010).

Research indicated phonemic awareness, phonics, fluency, vocabulary and comprehension as the five pillars of reading (National Institution of Child Health and Human Development, 2000). Effective

integration of these five topics in reading instructions leads to higher success in reading.

Leveraging on this wealth of research, the SES Preschool Early Literacy Intervention Programme seeks a holistic approach in enhancing our students' literacy attainment. The class size of 4:1 allows educational therapists to focus on the individual needs of our students. Literacy topics covered in class include not just phonics but other essential literacy skills such as, oracy skills, sight word recognition, fine-motor skills, handwriting, letter formation, comprehension, vocabulary and reading fluency. Our educational therapists prescribe lessons to overcome students' weaknesses in the skills mentioned. Additionally, we hone students' strengths to build competent and confident individuals for life-long learning.

SES Preschool Early Literacy Intervention Programme allows pre-schoolers to master a concept before introducing any new topic. As such the educational therapists need to attune their teaching instructions to the students' learning needs. This reciprocal relationship builds a strong trust between the teachers and students. Pre-schoolers perform better when they can learn in a safe, trusting and supportive environment (Dodge et al., 2010).

"I like the activities here, I can understand and I can learn", said Issac Chua, a student from Bishan preschool programme. Mdm Gladys Choo, a parent whose child is attending the Bishan preschool programme, highlighted, "We realised that Ryanne has improved! Most importantly, she enjoys attending the DAS preschool class."

Parents who wish to enrol their children in the SES Preschool Early Literacy Intervention Program can

Literacy topics covered in class:

- oracy skills
- sight word recognition
- fine-motor skills
- handwriting
- letter formation
- reading fluency
- comprehension
- vocabulary



Picture of preschool teachers in Bishan Learning Centre
From left: Ms Kelly, Ms Esther, Ms Joanne,
Ms Dawn and Ms Natasha

download the referral forms from the SES website, www.ses.org.sg. This programme is also available at the following learning centres: Seng Kang, Tampines, Queenstown, Jurong Point, Yishun and Woodlands.

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Healthy Eating

By Siti Ruqaiyah Nasharudin,
Diploma in Health Management & Promotion
Republic Polytechnic Student and DAS Intern

Living in the fast-paced world of Singapore, we often find ourselves racing just to keep up. Supporting a family that includes a child with learning difficulties in such an environment only adds to the pressure. As your child develops and grows, parents are pivotal in teaching a child healthy eating habits to ensure good health. Being healthy is a must so that you, and your child, enjoy life rather than get run down by it!

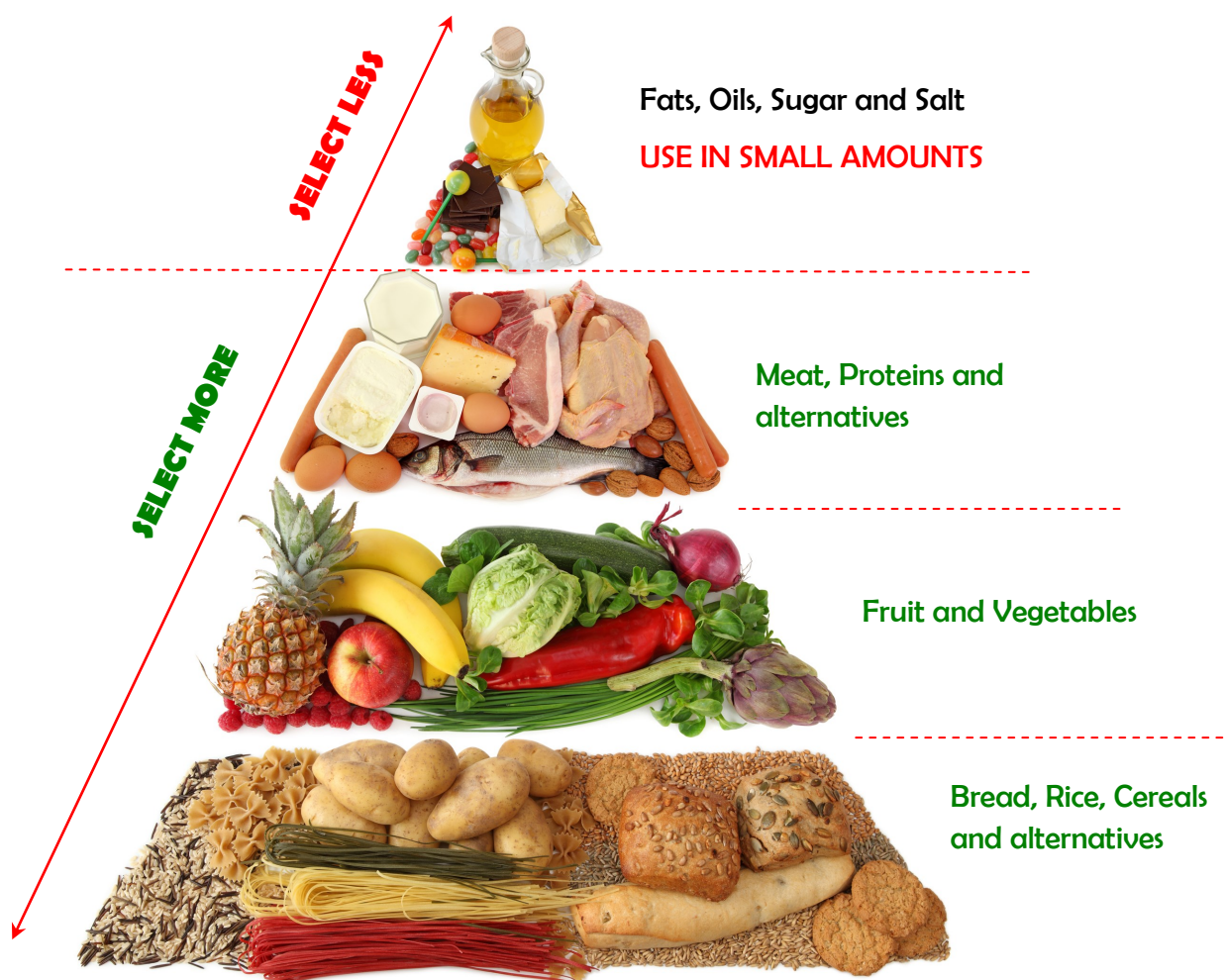
produce higher levels of concentration to take in the same amount of information. As parents, you can support them by ensuring that the foods they eat are well-balanced and give them the extra energy they need. By teaching your child healthy eating habits, adopting a healthy lifestyle and knowing which foods to avoid, it will ensure them better health and concentration during their studies.

Input - Output

We all get our energy from food. The energy from foods is used by the body for both growth and development. This energy also fuels their daily activities. However, if these foods are unhealthy and unbalanced, then over time, such a diet will expose them to the risks of obesity, diseases and lower levels of concentration.

A child with learning difficulties uses more mental exertion than other children. They often need to





The guide to healthy eating

Two basic tips for planning health meals:

- ✓ Variety
- ✓ Balance

The food pyramid championed by the Health Promotion Board (HPB) is your guide for meal planning. Parents must make sure that the child's diet includes a variety of foods from all the food groups.

- ✓ Rice and alternatives
- ✓ Fruits and vegetables
- ✓ Meat and alternatives
- ✓ Fats, oils, sugars and salt (in small amounts)

Each age group requires different nutrients and energy amounts due to the changing needs of the growing process.

Tips for Parents

Influence is the key and your child picks up habits best from emulating the people around them. This gives you the opportunity to show them healthy eating habits by your own example. Adopting a healthy lifestyle for your family won't come in the blink of an eye. Take it one step at a time and ease into it. Good healthy habits take time to form. Here are some ways that will help you!



HEALTHY EATING CHART

FOOD GROUPS and examples of ONE serving	RECOMMENDED DAILY SERVINGS			
	1-2 yrs	3-6 yrs	7- 12 yrs	13-18 yrs
Bread and alternatives (rice, oats, pasta, cereals) 2 slices of bread (60g) 1 ½ cups of plain cornflakes (40g)	2-3* * Of which ½ -1 servings should be wholegrain	3-4* *Of which 1-2 servings should be wholegrain	5-6* *Of which 2-3 servings should be wholegrain	6-7* *Of which 2-3 servings should be wholegrain
	Include whole grains like, wholemeal bread, brown rice, wheat, ½ bowl of rice/noodles (60g)			
Fruit 1 small orange, apple, pear or mango (130g) 1 glass pure fruit juice (250ml)	½- 1	1	2	2
Vegetables ¾ mug of cooked leafy or non-leafy vegetables (100g) ¼ round plate+ cooked vegetables	½	1	2	2
Meat and alternatives 1 palm-sized piece fish, lean meat or skinless poultry (90g) 2 small blocks soft bean curd (170g) 5 medium prawns (90g) 2 cups of milk 500ml	½	1	2	2
Milk Recommended daily intake for kids	750ml	500ml	250-500ml	250-500ml
Milk, yoghurt, cheese and/or alternatives (mostly reduced fat) ¾ cup of yogurt (200g) 2 slices of processed cheese 1 cup of soy milk (250ml)	1-1½	1 ½ - 2	2- 3 ½	3 ½
Healthy Fats & Oils 1 teaspoon of Oil (canola, olive & soybean) 5 mL 1/4 of a medium avocado 2 tablespoon of peanut butter	Fat restriction is not needed due to rapid growth stage. However, stay away from bad fats like lard, margarine and shortening.	2-3 tablespoon of unsaturated oil 3-4 servings of healthy fats		
		Fats from plant sources are vital to the growth and development of children’s bodies. Limit animal fats, which contain saturated fat and cholesterol.		
* All the information stated in the tables is as according to HPB’s recommended guidelines.				

Dietary Advice

- ✓ Avoid foods that have high sugar content as a high sugar level in the blood will give your child difficulty in concentrating and will make thought processing in the brain harder.



- ✓ Eat at least two times a week oily fish that are high in Omega 3. Omega 3 aids in increasing concentration levels. Fish like sardines, salmon, anchovies (ikan bilis) and mackerel are ideal choices.



Mackerel

Sardines

- ✓ Follow the recommended servings of fruits and vegetables set by the Health Promotion Board to support healthy functioning of the brain.



Say Yes to Breakfast!

A healthy and simple breakfast is the most important meal of the day. Encourage them to eat breakfast every day. Breakfast provides the energy they will need for school.

- ✓ Breakfast increases the level of concentration in the classroom which helps to aid in concentration itself, problem-solving skills, and eye-hand coordination.



- ✓ Breakfast provides some of the daily requirement of vitamins and minerals that they need.
- ✓ Breakfast lessens hunger, which in turn prevents unhealthy snacking.
- ✓ Breakfast does not have to be difficult and time-consuming to make, prepare certain ingredients the night before to prevent rushing or skipped items in the morning.
- ✓ Include foods like fruits, vegetables, peanut butter, meat or eggs, milk, wholemeal or multi-grain breads or cereals. These foods will provide more protein and complex carbohydrates that gives your child a perfect start to their day.



Promoting New Habits

Be a role model: They will adopt similar habits to what they see you doing daily.

Try to have meals together: This increases appetite and will create a routine for them. Regular family meals give children structure for meal timings. It is also the best time for you to role model those healthier eating habits.



Home cooked meals: Nothing beats home cooked meals! Foods in restaurants or food courts often have more fats, sugar and salt. Explore healthier cooking methods like steaming, boiling and grilling.

Planning: Taking the time to plan meals ahead will save time, money and frustration. Take a weekend to plan out ideas (and the shopping) for a healthier menu for your family. It does not have to be a whole week's menu, it can be for 2-3 days at first.



Involvement: Get your children involved in planning the meals, shopping for groceries even preparing the food. They will feel involved in the process and want to try out their own suggestions.



Ask them to help you prepare one of the meals. It helps them to get excited and want to eat what they create.

When you are at the supermarket, you can ask them to pick two fruits and vegetables that they want to have in their meals. Not only are you offering them skills in decision making, you will give them a chance at visual learning!



Don't give up! : Children need constant exposure to try new food. It takes at least 5-10 times of exposure before they eat it. It does not mean that you keep showing them the vegetable over and over. Try new foods, one at a time. Take baby steps and do not give up!

Trying to get your whole family and you to eat healthier will take time, but the goodness that comes out of it will last you a lifetime. You don't have to be a professional chef or nutritionist to make healthier meals, you can use the information from HPB and the food pyramid as your guide. Don't forget, a healthy life is more than just the right foods! Keep you and your family physically active and get enough sleep!

Fun Time!

Rather than repeating to your child to eat their fruits or vegetables, you can try these fun ways to get them to eat them:

- ★ Use cookie cutters to cut fruit and vegetables into fun shapes.
- ★ Make fruit kebabs with them.
- ★ Teach them how to cut fruit with you using the cookie cutters.
- ★ Freeze fruits dipped in low-fat yogurt for healthy snacks.
- ★ Create a fruit rainbow or a vegetable collage with them which they can eat afterwards.
- ★ Use fruits like bananas, strawberries or blueberries when making pancakes.



Breakfast Omelette



Ingredients

- ✓ 1 slice of wholemeal bread
- ✓ Sliced mushrooms
- ✓ Onion, sliced
- ✓ 2 eggs
- ✓ Tomatoes

How to make it

1. Pan-fry mushrooms, tomatoes and onion with olive oil till almost cooked. Drain excess water.
2. Add in eggs to almost-cooked ingredients to make the omelette
3. Toast bread to eat with the eggs.

Recipe adapted from: (Khoo) Aroma Cookery

Fruity Popsicles



For the young & old!

Ingredients:

- ✓ Any fruit
- ✓ Fruit Juice (100% fruit juice as it has lesser sugar level)
- ✓ A popsicle maker or plastic cups and ice cream sticks

How to make it:

1. Cut the fruits into cubes. You can mix the fruits up too!
2. Put it into the popsicle tray or plastic cups and place the ice cream stick right in the middle.
3. Pour in the juice.
4. Freeze it till it is frozen.
5. Take it out and eat it!



Enjoy



By Siti Aishah and Aishah Abdullah Albel
Senior Educational Therapists,
Bishan Learning Centre

core team, we have seen how the programme has grown over the years as well as the numerous students who have benefitted from this humble programme.

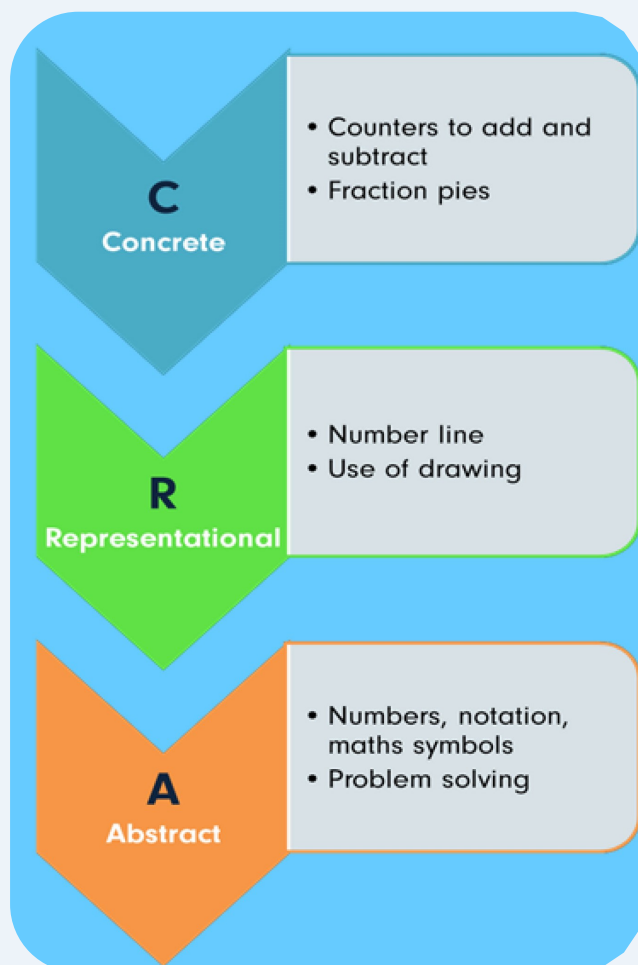
In fact, Ms Albel was in the pioneer team who brainstormed and taught the first Maths lessons in DAS back in 2008. We started with just 5 teachers over less than 5 centres. Today, the Maths programme has expanded to 12 centres with 24 trained teachers. To meet the demands of the students and parents, every centre is now equipped to conduct Essential Maths remediation. This is wonderful news for our students who need maths support.

As many parents have testified, our teaching methodology has worked for our students with Maths difficulties. The method of Concrete to Representational to Abstract compliments beautifully with the Orton-Gillingham (OG) principles we practice in the classrooms. Not only is it sequential, cumulative and multi-sensory, but our approach is also diagnostic which means we cater to the students' needs rather than rushing through a desired syllabus. This strong emphasis



Senior Educational Therapists, Aishah Abdullah Albel (left)
and Siti Aishah (right)

The SES Essential Maths Programme is something that is very close to our hearts. As members of the



on concept building and addressing areas of skill deficit has shown to be effective in helping students with dyslexia understand Maths concepts. Moreover, what is great about this programme is that our curriculum is parallel to the MOE Maths syllabus so parents need not worry if we are doing anything different or irrelevant to what they are exposed to in schools. With the aid of Maths manipulative and varied teaching approaches, we aim to bridge the gap between the student's ability and mainstream syllabus.



Maths resources that are used in class.

As educational therapists in DAS, it is also our hope that we are able to develop this programme further to meet the rising demands of parents who wish to see it branching out to secondary school maths and even preschool. However, for now, the Essential Math programme is catered mainly to primary school maths. If you are a parent of a child who is struggling in Math because he or she is not grasping the math concepts easily as well as having upmost difficulties in word problems, please do not hesitate to enquire about our maths programme.

Write-up on Elan Teo

By Albel, Elan's Maths Educational Therapist
(P6 Foundation Maths):

Elan Teo first started maths lessons with me in Term 1 2014. At the beginning he was rather shy to say out his answers first when I posed questions to the class. His maths workings were also disorganised and I had some difficulty finding his answers. However, after a few sessions he wanted to show that he could fair well amongst his peers. He became more alert and followed my teaching attentively. As often as possible, he would quickly work out the sums mentally and say out the answer first. His confidence rose and his written workings became more systematic.

Numbers, fractions and percentages became more meaningful to him and a challenge that he thought he must overcome. It was an achievement when he obtained 58% at CA1. Keep up the determination and the good work, Elan!

You can achieve!

**For more information about the
SES Essential Maths Programme
visit the SES website.**

www.ses.org.sg

SPECIALIST TUITION

SES has a team of specialist tutors who have extensive experience in supporting students with specific learning differences and other learning needs.



Individualised tuition is tailored based on the profile of the child, which is obtained from our multi-disciplinary team of educational psychologists, speech and language therapists, occupational therapist, and in consultation with parents and educators. Tuition has an individualised problem solving approach where skills focused include:

- Literacy, Numeracy, Oracy, & Writing Skills
- Individual Curriculum support
- Study skills and Exam preparation
- Behaviour and Social support

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Specialised Educational Services | 6444 5700

SES EXAM AND STUDY SKILLS PROGRAMME



The aim of the SES Exam and Study Skills Programme is to provide students with direct support to equip them with the knowledge, skills, strategies and attitudes to cope with the demands of the English Language syllabus in school.

This programme provides an extension to what students have been taught in their 2-hour MOE-Assisted Literacy Programme (MAP) lessons and helps to put the skills learned into practical use in their examinations. In class, students will be exposed to various language knowledge and related strategies to determine their needs in learning the language. Reinforcement of skills covered in a lesson will be done to ensure consolidation of learning.

Based on the analysis of students' work submitted and feedback received, students have difficulties in applying their language skills in Grammar and Comprehension. The grammar components include Application Use of Grammar Structures in Multiple-Choice Questions, Transformation and Synthesis and Editing. The Comprehension Teaching hopes to equip students with skills such as identifying keywords, main ideas, supporting details and using contextual clues to make inferences.

This programme is recommended for students with difficulties in grammar and comprehension.

Applications are open to **Primary 5 and 6 students** who have been in the DAS-MAP for at least a year.

We are also pleased to inform you that SES Exam and Study Skills Programme will open its Bridging Programme to Primary 4 students in Term 4 to allow students to have an insight of the Upper Primary demands for English Language.



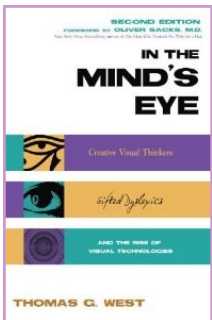
By Siti Halimah Bte Mohd Yahaya & Edmen Leong
Educational Therapists—Bishan Learning Centre

SAVE THE DATE!

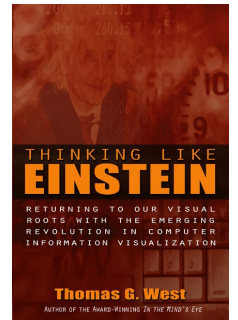


DAS ANNUAL SEMINAR

International Speaker: Thomas G West



Thomas G. West, author of *Thinking Like Einstein* and *In the Mind's Eye* (One of the "best of the best" for the year, American Library Association; new revised edition with Foreword by Oliver Sacks, MD, released September 2009).
Blog: <http://inthemindseyedyslexicrenaissance.blogspot.com>.



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TIPS Talks

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Things I can do to Provide Support for my child

Free Talks for Parents



TIPS is an exciting new series of **FREE** talks by SES to empower parents with information on how to support your child at home. The talks are conducted by a group of seasoned practitioners who between them have over 20 years of experience in the field of Specific Learning Differences.

Each talk will provide parents with learning action tips ranging from dramatic storytelling to solving Maths word problems. Parents, please join us and be equipped with the practical knowledge for effective use of these learning strategies.

How to Sign Up

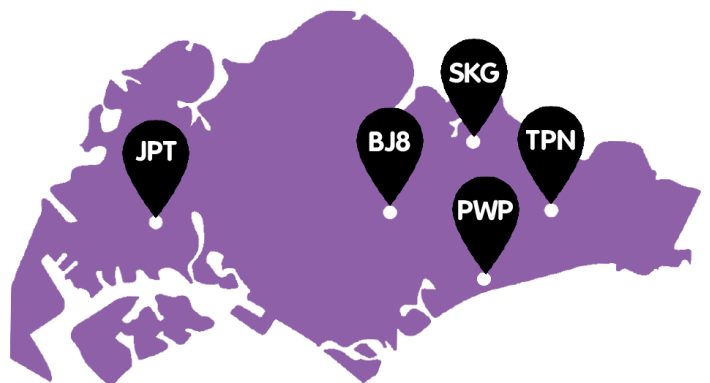
Complete the form online at bit.ly/TIPStalks.



Hurry,
spaces
are
limited!

TIPS will be conducted at the following centres:

- BJ8 Bishan Learning Centre**
 Bishan Junction 8
 9 Bishan Place, #06-03
 Singapore 579837
 Tel: 6250 0526
- JPT Jurong Point Learning Centre**
 Jurong Point
 1 Jurong West Central 2, #05-01
 Singapore 648886
 Tel: 6444 5700
- PWP Parkway Parade Learning Centre**
 Parkway Parade
 80 Marine Parade Road, #22-01/02
 Singapore 449269
 Tel: 6440 0716
- SKG Sengkang Learning Centre**
 Blk 257C Compassvale Road, #01-545
 Singapore 543257
 Tel: 6881 2072
- TPN Tampines Learning Centre**
 Blk 163 Tampines St 12, #01-257
 Singapore 521163
 Tel: 6786 0838



For more information, please contact us at:

6444 5700

ses@das.org.sg

www.das.org.sg

TERM 3 2014

JULY, AUGUST & SEPTEMBER

	BJ8	JPT	PWP	SKG	TPN
SATURDAY 12/7				ANNOTATION SKILLS 4.30PM-6.00PM	
SATURDAY 19/7	DRAMATIC STORYTELLING 4.00PM-5.30PM	ANNOTATION SKILLS 10.00AM-12.00PM			
THURSDAY 24/7			SOLVING FRACTION WORD PROBLEMS 7.00PM-8.30PM		
FRIDAY 25/7	FUN AND EASY CHINESE 7.00PM-8.30PM				
THURSDAY 31/7			DRAMATIC STORYTELLING 7.00PM-8.30PM		
SATURDAY 2/8	ANNOTATION SKILLS 4.00PM-5.30PM				
WEDNESDAY 13/8		BREAKING THE CODE IN WORD PROBLEMS 7.00PM-8.30PM			
WEDNESDAY 27/8		FUN AND EASY CHINESE 7.00PM-8.30PM			
TUESDAY 2/9					POWER UP MATHS WITH GAMES 7.00PM-8.30PM

ANNOTATION SKILLS



Is your child struggling with low scores in comprehension? Are you trying to teach your child how to answer comprehension questions without success? Annotation is a key strategy and important tool in helping your child to read actively and make responses to what they read. Not only will they develop better understanding of texts, they will also be able to produce relevant answers to questions. Come and pick up this skill to incorporate into your child's revision and preparation for the upcoming examinations.

BREAKING THE CODE IN WORD PROBLEMS



Have you ever wondered why some children with dyslexia struggle with word problems? Are you finding it hard to help them understand how to do with their word problems? Join us for a session that will help you see Maths from your child's eyes and equip you with some strategies to help your child cope better with the language of Maths in word problems.

SOLVING FRACTION WORD PROBLEMS



This talk aims to walk parents through a systematic process of solving word problems involving fractions. Parents will have hands-on experience solving word problems involving fractions by drawing models. In addition, some of the common mistakes that kids make with fractions will be shared with parents.

FUN AND EASY CHINESE *Talk will be conducted in English.



Racking your brains on how to help your child learn Chinese? Thinking of alternatives to make learning Chinese less stressful? Come on down and find out what we do to make Chinese learning fun, easy and memorable for your kids. We will share with you the various learning apps and word recognition strategies you can use at home to help your child with Chinese.

POWER UP MATHS WITH GAMES



Are you finding it a challenge to help your child with basic Maths concepts? Put a stop to the never-ending battle and help your child to learn these concepts. Learning Maths can be fun with the skilful use of games that you can play with your child. Be empowered in this session with mathematical concepts and ways to make Maths meaningful and enjoyable for your child!

DRAMATIC STORYTELLING A Powerful Literacy Tool



Can your child read or tell stories confidently, clearly, and expressively? Do you dramatise stories to your child using vocal and physical expressions? Join us for a session to gain specific storytelling skills and understand the nuances behind delivering each story effectively. With the use of drama strategies like breaking a story into scenes, introducing settings and developing characters and dialogue, you can make each storytelling session with your child interactive and engaging.

Why are lefties called southpaws?



Can you help them learn better?



This is a sharing session of the various workshops DAS Academy will be conducting for the next few months. The speaker will also provide an insight of the workshop "Left-handedness Made Easy" that will run on 2nd August so the audience will learn a few tricks on how to help their left-handed children in their school work.

This programme is suitable for all parents.
Registration is required via the E-Kiosks in public libraries or through <http://golibrary.nlb.gov.sg>

Admission is free.

Date: Saturday, 19 July 2014
Time: 11.00am to 1.00pm
Venue: Choa Chu Kang Public Library
21 Choa Chu Kang Avenue 4
#04-01/02 Lot One Shoppers' Mall
Singapore 689812

Speaker's Bio:



An Associate Fellow with the Register of Educational Therapists (Asia), Albert is also a qualified trainer with an Advanced Certificate in Training and Assessment (ACTA) by the Singapore Workforce Skills Qualification (WSQ). He holds the Master of Arts in Specific Learning Differences (London Metropolitan University, UK), and his dissertation explored the learning needs of young learners with dyslexia in Singapore who are left-handed. A research area that he is passionate about.

With over 9 years of experience as a Senior Educational Therapist in the field of special educational needs, Albert is able to incorporate this valuable experience in the design and delivery of his lectures. He also conducts short courses in special educational needs for educators and particularly enjoys sharing his experience with parents in the support of their children's learning at home.



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HOW DOES A DYSLEXIC SPELLING BEE ATTACK THE HONEY POT?

AND... CAN YOU TEACH IT TO SPELL BETTER?



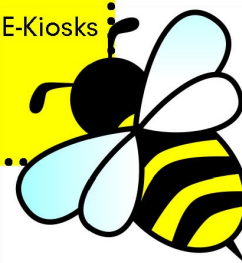
This is a sharing session of the various workshops and courses DAS Academy will be conducting for the next few months. The speaker will provide an insight of the workshop "Coping with Spelling" that will run on 20th and 27th September so the audience will be able to take home a few strategies to help their child spell better with the wordlists given to them by their school.

Date: Saturday, 26 July 2014
Time: 10.00am to 12.00pm
Venue: Jurong West Public Library
60 Jurong West Central 3 #01-03
Singapore 648346



This programme is suitable for all parents. Registration is required via the E-Kiosks in public libraries or through <http://golibrary.nlb.gov.sg>

Admission is free.



Speaker's Bio:

An Associate Fellow with the Register of Educational Therapists (Asia), Albert is also a qualified trainer with an Advanced Certificate in Training and Assessment (ACTA) by the Singapore Workforce Skills Qualification (WSQ). He holds the Master of Arts in Specific Learning Differences (London Metropolitan University, UK), and his dissertation explored the learning needs of young learners with dyslexia in Singapore who are left-handed. A research area that he is passionate about.

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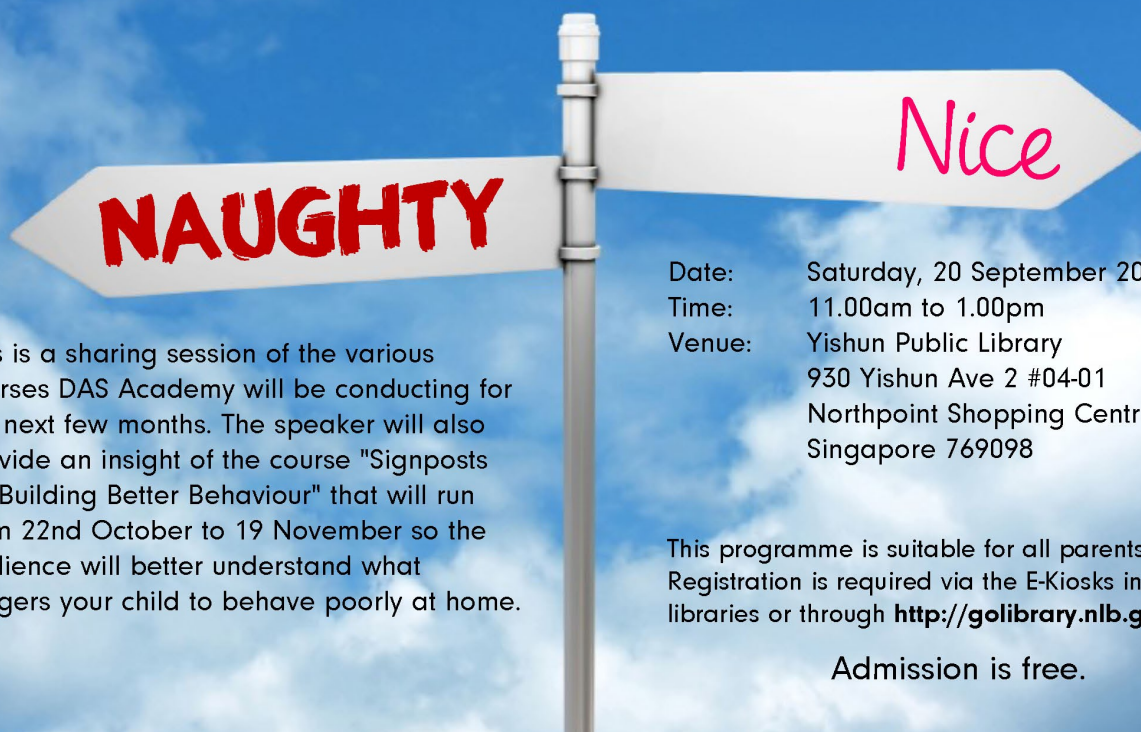
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What has **ABC** got to do with building signposts?



Do you need Supernanny to be around for kids to behave better?



This is a sharing session of the various courses DAS Academy will be conducting for the next few months. The speaker will also provide an insight of the course "Signposts for Building Better Behaviour" that will run from 22nd October to 19 November so the audience will better understand what triggers your child to behave poorly at home.

Date: Saturday, 20 September 2014
Time: 11.00am to 1.00pm
Venue: Yishun Public Library
930 Yishun Ave 2 #04-01
Northpoint Shopping Centre
Singapore 769098

This programme is suitable for all parents.
Registration is required via the E-Kiosks in public libraries or through <http://golibrary.nlb.gov.sg>

Admission is free.



Speaker's Bio:

An Associate Fellow with the Register of Educational Therapists (Asia), Albert is also a qualified trainer with an Advanced Certificate in Training and Assessment (ACTA) by the Singapore Workforce Skills Qualification (WSQ). He holds the Master of Arts in Specific Learning Differences (London Metropolitan University, UK), and his dissertation explored the learning needs of young learners with dyslexia in Singapore who are left-handed. A research area that he is passionate about.

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My child can't read,

I MUST help!

A guide to helping parents understand children with learning differences.

Date: Saturday, 19 July 2014
 Time: 2.00pm to 4.00pm
 Venue: Choa Chu Kang Public Library
 21 Choa Chu Kang Avenue 4
 #04-01/02 Lot One Shoppers' Mall
 Singapore 689812

This programme is suitable for all parents.
 Registration is required via the E-Kiosks in public
 libraries or through <http://golibrary.nlb.gov.sg>

Admission is free.



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***“Education is the most powerful weapon
which you can use to change the world.”***

Nelson Mandela

UPCOMING WORKSHOPS

iRaise Digital Kids: Literacy Apps for iPad

19 July 2014, 9.30am to 12.30pm

Developing Your Child's Comprehension Skills

19 July 2014, 9.30am to 12.30pm

Preparing Your Child for English Language Paper 2 (Primary)

26 July 2014, 9.30am to 12.30pm

Developing Your Child's Vocabulary

2 August 2014, 9.30am to 12.30pm

Left-handedness Made Easy

2 August 2014, 2.00pm to 5.00pm

Supporting Your Child in Mathematics

16 August 2014, 9.30am to 1.00pm

SHARK attack!

16 August 2014, 2.00pm to 5.00pm

Positive Self-Esteem for Positive Learning

Parents Session: 16 August 2014, 2.00 to 5.00pm

Children Session: 23 August 2014, 2.00pm to 5.00pm

Strategies for Sensorimotor Challenges

30 August 2014, 9.30am to 12.30pm

Supporting Your Child in Chinese Language

6 September 2014, 9.30am to 12.30pm

Strategies for Behaviour Management

13 September 2014, 9.30am to 12.30pm

Coping with Spelling

20 & 27 September 2014, 2.00pm to 5.00pm

UPCOMING CERTIFICATE COURSES

Certificate in Dyslexia and Literacy Teaching

18 to 22 August, 25 August 2014

9.30am to 5.30pm

Certificate in Dyslexia Studies

20 & 27 September, 4, 11 & 18 October 2014

9.30am to 12.30pm

Advanced Certificate in Dyslexia and Literacy Teaching

22 September to 16 October 2014 (Mondays &

Thursdays), 6.30pm to 9.30pm

Certificate in Educational Psychology

27 October to 10 November 2014 (Mondays &

Thursdays), 6.30pm to 9.30pm

Certificate in Understanding Speech and Language Impairment

29 November & 6 December 2014

9.30am to 4.30pm

Certificate in Dyscalculia and Numeracy Teaching

First run: 7 to 21 July 2014, 6.30pm to 9.30pm

Second run: 1 & 2 December 2014, 9.30am to 4.30pm

3 December 2014, 9.30am to 12.30pm

Signposts for Building Better Behaviour

22, 29 October & 5, 12, 19 November 2014

6.30pm to 9.00pm

Sign up now at www.dasacademy.edu.sg



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- ◆ 10% member discount on DAS Academy resources
- ◆ Access to DAS Academy library
- ◆ Opportunity to be listed on the RETA website for private consultation
- ◆ RETA Chronicles, the members only, bi-annual newsletter
- ◆ Invitation to workshops/talks/sharing sessions by guest speakers or other RETA members

* Terms and Conditions apply

6336 2555

RETA

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

www.reta.sg
info@reta.sg

RETA PANEL OF ADVISORS



ANGELA FAWCETT

DAS Academic Director

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

DAS Director of Partnerships,

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

The 'Popular' Membership card. by: Yue Jia Xuan (P6) Parkway Parade Learning Centre.
Submitted by : Teo Sue-Lynn, Educational Therapist



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!*

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

A Youth Gang Robbery

by: El Hilo Hannah En (P5), Brendan Wong (P5), Ashraf Bin Masuri (P4) & Ryan Koh (P4)

Dark clouds were looming in the sky and it looked like a thunderstorm was approaching. Bob-Lynn was walking back home from school. Suddenly, he heard a ear-piercing holler from behind calling out for him. A gang of tattooed youths approached him menacingly. The muscular and tall youths towered over the timid Bob-Lynn and demanded for prized possessions such as his I-Phone 5S and his expensive leather wallet.

“Give me your prized possessions or face the wrath of our fists!” they threatened. Bob-Lynn timidly reached into his baby blue bag and took out his wallet and phone. He was about to hand over his prized possessions when his fearless older brother saw the commotion. Bravely, he came to his rescue by punching the gang leader in the gut till he was crouching on the floor, pleading for mercy. Seeing this, the rest of the gang members ran away cowardly, leaving the gang leader lying helplessly on the floor.

Bob-Lynn hugged his brother and in gratefulness, thanked his older brother for his help. Soon after, they called the police and reported the incident. The police came over very soon and arrested the gang-leader on the spot. Bob-Lynn learnt from his lesson and

stopped carrying expensive valuables with him to school. Also, he bought a shrill alarm so he could alert passer-bys in case such an incident happened again.



- Who the boy was
- Who the youths were
- Why they wanted to rob the boy
- How the situation was resolved

Expository Essay Topic

What can people learn from preparing for and taking part in sports competitions?

By Gerald Soh (S2) and Nicholas George Begbie (S1)

Introduction

People from different age groups in various countries take part in sports competitions. There are many different types of sports competitions at different levels, for instance amateur level, beginner, semi-pro, professional and masters. Regardless of the level, people can learn many life skills, build up character traits and values from preparing for and taking part in sports competitions.

Body 1

One character trait you can build is self-discipline in becoming more skilled at your sport. Sports training requires a long, intensive training period which can take up a significant proportion of one's time. For instance, for a typical secondary school student who plays for his school's soccer team, the training schedule can be thrice to four times a week. Each session is usually up to one hour and thirty minutes of a mixture of drills and various exercise to build up one's stamina and improve one's techniques. Such intense training periods requires one to have an immense amount of self-discipline as you need to stick to the training schedule religiously. One cannot skip training sessions even after a tiring day of school. Thus, preparing for sports competitions requires a lot of self-discipline.

Body 2

Another important character trait and life skill one can learn is sacrifice and perseverance. One has to give up their leisure and free time and instead, engage in the weekly sports training schedule. Although it is easy to sacrifice for a short-term, often sports training requires a long-term sacrifice. This sacrifice can be very difficult for a sports athlete especially for people who are not used to it. The character trait of perseverance can also be gained when athletes realise that success comes after a long, sustained effort. One needs to put in his/her best and try one's best to overcome obstacles along the way in order to succeed. Therefore, athletes can learn self-sacrifice, perseverance and determination when training for sports competitions.

Body 3

In addition, one can learn the importance of teamwork and sportsmanship. Playing in a team-based sports (e.g. Basketball, soccer, cricket) requires good teamwork. This means the ability to work effectively and efficiently as a team. Each player has their own specific roles to play and need to co-operate with one another to succeed. For example, in soccer, some players are required as defenders, midfielders, strikers or goalkeepers. All members of the team play a vital role and not one player is more important than the other. Working as a team means collaborating, strategizing and even coming up with specific signals to communicate one's intentions. For example, when passing a ball from a midfielder to a striker, it is important for the teammates to understand and communicate with each other. No one player can win any game if he plays by himself, thus teamwork is an essential skill learnt when taking part in sports competitions. As for sportsmanship, this means playing fairly and following the rules of the game honestly. For instance, when the opposing team wins the match in a fair manner, showing sportsmanship means the losing team should accept defeat gracefully and even congratulate them for their win. One can thus learn the value of sportsmanship when taking part in competitions.

Conclusion

In conclusion, one can learn and build up the values of self-discipline, sacrifice and determination when preparing for and taking part in sports competitions. Also, the values of teamwork and sportsmanship can be learnt. These character traits and qualities can have a long-lasting, life-long positive impact on one's life that extends beyond sports and into one's personal life and career.



Michael Jackson (1958 – 2009)

Ideas contributed by:
Mervyn Leong (Sec 3)
Gable Ong (Sec 5)
Ong Ding Sheng (Sec 3)

*Submitted by: Shenmee
Senior Educational Therapist
Bedok Learning Centre*

The world came to a standstill when details of Michael Jackson's death emerged in dribs and drabs. It was with great incredulity that his fans received the news that Michael Jackson died of cardiac arrest allegedly due to an overdose of drugs.

Michael Jackson, renowned worldwide as the King of Pop, was born in 1958 to a Black family. His father, particularly harsh on him, forced him into a life of singing and dancing from a very young age. His father would beat him up viciously over the slightest mistake in his singing and dancing. His unorthodox upbringing might have led him to a troubled adult life.

His sheer hard work and determination eventually paid dividends as his music swept the world by storm. He was a phenomenal success. He was a great singer with distinctive voice and mesmerising dance moves. Fans would fight tooth and nail to get his autograph or have a photo taken with him. He even built Neverland Ranch, a fantasyland, during his heyday.

Michael Jackson had his fair share of darkest moments too. He was accused of child molestations and was seen dangling his youngest child from the balcony. His ostentatious lifestyle caused him to incur a substantial amount of debt. He was haunted by lawsuits, media and his failed plastic surgery.

With his departure, fans will miss his songs, his flamboyant outfit and the attention-grabbing "Moonwalk" but his legacy lives on. Michael Jackson, the star of great magnitude, will forever remain in our hearts.

Footnote: This article was written at the time of MJ's death. MJ's fans, enjoy reading!



The Earthquake- by Aaron Chew (Primary 6 - Sengkang LC)

One splendid day, the sun was shining and the birds were chirping. It was a perfect day to relax after school. I switched on my TV to the Okto channel. After watching a few hours, I fell asleep.

Suddenly, I was awoken by tremors. Everything in my house was shaking. Glasses crashed and my cup of milk fell on to the ground. I mumbled to myself, "Am I dreaming?" I pinched myself to test whether it was for real. "OUCH!"

I looked out the window and I saw my neighbours making a beeline for the staircase. I quickly took my keys, wallet and handphone, and followed suit.

There were many people on the field. Some of my neighbours were anxiously looking out for signs of people trapped in their flats. Within minutes, I could hear the siren of the fire engines blasting a few meters away. Once the fire engine arrived at the scene, firemen filed out to provide assistance to those in need. An announcement was made to inform the residents that the tremors were caused by an earthquake in Indonesia.

As murmurs ran through the crowd, I heard my mom's voice calling out to me. I walked towards the sound and I was surprised to see her running towards me. She had her luggage with her as she had came from the airport. Seeing my mom, I was so relieved and hugged her tight. She told me that she experienced tremors too in the country where she went for holiday. I realised how blessed to have my mom back safely.

269 WORDS

The Earthquake by Aaron Chew

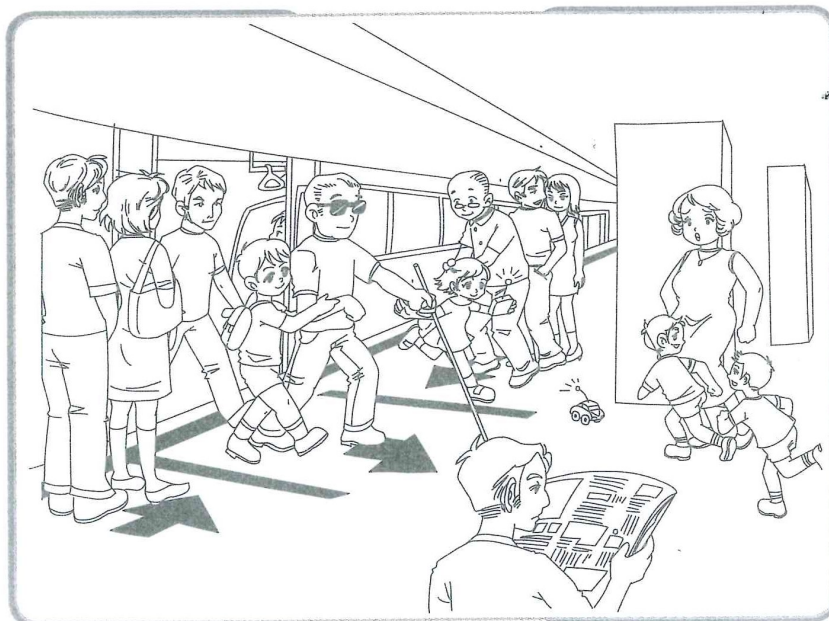
Submitted by Muzdalifah Hamzah , Educational Therapist , Sengkang Learning Centre

At The Train Station

Practice

5

Look at the picture carefully. Then complete the following exercise.



At The Train Station

By Aubrey H. Mok, Primary 5, (Sengkang LC)

One sunny morning, I woke up late because I was so tired. My mother scolded me and told me to get ready for school fast. I was walking to the train station. The weather was cold and it was a great morning.

I was at the platform waiting for my train. I saw many people waiting for the train. At the same time, there were two boys playing catching and a little girl playing with her remote control car. It was dangerous to play at the platform.

Meanwhile, a train arrived. A blind man walked out with a boy holding his hand. A young man and a woman gave way to the blind man.

Suddenly, I heard an old man screaming for help. He had a bad fall when one of the boys knocked into him. I quickly called the ambulance. A few minutes later, the ambulance came and brought the old man to the hospital.

After the incident, I looked at my watch. I was very late for school! Immediately, I took the next train to school.

By Aubrey Mok—At The Train Station
Muzdalifah Hamzah Educational Therapist, Sengkang Learning Centre

Drawing & Doodling



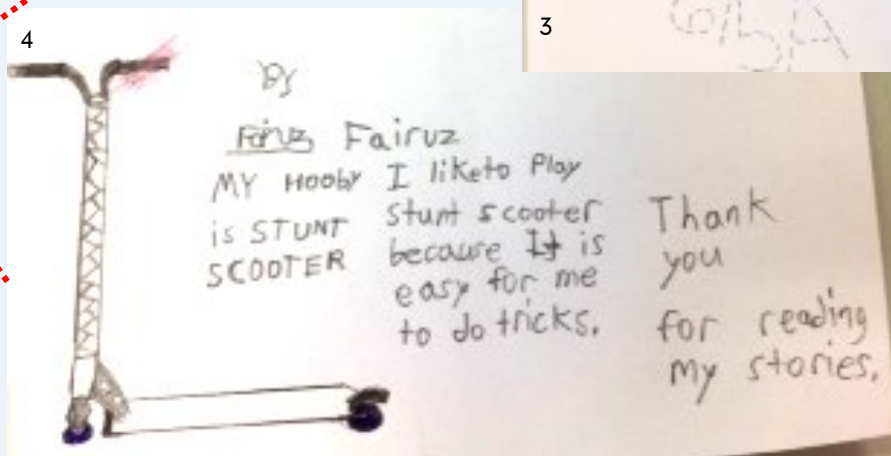
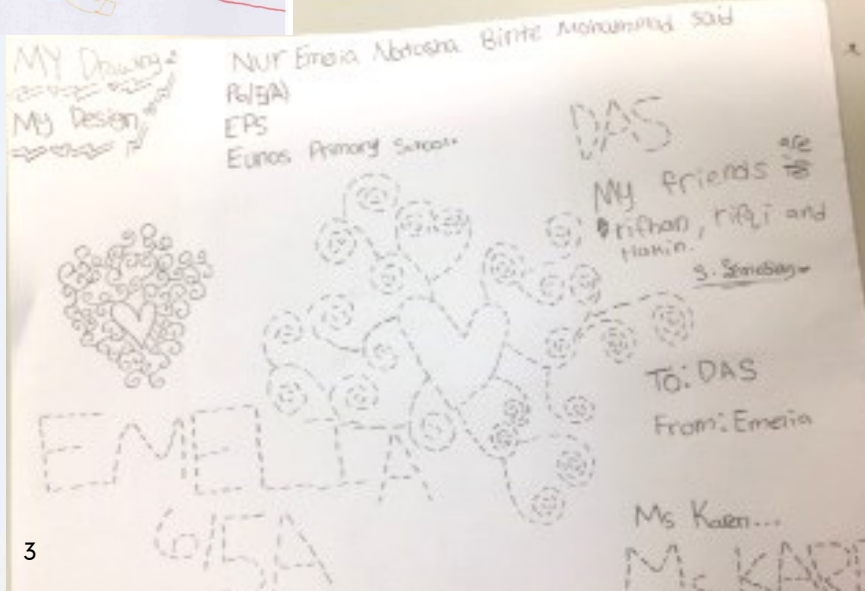
- 1) Lester Loh Jun Xiang, age 10 Primary 4).
- 2) Izzannudin Bin Mohd Jufri, age 10 Primary 4).

Submitted by Stephanie Hooi
Educational Therapist
Sengkang Learning Centre.

- 3) Nur Emelia Natasha Binte Mohammad Said

- 4) Fairuz (P6)

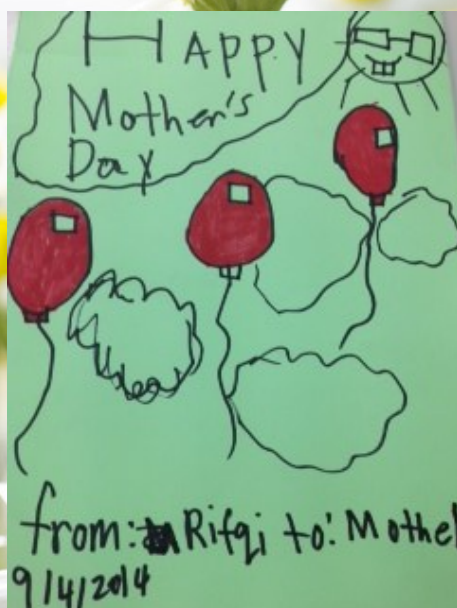
Submitted by Karen Wong
Senior Educational Therapist
Bedok Learning Centre



Happy Mothers Day



Artwork by Rifhan P5

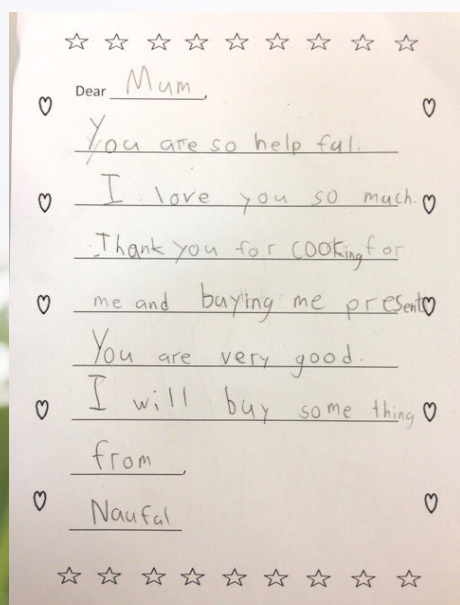


Artwork by Rifqi

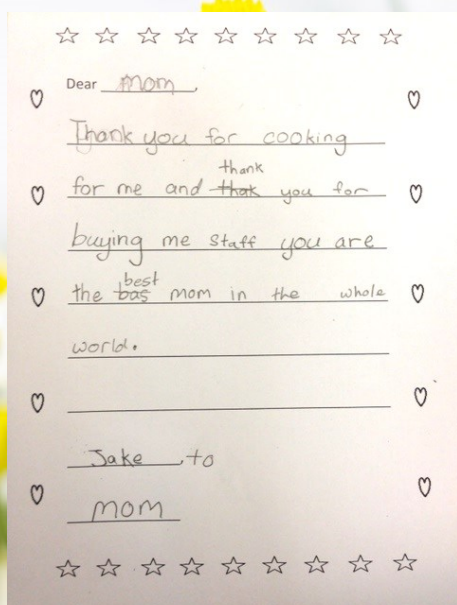


Artwork by Nur Emelia Natasha Binte Mohammad Said

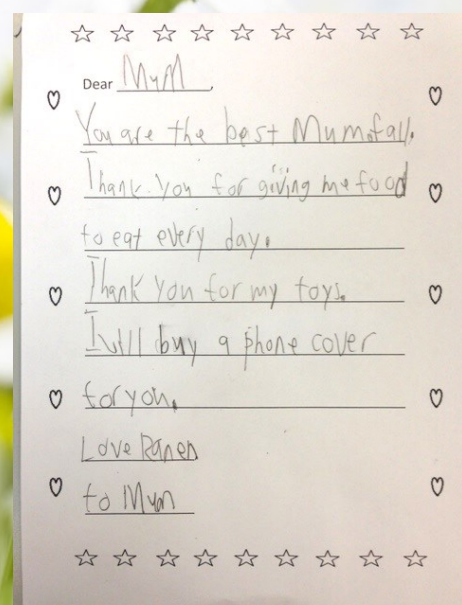
Happy Mothers Day from students at Bedok Learning Centre
Submitted by Karen Wong - Senior Educational Therapist



Letter by Muhd Naufal Khidir Bin (P3)
Muzaffar (P4)



Letter by Jake Lestat Sullivan (P3)



Letter by Seow Yu Gin Ranen

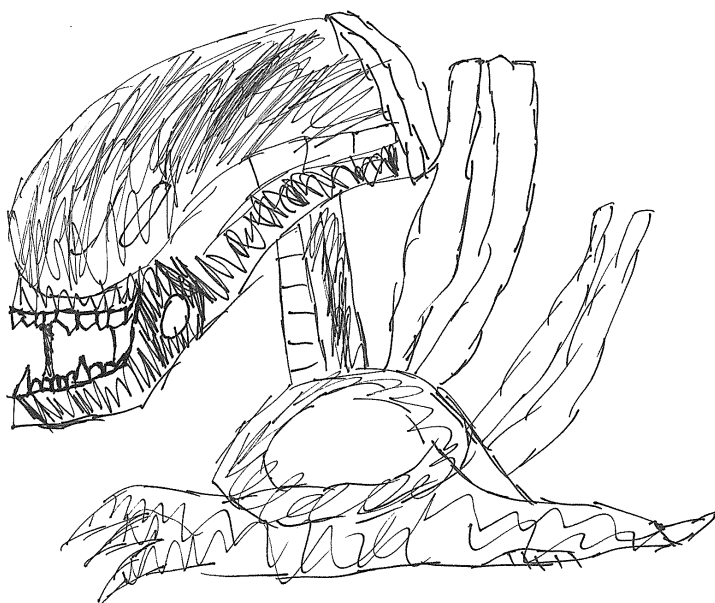
Happy Mothers Day from students at Bedok Learning Centre
Submitted by Nur Alia Salim - Senior Educational Therapist



Artwork by Brenton Lim Zheng Yan—Secondary 2, 14 years old
Submitted by Gayathri Raja Ram, Senior Educational Therapist, Jurong Point Learning Centre

Levin

AVP
00 00



Artwork by Levin Kwek (P5)
Submitted by Sharen Ong, Senior Educational Therapist,
Jurong Point Learning Centre



Give a gift of education
to children with
dyslexia.

We need your **help!** Please donate.



Many children are still struggling with dyslexia and attending classes at DAS. Many of these children come from low-income families and receive financial aid from DAS. Although our main remediation programme is co-funded by the Ministry of Education (MOE), we still need to raise more than \$600,000.00 this year to run services and programmes that are not funded by MOE.

We hope that you will support us in raising awareness about dyslexia and funds for DAS programmes. The donations raised will be used to subsidise the fees of programmes or services for low-income families. Eligible students currently receive bursaries between 30% and 100%, depending on the family's household income.

Dyslexia Association of Singapore: 1 Jurong West Central 2 #05-01 Jurong Point Singapore 648886
T 6444 5700 | F 6444 7900 | Hotline 6444 5700 | www.das.org.sg



DYSLEXIA ASSOCIATION OF SINGAPORE

HELPING DYSLIXIC PEOPLE ACHIEVE

Give the Gift of Education Your Donation Will Change a Child's Life

Of the DAS' student population, almost 40% receive part or full waiver of their fees in view of their family's financial circumstances. In our continuous effort to provide the necessary support to dyslexic Singaporeans, the DAS regularly incurs annual operating deficits in the hundreds of thousands of dollars, even with assistance from the Ministry of Education's funding on a per capita basis. It is through public donations that we have been able to reduce this deficit.

Thank you for considering a monthly donation plan by GIRO



How to complete your GIRO Application

You only need to complete **PART 1** of the GIRO form.

Billing Organisation: DYSLEXIA ASSOCIATION OF SINGAPORE		Date:	Please insert the current date or the date this GIRO is to take effect.
Donor Details:		Donor Bank Details:	
Name:	Please print in clear letters your full name and underline your surname.	Financial Institution:	The name of your Financial Institution where the GIRO debit will be activated from.
NRIC:	We require your NRIC so that we can send you a tax receipt for your kind donation. All donations to DAS attract a 2.5 times tax receipt.	Branch:	The Branch of the Financial Institution where your account is held. Eg. Orchard Branch.
Address:	The address where we can contact you about this GIRO and send your tax receipt.	Account Name:	The account holders name where the GIRO will be deducted.
Contact No:	Your phone number where we can contact you for enquires about this GIRO.	Account Number:	The Bank account number where the GIRO will be deducted.
Email:	Your email address where we can contact you for enquires about this GIRO.	Donation Amount:	The amount that you would like to donate each month to DAS.

Terms and Conditions of the GIRO

1. I/We hereby instruct you to process the Billing Organisation's instructions to debit my/our account.
2. You are entitled to reject the Billing Organisation's debit instruction if my/our account does not have sufficient funds and charge me/us a fee for this. You may also at your discretion allow the debit even if this results in an overdraft on the account and impose charge accordingly.
3. This authorisation will remain in force until terminated by your written notice sent to my/our address last known to you or upon receipt of my/our written revocation through the Billing Organisation.

Signature(s):	The signature (s) or thumbprint (s) as per your Financial Institutions records held for the account. Please note: For Thumbprints, please go to the branch with your identification.
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Please return the completed GIRO application form to the above address or to any of our DAS Learning Centres. You will be notified by post when this GIRO arrangement is activated.
We thank you for your kind support and generosity.





Donation Form – GIRO Application

PART 1: For the Applicant's Completion: (See notes about completing this form overleaf)

Billing Organisation: DYSLEXIA ASSOCIATION OF SINGAPORE		Date:	
Donor Details:		Donor Bank Details:	
Name:		Financial Institution:	
NRIC:		Branch:	
Address:		Account Name:	
Contact No:		Account Number:	
Email:		Donation Amount:	
<p>1. I/We hereby instruct you to process the Billing Organisation's instructions to debit my/our account.</p> <p>2. You are entitled to reject the Billing Organisation's debit instruction if my/our account does not have sufficient funds and charge me/us a fee for this. You may also at your discretion allow the debit even if this results in an overdraft on the account and impose charge accordingly.</p> <p>3. This authorisation will remain in force until terminated by your written notice sent to my/our address last known to you or upon receipt of my/our written revocation through the Billing Organisation.</p>			
Signature(s):			

Part 2: For the Billing Organisation's Completion

Bank	Branch	Billing Organisation's Account No.	Billing Organisation's Customer Reference No.
7 3 3 9	5 0 1	8 5 4 4 1 8 0 0 1	

Bank	Branch	Account Number to be Debited	GIRO Amount
			. 0 0

Part 3: For Financial Institution's Completion

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

This Application is hereby REJECTED (please tick) for the following reasons (s):

<input type="checkbox"/>	Signature/Thumbprint* differed from Financial Institution's records	<input type="checkbox"/>	Signature/ Thumbprint* is incomplete or unclear	<input type="checkbox"/>	Wrong Account Number
<input type="checkbox"/>	Account operated by Signature/ Thumbprint*	<input type="checkbox"/>	Amendments not countersigned by applicant	<input type="checkbox"/>	Other: _____

* Delete where applicable

Name of Approving Officer

Authorised Signature and Stamp of Financial Institution

Date





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

Age: 8+ years

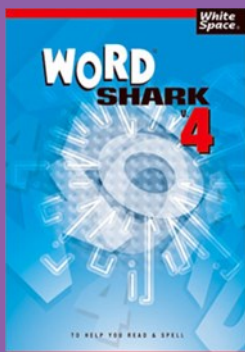
\$45.00 for single user license



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

Age: 5 – 15 years

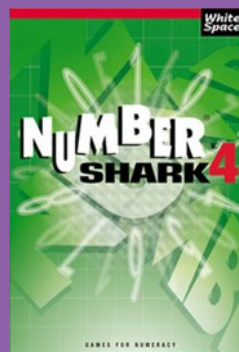
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Word Shark 4 combines the excitement of computer games with the serious task of learning to read and spell.

Age: 5 – 15 years

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Number Shark 4 teaches and reinforces numeracy using 45 carefully designed games, with over 500 topics to choose from.

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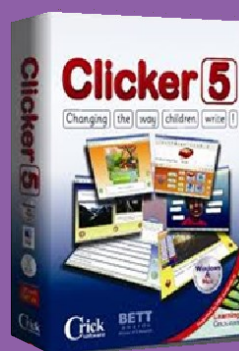
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MindGenius 4 is ideal for students of all ages in planning essays, projects and reports as well as organising study notes and revising for exams.

Age: Above 12 years

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

Age: Above 5 years

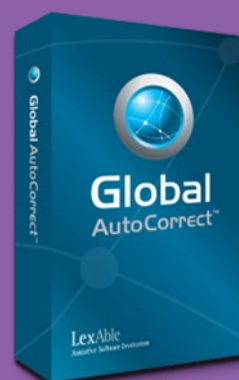
\$170.00 for single user license



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

Age: Above 5 years

\$326.00 for single user license



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

Age: All Ages

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

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