



Editorial Comment

Angela Fawcett—Editor-in-Chief

Welcome to the latest edition of the Asia Pacific Journal of Developmental differences, (APJDD) which has been published by the Dyslexia Association of Singapore (DAS) for the last 12 years. As Editor-in-Chief of the journal. I am particularly proud of the diversity of material presented here for publication, ranging from controlled studies with full details available for replication, and including a number of mixed measure studies, to a rich body of research presented at the very successful 2026 Unite SpLD conference, with a main theme of the impact of AI on SEND. I would like to thank our guest editors for their contribution to previous issues of the journal.

In our 2nd issue of 2026, it is a pleasure to introduce an article by Dr Mellisa Chin, Thirishankari Aruthanan and Dr Beth Ann O'Brien, "Effects of Envelope Enhancement and Phoneme Categorisation in Bilingual Learners at Risk for Dyslexia in Singapore". This study divided 53 children aged 5-6 years into three groups, the experimental group with both auditory modification and phoneme training, a second group with just phoneme training and a control group with non-phonics games and stories. After a 12 week intervention, results showed that the experimental group with both enhanced envelopes and phonemic training were significantly improved in comparison to the other two groups at post-test and delayed post-test. A longitudinal study might show whether this improvement generalised to phonological processing skills. This beautifully illustrated and scholarly study is a delight to process.

The next study is from Dr Geetha Shantha Ram, DAS Chief Operating Officer, "Twice-Exceptionality in Early Childhood Education: A Critical Synthesis of Conceptual and Empirical Literature". Taking a systems level perspective, the author calls for contextually grounded research and integrated models of practice to support this under-recognised group. This is a key topic in developing our understanding of the strengths and weaknesses of dyslexia.

The next article, by Dr Neil Alexander-Passe and Dr Georgina Nnamani, "SEND: Are School-Aged Young People with Dyslexia Getting a Fair Deal in Schools". This is another important article picking up on the failures in the current system in the UK in terms of dyslexia. This powerful article is enriched with a number of telling quotes from teachers from two secondary schools, who struggled to achieve inclusivity, leaving learners with dyslexia at a continued disadvantage. The article benefits from an insider-outsider perspective from the two authors.

A similar approach is adopted by Selim Cengiz Yeşil and Professor Sevim Inal in their paper "Pre-service English Teachers' Knowledge and Beliefs about Dyslexia: Insights from Turkey". This article adopts a mixed-methods approach to identify gaps in the knowledge of 46 pre-service teachers, with specific criticisms for the limitations of the short training course currently delivered in year 4 of teacher training. The article is illustrated with typical beliefs of the sample of teachers and quotations on the limitations of current provision. It is interesting to note the shortcomings of teacher training and provision for children in a wide range of countries including the UK and Turkey.

In the article from Vishnu s/o Ragunathan, "Exploring the Impact of 'CalmEd Classroom' in Dyslexia Association of Singapore (DAS) Lessons: From the Student Perspective", the author considers how changes in the classroom itself can benefit children with dyslexia. In this research, the author adopts a case study approach with three children participating. Thematic analysis was used to explore emerging themes, using Braun and Clarke's 2006 six-step framework. The findings indicated that participants particularly valued the breathing exercises and mindfulness for enhancing focus and reducing stress, an enhanced sense of belonging in the class, although at times the programme became monotonous. The author concluded that "CalmEd" provided a framework within which to enhance the experience of participants.

Finally, in the last article on this issue by Tan Yee Ping Mariel, "Investigating the Effects of the Inductive Approach to Teaching and Learning for Children with Dyslexia: An Action Research Study", examines an effective method of teaching grammar. This was achieved by student engagement, collaborative learning, teacher scaffolding, and empowering students as constructors of knowledge. Three 9-year-old students engaged in pre-test to post-test and delayed post-tests in a mixed methods design, with no significant differences from post to delayed post-test, but satisfyingly significant improvements from pre to post test.

The issue is completed by a rich cornucopia of research drawn from the UNITE conference in June 2026, with the keynote lectures this year emphasising the importance of AI in future developments in dyslexia. The conference is truly international, with a wide range of well-known researchers contributing remotely, as well as researchers in the early stages of their research, including work with learners from preschool to adolescents, in dyslexia and other learning disabilities. The conference sees an emphasis on executive functions and the role of movements in learning, as well as strengths in dyslexia, in addition to a wide range of topics related to aspects of dyslexia and learning differences. I encourage our readers to investigate the abstracts provided and extend their own knowledge, enriched by the material presented here. There is something for everyone involved in dyslexia, from professionals to advocates to parents. Congratulations to DAS for yet another very successful conference, and many more to come!