



Reading, Literacy & Learning  
ANNUAL IDA CONFERENCE  
October 21-23, 2021 | IDATV.org

CTRL + SHIFT 

*A Fully Virtual  
Conference on* 

#DYSLEXIACON21

DYSLEXIACON.ORG



DYSLEXIA ASSOCIATION  
OF SINGAPORE  
HELPING DYSLEXIC PEOPLE ACHIEVE

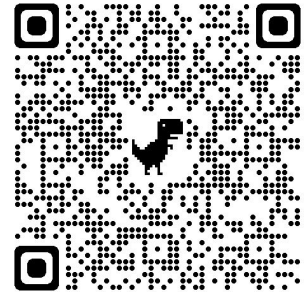
# Taking Structured Literacy Online: Inclusion, Accessibility & E-Toolbox for Diverse Learners

## Presenter

Soofrina Mubarak  
Lead Educational Therapist &  
EduTech Coordinator

Dyslexia Association of Singapore  
([www.das.org.sg](http://www.das.org.sg))

Profile  
on DAS  
Website



## Disclosure Statement

**Soofrina Mubatak** has no relevant financial or nonfinancial relationships to disclose.

IDA 2021

# Taking Structured Literacy Online: Inclusion, Accessibility & E-Toolbox for Diverse Learners

Presented by **Ms Soofrina Mubarak**,  
Lead Educational Therapist & EduTech  
Coordinator  
Dyslexia Association of Singapore



# Table of contents

01

## SLI - What Is It?

An overview of structured literacy intervention

02

## SLI Online

Points to consider when taking SLI online

03

## Inclusion

How do educators ensure inclusion in an online learning space?

04

## Accessibility

What accessibility features do dyslexic learners need when learning remotely?

05

## e-Toolbox

Examples of e-resources in DAS to help educators tide through remote learning

06

## DAS Experience

The challenges, learning points and success!

01.

# What is SLI?

What is Structured Literacy Intervention?



# Structured Literacy Intervention

SLI enables students to decode words in an explicit and systematic manner.



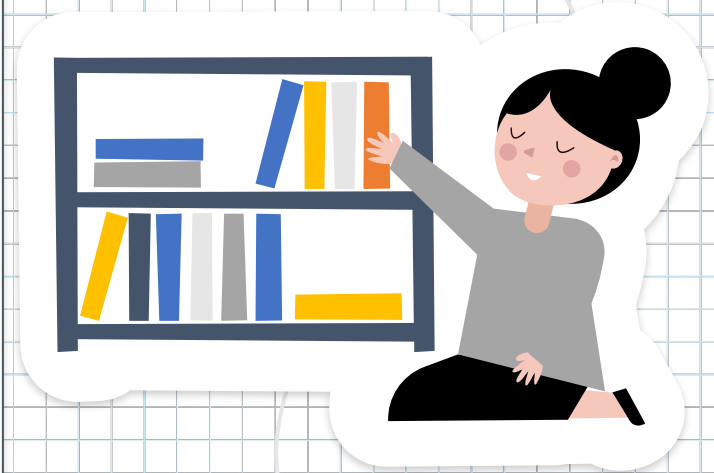
# Characteristics of SLI (content):

- Provision of systematic, explicit instruction,
- That integrates listening, speaking, reading and writing,
- Spans across letter sounds (phonology), writing (orthography), sentence structures (syntax), meaning making (morphology), word relationships (semantics).



# Characteristics of SLI (principles):

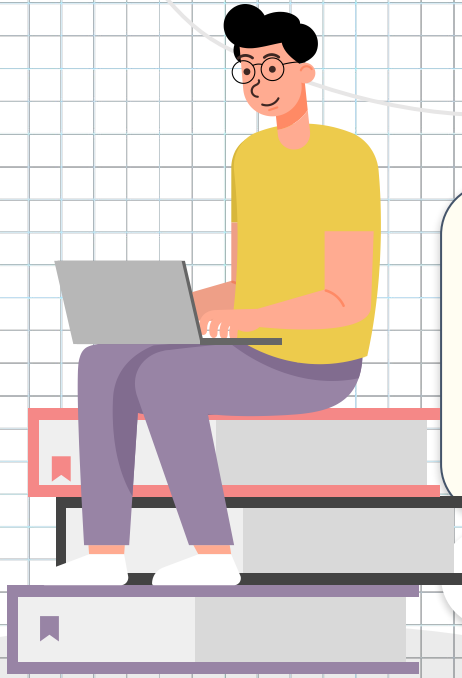
- Structured
- Systematic and Cumulative
- Multi-modal (hands-on)
- Diagnostic and responsive



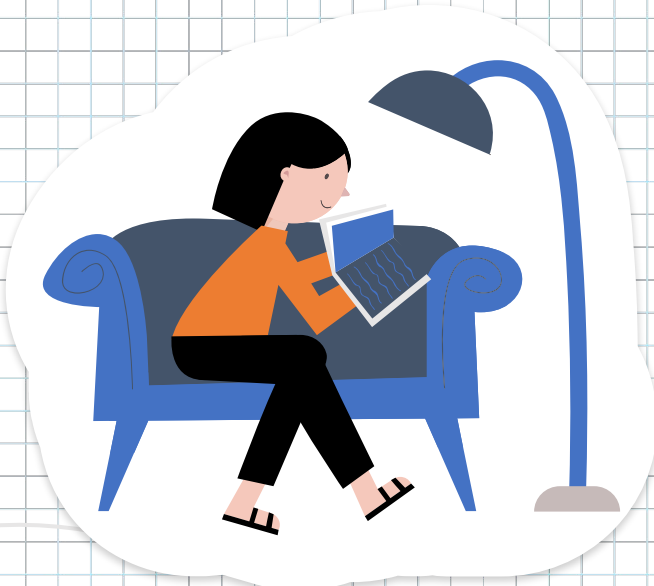
02.

# Taking SLI Online

How can structured literacy instruction be taken online?



# Structured Literacy Intervention Online:

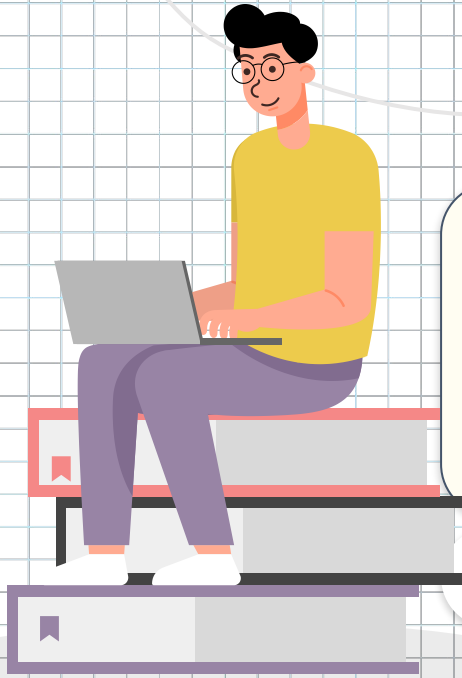


- Target to increase engagement and interaction.
- While maintaining research based methodology

03.

# Inclusion

How can educators integrate inclusion for online lessons?



# Inclusivity

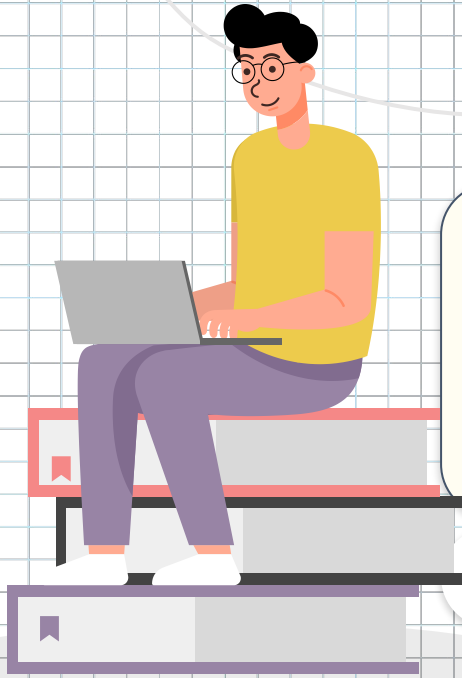
The design and delivery of teaching, learning and assessment methods that allow all students to engage meaningfully with the curriculum and achieve their full potential.



04.

# Accessibility

Making online learning accessible for everyone



# Accessibility

- Physical challenges
- Learning Differences
- Limited access to learning devices



# Accessibility Features

iPads, Chromebook, Macbook, Windows laptops, Mobile Phones, Tablets...

iPad: Text to speech

!

iPad: Highlight content as read

-

iPad: Reading speed controls

-

Chrome: Visual clarity (dark/light)

-

Chrome: Screen Magnifier

-

Firefox: Change fonts and colours

-

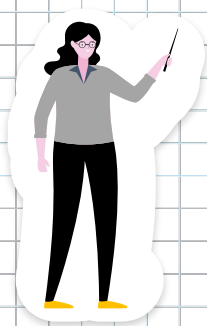
Firefox: Don't Load Images

-

Android: Voice Access

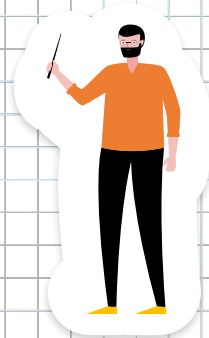
-

# General Accessibility



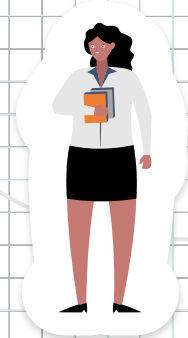
Closed Captions

Audio transcripts and closed captions



Taking it Easy on Memory

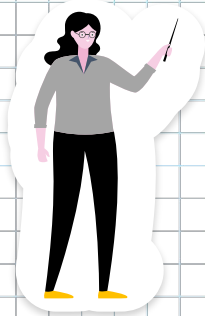
Hyperlinks to direct students to past activities or information



Simplify the screen

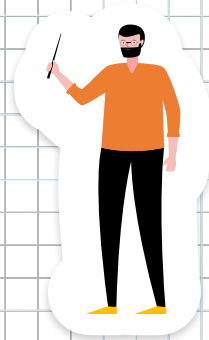
Removing “noise” and “distraction” on screen

# What Can Educators Do?



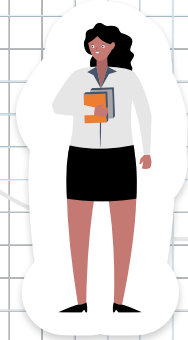
Be Flexible

Be open to trying new things or learning from colleagues



As slow as you must...

Your students are learning, and so are you!



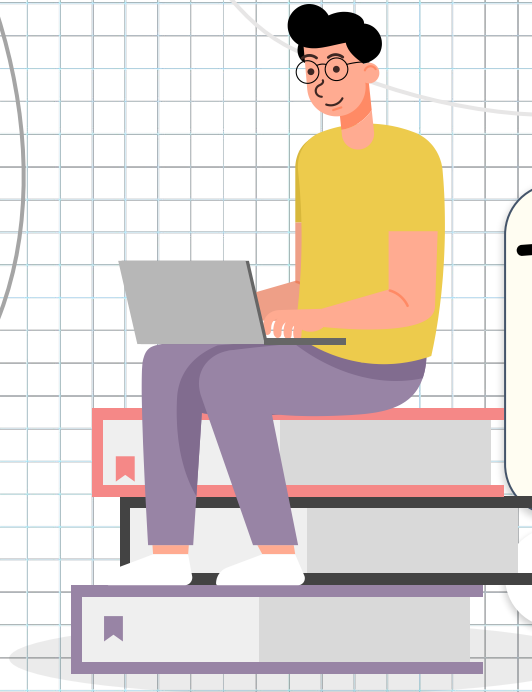
As much as you can...

It won't be the same as face to face lessons!

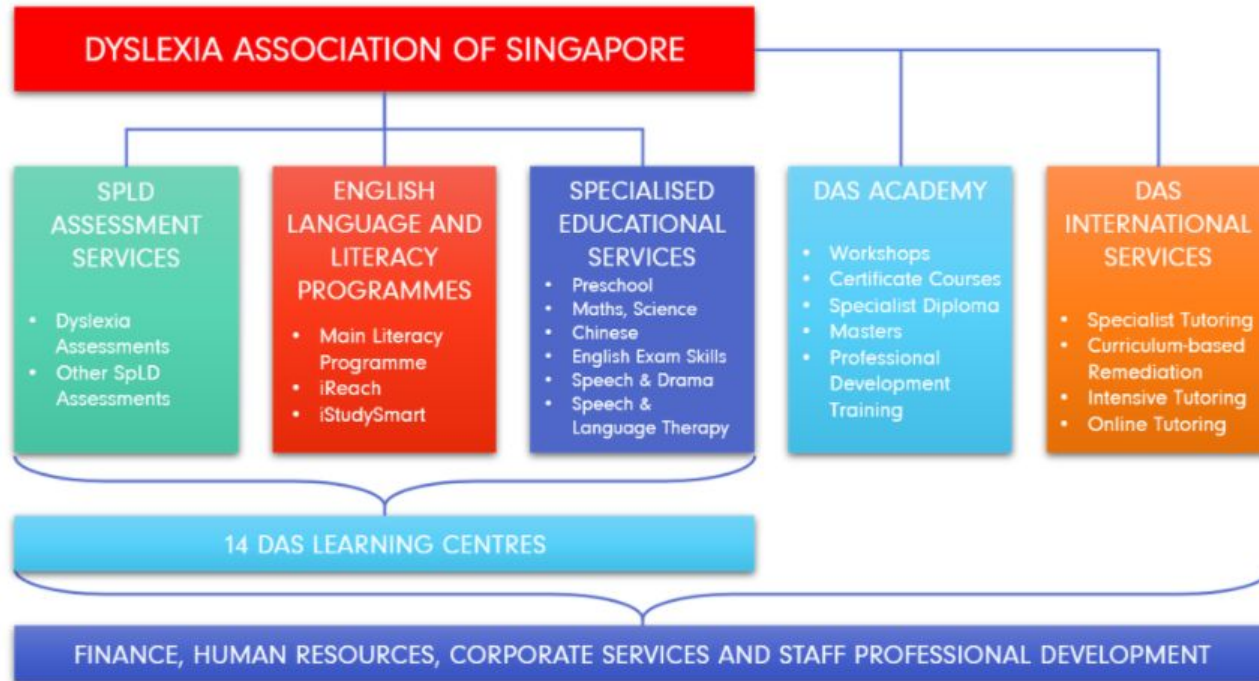
05.

# The DAS and our e-Toolbox

Making online learning accessible for everyone



# ORGANISATION STRUCTURE



**DYSLEXIA ASSOCIATION OF SINGAPORE**

**HELPING DYSLEXIC PEOPLE ACHIEVE**

- Class sizes are kept small (4 - 5 students per class) and students are grouped according to psychological and curriculum-based assessments.
- They are given a banding based on their individual progress and abilities (from Band A1, the lowest, to C9, the highest). [Band A: A1, A2, A3 / Band B: B4, B5, B6 / C7, C8, C9]
- Students generally attend classes for about 2-3 hours every week, either in a 2-hour block or 2 1-hour blocks, depending on the number of programmes they are enrolled in.



**DYSLEXIA ASSOCIATION OF SINGAPORE**

**HELPING DYSLEXIC PEOPLE ACHIEVE**

# Example Activity 1

Color the nouns blue and the adjectives yellow. Then complete the sentences with those words.

**cake**

**tasty**

**dog**

**big**

**whale**

**friendly**

the boy is happy because his \_\_\_\_\_ is \_\_\_\_\_.

the blue \_\_\_\_\_ is very \_\_\_\_\_.

the \_\_\_\_\_ that my grandmother cooks is very \_\_\_\_\_.



# Mind-Maps and Vocab Building

Write three adjectives for each noun

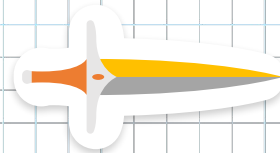


Red

-

-

-



-

-

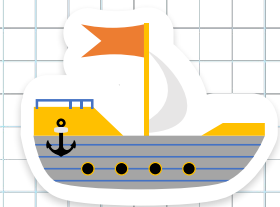
-



-

-

-



-

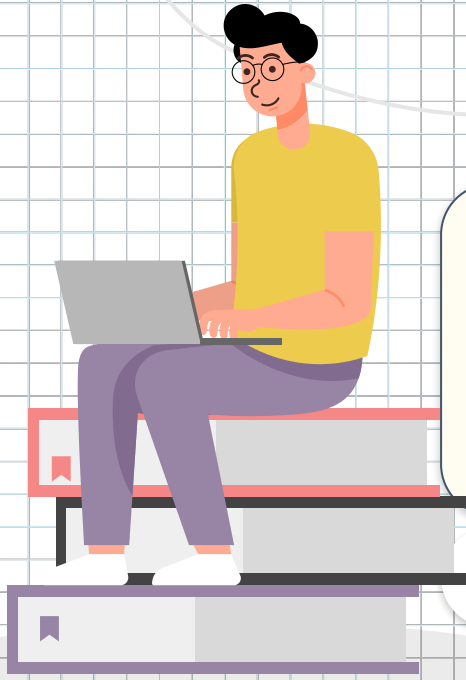
-

-

06.

# Our Online Teaching Experience

The challenges and learning points.



# Emergency remote learning carries a stigma

Designing an online learning module or even a lesson is not a simple conversion of powerpoint slides and word documents to an online platform.

To do this proper, it requires a team of instructional designers, practitioners, and technical support



# Emergency remote learning carries a stigma

Does emergency remote learning  
make students more passive  
learners than active learners?



# ERT @DAS: The DAS Experience



# ERT @DAS: Preparation

- **Foresight in preparation** for the switch to online lessons
  - ◆ Preparation of student emails
  - ◆ Selecting standard mediums
  - ◆ Ensuring DAS educators and students are familiar with chosen platforms (Google Meet / Google Docs / Google Classroom)
  - ◆ Keeping parents informed of these changes and details
  - ◆ Dissemination of information through a variety of mediums

# ERT @DAS: Preparation

- **Communication channels** remained open
  - ◆ For educators to express their concerns or challenges
  - ◆ For parents to enquire
  - ◆ Multiple mediums of communication ( Telephone, Google Forms, group chats, emails)

# ERT @DAS: Preparation

## → Support for students

- ◆ Take Home Lesson Packs for students without devices or internet connection
- ◆ Laptops were provided too, for students from less-resource families
  - DAS donated 123 laptops to DAS students without laptops or desktops at home
  - Engineering Good also donated 151 laptops to our students



# ERT @DAS: Execution

## → Praises from parents

- ◆ Parents could witness their child's learning progress from home
- ◆ Many praised educators for their efforts to teach online despite the constraints

# ERT @DAS: Execution

- **None of the organisational events were cancelled**
  - ◆ Termly All-Staff-Meeting took place online via Zoom
  - ◆ Annual Staff event took place online too
  - ◆ Also had fun and engaging online activities for staff (Zoom Background Design Contest, Online Singing Contest)
  - ◆ Conferences and campaigns were still run online

# ERT @DAS: Outcome



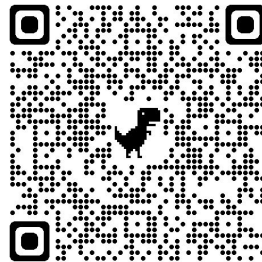
# Thank you!

Thank you for your time and attention! I hope you found this presentation interesting and helpful!

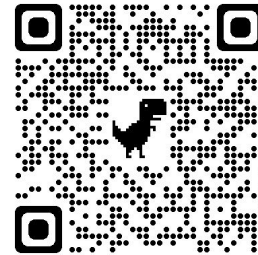
- **Soofrina Mubarak**  
**Soofrina@das.org.sg**

Lead Educational Therapist &  
EduTech Coordinator  
Dyslexia Association of Singapore  
Associate Fellow of RETA  
(Registrar of Educational Therapists (Asia))

View my profile on  
the DAS Website!



Scan to access  
the DAS



Scan to find out  
more about  
RETA

