



DAS International
EMPOWERING SUCCESSFUL
LEARNING

DAS INTERNATIONAL

BROADENING OUR HORIZONS

**ANNUAL REPORT AND
PROGRAMME EVALUATION
2022 - 2023**



DAS International
**EMPOWERING SUCCESSFUL
LEARNING**



Our Mission

Empowering Successful Learning

Our Goal

The provision of professional services to help and/or enable help to be provided for people in Singapore and the region who have Specific Learning Differences so that they can achieve.

DAS International Services Ltd (UEN: 20111119G)

Registered Address:

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

Auditor: RT LLP

Main Banker: OCBC Bank

Designed by
Deborah Hewes, Deputy Director, Special Projects
Executive, Publicity and Publications


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DAS INTERNATIONAL SERVICES



DAS International
**EMPOWERING SUCCESSFUL
LEARNING**



Anaberta Oehlers-Jaen
Head DAS International

DAS International Services Ltd is a wholly-owned subsidiary of the Dyslexia Association of Singapore (DAS) and is part of the DAS Group of companies.

DAS International Services builds upon the recognised experience, competence and expertise of DAS who has provided services to individuals with learning differences for more than 30 years.

DAS International provides high-quality one-to-one specialist services to students in Singapore and the region who have a range of Specific Learning Differences, behavioural difficulties and developmental disorders as well as those students who struggle to learn, so that they can achieve and reach their full potential.

DAS International provides a total solution for your child's educational needs. We support students with learning differences and aim to close the gap in their learning. We can provide individualised programmes to empower successful learning for students from preschool to young adulthood. We, therefore, ensure that the level of service provided to individuals and schools in the region is of the highest standard using up-to-date and evidence-based resources.



BOARD OF DIRECTORS



MR LEE SIEW PIN ERIC
Director



MR KAKA SINGH S/O DALIP SINGH
Director



DR CYNTHIA TAN
Director



MR KEVIN KWEK
Director



MS WONG MAY-LYN
Director



MR LEE SIANG
Director

MOVING FORWARD: EMPOWERING DIVERSE LEARNERS

At DAS International, we are committed to advancing our mission of providing specialised support to learners of all ages and backgrounds. As we move forward, we are excited to share our key initiatives and focus areas

Expanding Concierge Assessment Services Globally

In our quest to reach learners worldwide, we are taking our Concierge Assessment Services international. Collaborating with regional agents, we aim to extend our reach, ensuring that learners everywhere have access to the assessments they need for personalised support.

Inclusive Support for Struggling Learners

DAS International recognises that not all learners have a formal diagnosis. To address this, we are expanding our client base to include struggling learners who face educational challenges without a specific diagnosis. Our tailored services will cater to their unique needs, fostering a culture of inclusivity in education.

Enhancing Support for Older Learners with Coaching

Learning knows no age limits, and we are dedicated to providing support to older learners. Through specialised coaching, we will empower these learners to overcome obstacles and achieve their academic and personal goals, reaffirming that it's never too late to learn.

Guiding Adults on Learning and Career Journeys

We understand that learning is a lifelong journey. DAS International is committed to assisting adults in navigating their learning and career pathways. Our programmes will provide valuable tools and strategies to succeed in both personal and professional spheres.

Innovating for Specialised Tutoring

Our commitment to excellence drives us to continually innovate in the field of Specialist Tutoring. We will explore new methods, technologies, and research to ensure that our services remain at the forefront of educational support.

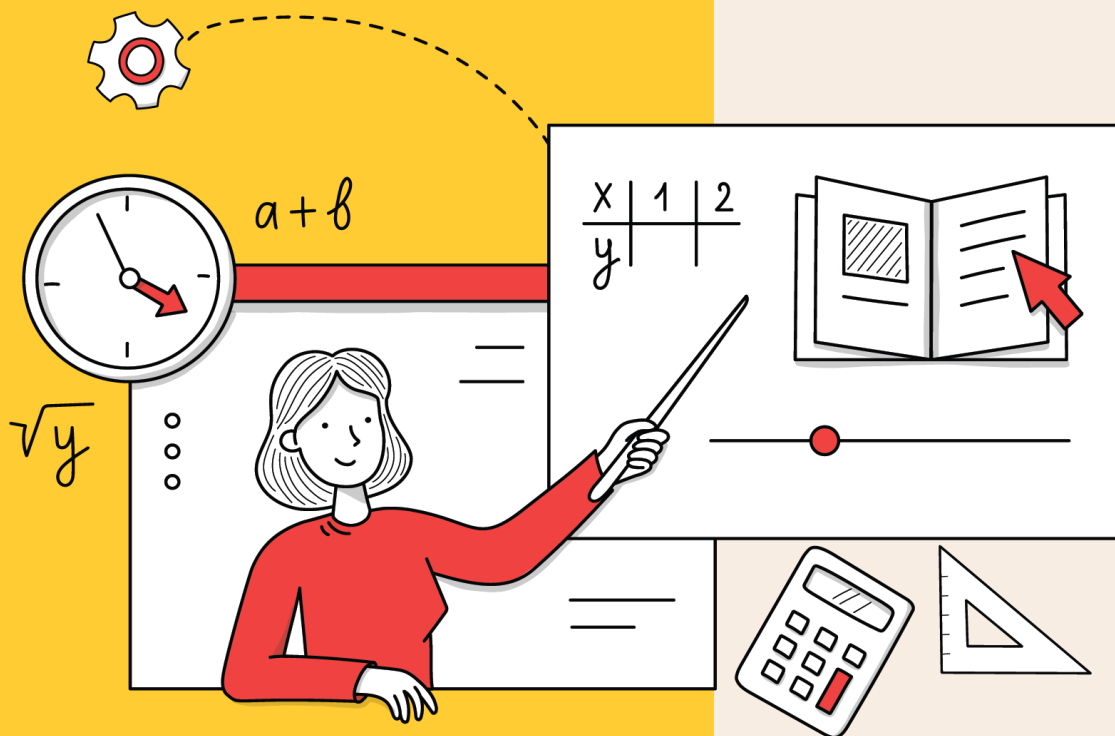
Global Impact and Collaboration

We will actively seek collaborations and partnerships to expand our global impact. By working with educational institutions, organisations, and experts, we aim to create a network that empowers learners across borders.

As we embark on these initiatives, we remain dedicated to our core principles of individualised support, inclusivity, and fostering the potential within every learner. Together, we will continue to make a positive impact on the educational journey of countless individuals.

DAS INTERNATIONAL SERVICES

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DAS INTERNATIONAL SERVICES

About DAS International Services Ltd

DAS International Services Ltd is a wholly-owned subsidiary of the Dyslexia Association of Singapore (DAS) and is part of the DAS Group of companies. DAS International Services builds upon the recognised experience, competence and expertise of DAS who has provided services to individuals with learning differences for more than 25 years. DAS International provides high-quality one-to-one specialist services to students in Singapore and the region who have a range of Specific Learning Differences, behavioural difficulties and developmental disorders and who are struggling to learn, so that they can achieve and reach their full potential. DAS International provides a total solution for your child's educational needs. We support students with learning differences and aim to close the gap in their learning. We can provide individualised programmes to empower successful learning for students from preschool to young adulthood. We, therefore, ensure that the level of service provided to individuals and schools in the region is of the highest standard using up to date and evidence-based resources

About Our Programmes

Since its inception in 2011, DAS International has been providing one to one Specialist support for students with Literacy, Maths, Speech and Language challenges through a customised one to one programme. In response to demand DAS International has responded with new initiatives that aim to support students with Specific Learning Differences (SpLDs) and struggling learners in Singapore and the region.



Services provided by DAS International include:

- ♦ Specialist Tutoring
- ♦ Online Tutoring
- ♦ Speech and Language Therapy
- ♦ DAS International Concierge Assessments
- ♦ Overseas Training
- ♦ Regional Awareness

Programme Description

Specialist Tutoring

Specialist Tutoring provides a comprehensive and holistic range of individual services to clients of all ages with Specific Learning Differences such as Dyslexia, ADHD, Maths Learning Difficulties as well as struggling learners. Providing an individualised problem-solving approach and is intended to support students who seek or require one to one Specialist Tutoring that aims to bridge the gaps in the child's learning and curriculum divide.

The aim of Specialist Tutoring is to effectively support the development of each child. Each child is seen as an active, competent learner, especially children who have Specific learning differences (SpLD), or are struggling learners, wanting and in need of a value-added programme / specialist support. Specialist tutoring is individually tailored, based on the profile of the child obtained both externally through previous psychological reports or through our in-house psycho-educational assessments, and in consultation with parents and educators.

Specialist tutoring has an individualised problem-solving approach where skills-focused include:

- ♦ Literacy
- ♦ Numeracy
- ♦ Oracy
- ♦ Writing Skills
- ♦ Homework Support
- ♦ Individual Curriculum support
- ♦ Organisation and Planning
- ♦ Behaviour and Social support

We provide a total solution to your child's educational needs and tutoring is provided on an individual basis at any of our DAS Learning centers or within your child's school

PROFILE OF SPECIALIST TUTORING STUDENTS

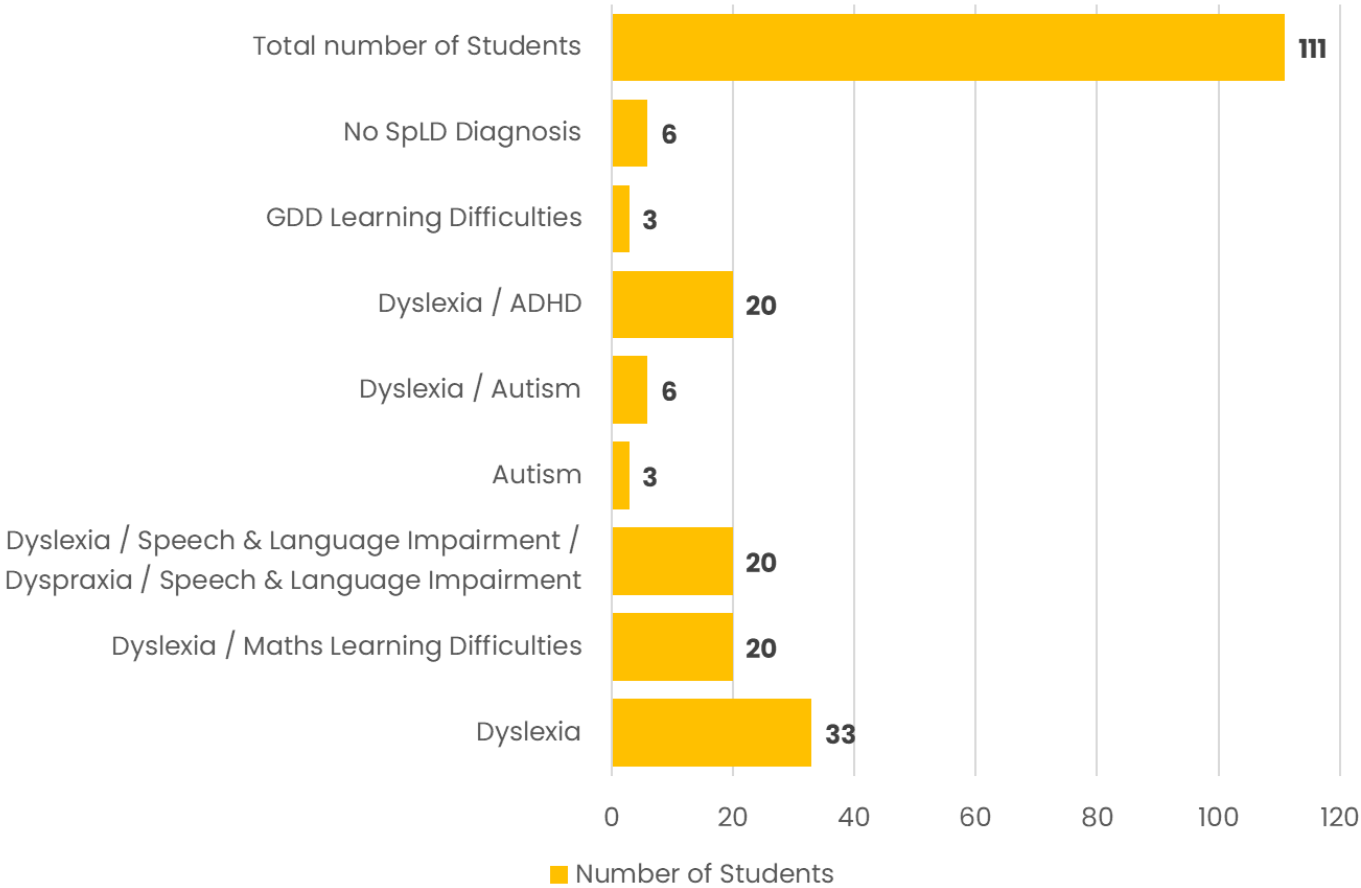
Students accessing support programmes at DAS International have a range of educational needs. These are the student profiles we have supported in FY 2022–2023.

Number of Students		FY 2022/2023
Specialist Tutoring		104
Speech and Language Therapy		7
Total Students		111
Number of Teachers		
Specialist Teachers		17
Speech and Language Therapists		4
Total Teachers		21

We have increasingly seen the trend of Specialist tutoring students to initial attend once per week on one subject to twice a week for two subjects, Maths and Literacy.

This has resulted in the increase of Specialist tutoring hours over the period FY 22/23 to 2,461 hours as compared to the previous FY 21/22: 2,247 hours. At the time we have starting seeing more students who do not have a confirmed diagnosis of a Specific Learning Difference (SpLd)

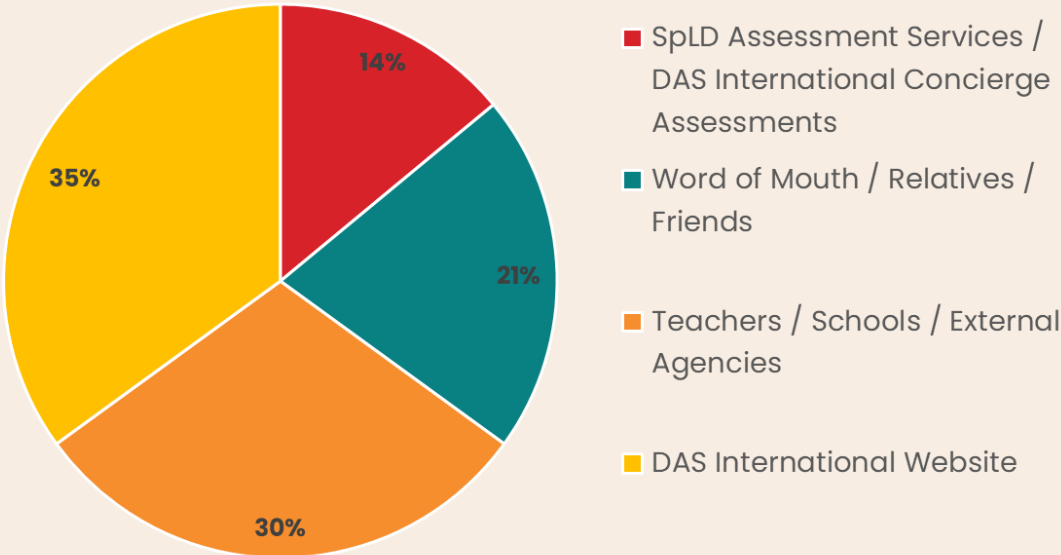
Profile of Students on Specialist Tutoring for FY 22–23



Referral to Specialist Tutoring

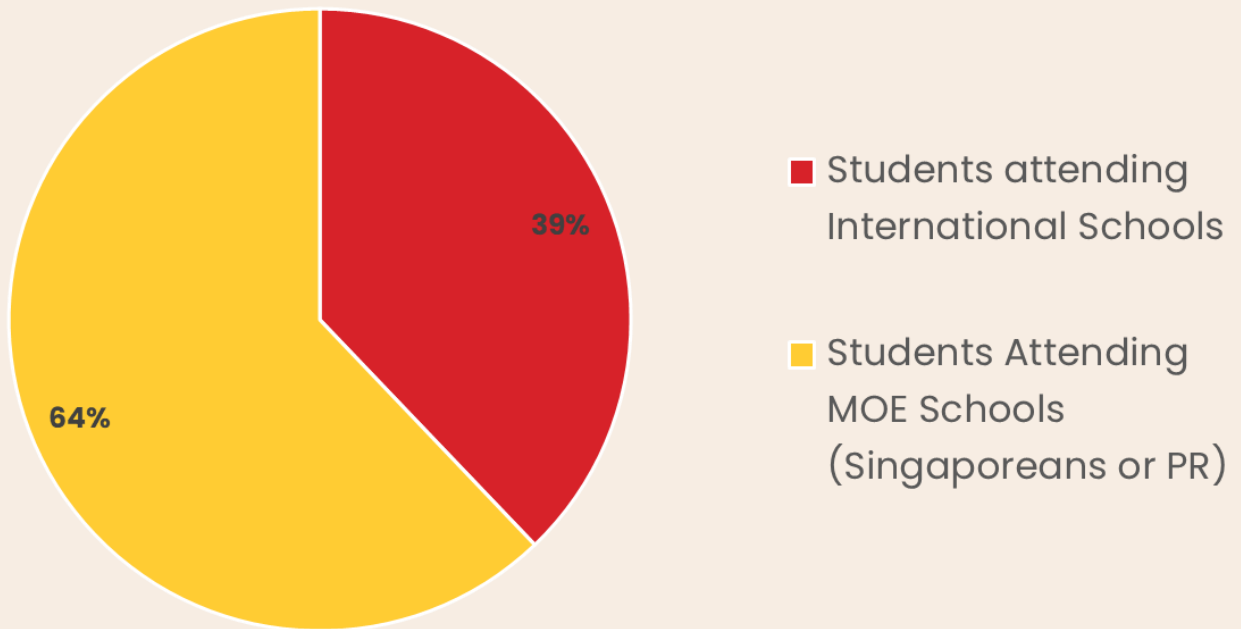
Out of 111 students who attended, 41 students attend international schools and 70 student attend Ministry of Education Schools.

Referrals to DAS International Specialist Tutoring (111 Referrals)



Of the 111 Students in Specialist Tutoring, 40 were attending International Schools and the remaining 71 were Singaporeans or PR's attending MOE Mainstream Schools

Students in Specialist Tutoring (111 Students)



We saw students preparing for national exams like the PSLE and O Levels. Predominantly the Primary Grade age of 4 to grade 6 saw the most number of students seeking remediation support.

Grade Level of Students FY 22/23	
Preschool	5
Primary (1–3)	30
Primary (4–6)	44
Secondary (1–2)	12
Secondary (3–4)	14
Adult	6
Total	111

QUALITY ASSURANCE

Quality Assurance and Audit (QAA) Report for FY 2022/23

QAA is conducted every financial year to ensure therapists' quality of teaching and support for struggling learners are relevant.

QAA was conducted for all 16 Specialist Tutors (ST) for FY 2022/23 between January to March 2023. (Refer to Annex A for the summary of the audit)

Two of the STs were unable to submit video recordings during this period as they were not assigned a class. As such only 14 STs' video recordings were marked for the audit. Out of these 14 STs, one of them resigned but submitted all the necessary video recordings and documentation. (Refer to Annex A).

Below are the requirements for the Audit:

- ◆ List of ST students IEPs & Progress reports for the FY
- ◆ Parent communication log for the DY
- ◆ Selected students': IEP & Lesson Plan
- ◆ Video of session
- ◆ ST Audit Form with feedback from observer

There were both documentation and lesson observation audits conducted. For documentation, STs are required to submit the following documents for the FY:

- ◆ List of ST students IEPs & Progress reports for the FY
- ◆ Parent communication log for the FY

For lesson observation, STs are required to submit the following:

- ◆ Selected student's: IEP and Lesson plan
- ◆ Video recording of the selected session
- ◆ ST Audit Form with feedback provided by observer.

By 31st March 2023, all 14 STs submitted the required documents and cleared the audit. The documents were audited respectively by 3 supervisors: Rebecca Shalinah, Bhavani Jeganathan and Veena Jayanth

However, there were some challenges faced during the audit:

- ♦ Some STs had difficulties meeting deadlines.
- ♦ Some of them faced technical issues recording and uploading the videos.
- ♦ There were some who had Incomplete documents and had to be followed up on

To better understand the challenges, there was a debrief session conducted with all the STs on 23 Mar 2023 and the above were shared with all of them.

Moving forward, to have a more refined and smoother audit process, the following changes will be made to the audit SOP starting FY 2023 (Refer to Annex B):

- ♦ QAA period for FY 2023/24 will take place from 1 July 2023 – 31 Dec 2023
- ♦ STs are required to select 1 class and record the lesson for QAA between 1 Jul 2023 – 31 Dec 2023. A longer submission period is provided so give ample time for STs to record and upload the recording. As we also understand that some STs may not have any students during certain period of the year (due to PSLE/year-end), giving a wider period would allow all STs to submit a recording.
- ♦ List of students (1 Apr 2023 – 31 Mar 2024) in excel sheet
- ♦ Parents communication log (1 Apr 2023 – 31 Mar 2024)
- ♦ IEPs of all students (1 Apr 2023 – 31 Mar 2024)
- ♦ Progress reports of all students (1 Apr 2023 – 31 Mar 2024)

Additionally, we have included a new component for STs to reflect on their practice. FY 2022/23's submitted video recordings will be shared with all STs. They are then required to select any one of the recording, view, do a self-reflection and upload it to the QAA folder. This enables them to learn from each other.



DAS International
EMPOWERING SUCCESSFUL LEARNING

Concierge Assessment Service

by DAS International

ONE-STOP Assessment Centre delivered by experienced registered Educational Psychologists providing the gold standard worldwide recognised assessments.

Why Choose DAS International?



Direct access to the psychologist within 3 working days of receiving the enquiry form



A personalised approach for every client



An assessment report as quickly as 2 weeks after the assessment conclusion*

What Do We Assess For?

- Attention Deficit Hyperactivity Disorder (ADHD)
- School Readiness (Mainstream Schools)
- Special Educational (SPED) School Entry
- Dyslexia for Adults
- Dyscalculia
- Dyslexia

FIND OUT MORE ABOUT THE CONCIERGE ASSESSMENT SERVICE

Scan the QR code at the top of the page or go to

WWW.DASINT.ORG.SG

The CONCIERGE ASSESSMENT SERVICE is provided by DAS International and is separate from DAS SpLD Assessment Services (SAS).

*Timelines will be discussed with clients individually. The timings indicated are the quickest possible turnaround times.

@DASinternationalsg www.dasint.org.sg enquiry@dasint.org.sg

INITIATIVES TAKEN THIS FINANCIAL YEAR

DAS International Concierge Assessments

DAS International launched DAS International Concierge Assessments in April 2022. 10 years ago when first launched Das International Assessments were conducted by Expatriate psychologists; At that time DAS conducted assessment primarily for Dyslexia. The origin of DAS International Assessments dates back to 2011, whereby it was established to meet the growing demand for assessment and specialist services for the expat community.

Providing a fast and premium assessment service covering the full range of Specific Learning differences through the launch of DAI Concierge Assessment. DAS has nurtured and trained SAS registered psychologist to offer a gold standard in psychological assessment reports that are recognized worldwide.

DAS International Assessments Services comprises a team of Registered Psychologists, who have been awarded a Master's or Doctoral degree in Psychology from a recognised institution.

DAS International Concierge Assessment Services offer a range of psycho educational assessments that may help to address your concerns with regard to education, attention and social skills. The difficulties that may be investigated include:

- ♦ Dyslexia
- ♦ Dyslexia for Adults
- ♦ Dyscalculia
- ♦ Attention Deficit Hyperactivity Disorder (ADHD)
- ♦ School Readiness (for mainstream schools)
- ♦ Special Education (SPED) school entry

Summary: DAS International Concierge Assessments over the period FY22/23 conducted a variety of assessment case profiles from Grade 1 up to Adult.

- ♦ 5 out of 8 cases (62%) preferred the shorter wait time as compared to the customary 8 to 12 weeks waiting period. In additions assessment reports
- ♦ were completed within 3 weeks.
- ♦ Profile of the cases
- ♦ 4 out of 8 (50%) are non-Singaporeans
- ♦ 3 out of the 8 cases (37%) were from countries with limited assessment services

PROFILE OF ASSESSMENT CASES CONDUCTED			
Grade/School	SG/ Non-SG	Ax Type	Reason for opting for a Concierge Assessment
Primary 4 MOE School	SG	Review Dyslexia	Parents opted for shorter timeframe (family relocating)
Grade 9 Overseas International School	Non-SG	Review Dyslexia	Referred by a DAS contact, limited availability of services in the country from Indonesia
Grade 1 Overseas International School	Non-SG	New Dyslexia	Referred by a DAS contact, limited availability of services in the home country.
Secondary 3 MOE School	SG	Review Dyslexia	Parents opted for shorter timeframe
Primary 6 MOE school	SG	New Dyslexia	Parents opted for shorter timeframe
Grade 2 Overseas International School	Non-SG	New Dyslexia	Referred by a DAS contact, limited availability of services in the home country
Grade 2 Local International School	Non-SG	New Dyslexia	Parents opted for shorter timeframe
Adult	SG	Adult Assessment	Requiring a diagnosis

DAS International Concierge Assessment Case Study

CASE STUDY 1:

CLIENT J

SUPPORTING STUDENTS IN THE REGION POST Assessment in Singapore:

- ♦ Student: Jason
- ♦ Profile: Boy Grade 3
- ♦ Country: Indonesia

Referred by teacher from *International school (Jakarta)

DAS International Concierge Assessment conducted in January 2023 by Kathleen and and diagnosed Jason with Dyslexia.

Head of DAS International, Anaberta, followed up with parent on the possible support.

The parent flew into Singapore with Jason for 10 hours of Intensive Specialist Tutoring during the term break March 20th – March 24th (2 hours per day) Continuing with online 2 hours per week

- ♦ Parent has signed up for 20 Online sessions commenced in April
- ♦ Also Signed up for 10 hours of face to face in June 2023

Bouquet from satisfied client on DAS International Concierge Assessments

Parent Bouquet: Mother of Jason

Dear Miss Veena

It was nice meeting you as well. Thank you for these past 5 days for teaching Jason, he indeed had a great time with you..

Sincerely
Catherine

Parent Bouquet: Mother of Belinda

Belinda underwent a DAS International Concierge Assessment with Assistant Director and Educational Psychologist, Ms Pei Yei, in November 2022, following the assessment Belinda's mother requested for further support for her daughters learning through DAS International Specialist tutoring.

Dear Ms Ana,

Hope all is great. I would like to commend you and your team for the fast and efficient service. I would especially like to commend Ms Pei Yi for her very prompt responses. She was very clear and patient in explaining to us the difficulties our daughter is facing in her learning. And I feel her report is very accurate. I'm very glad to have met her.

Since my daughter is mildly dyslexic, I was hoping that I could send her for like courses to help her cope with her dyslexia. For example, in the areas of note taking and how she can use strategies to help her cope in school in future.

Thank you so much for your time.

Regards,

Cindy

Moving Forward FY 23/24

DAI Assessments will be the Gold Standard go to provider for overseas clients within the region. Overseas assessments through utilizing and building a network of regional contacts will endeavour to provide quality assessments throughout the region over the coming you with ongoing expansion to our Commission based agents. We continue to source for like-minded referral partners.

Commission based agents offering 10% referral fees: It is also important to note that all three of our referral partners are members of RETA

- ♦ Pakistan: Ms Fehmnina Khan
- ♦ Sri Lanka: Mr Samunn Abdull Caffoor
- ♦ Cambodia: Mr George Cowie from Learning Support Asia

DAS International Overseas Training

DAS International conducted overseas training for the Al-Irsyad Satya Islamic School and the Global Sevilla School, in Jakarta. DAS Academy was deployed to conduct the “Supporting Learners with Dyslexia” on the 29th October: 8.30 to 4.30 by Siti Asjamiah and Rebecca Shalinah. The 6 hour online workshop was well received and attended by 40 participants who were teachers.

Workshop overview: In an era of inclusive practice, teachers and staff in educational institutes will invariably work with learners with SEN. This workshop covered the most common difficulties likely to be presented i.e dyslexia and other common SpLDs. A teacher’s appreciation of the learning difficulties can be the first step toward making a positive contribution to the wellness of students’ development. More specifically, with an understanding of these learning difficulties, those responsible for making provisions can exhibit professional responses and take practical steps to ensure students with learning difficulties enjoy equal access to the broader curriculum, just like their typically developing peers


Looking ahead... Supporting Struggling Learners on Specialist Tutoring:

We have started to see more students who may not have a diagnosis of a Specific Learning Difference such as Dyslexia, seek out Specialist tutoring. We have 6 students for the year who do not have a formal diagnosis. Through a targeted approach the Specialist teachers have recorded very good improvements in their students.

**“Getting there, Together:
Sometimes All We Need is
someone to believe in Us”.**

By Nicole Chua

Preparing her student for her N Level Exams who attended 30 sessions of Specialist tutoring.



NEW BLOG POST

**From Grade U to C:
Getting There, Together**

By Ms Nicole Chua, Senior Specialist Tutor, DAS International

bit.ly/getting-there-together

@dasinternationalsg



FROM GRADE U TO C: GETTING THERE, TOGETHER
Sometimes All We Need is Someone to Believe in Us.

“Today my student texted me her N level result, I screamed!
Just June this year she came in with U grade for Science.

For 4 months we slogged together. I self-studied, taught, she practised & reinforced!
From this, I learned that you don’t have to be a subject expert to be the right teacher,
but to believe that each child deserves an equal opportunity to excel...”

In June last year a parent approached DAS International to seek support for K – a secondary 4 student who was about to sit for her N-level examination in a few months. Though she was never formally diagnosed, K has been struggling with language-related problems since primary school. Due to her language processing ability and trouble with both verbal and written expressions has resulted in KG doing poorly in her studies especially Science. No matter how hard she tried to study and memorise her textbook, she continued to fail as she was not able to grasp the science concepts nor make sense out of them.

Her parents were at their wits’ end as they could not find the right help for their child.

Naturally, when I learnt of her difficulties, I told them I was not the right help too as I am not a science teacher. How do I help a child in a subject that I am not an expert in? But what deeply moved me was that her parents believed that I was the right help for her and told me that they wanted to start her off with me anyway. In a blink of an eye, before I knew it, we have completed 30 sessions together which stretched till the day of her science paper.

Starting from the June holidays K and I spend at least once a week – an hour each session on science. Started by uncovering what she did not understand then reteaching her, using real life examples from the endless hours of searching through the internet and recounting experiences in my life to make learning real for her. At the end of each week, I will spend my weekends combing through school textbooks and past year papers. To help me understand the difficulties that she faced and understand how her mind worked, I spend hours completing test papers in a timed environment just like how any N Level candidate will.

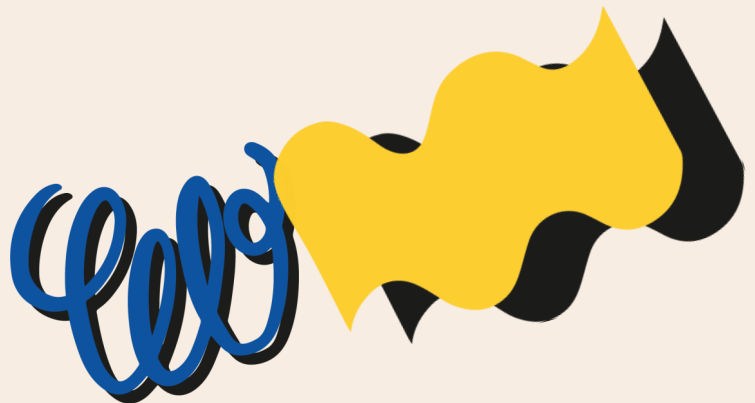
Literally, I became a student so that I can help her become better learner.

At times, she will feel demotivated as the amount of work we do was just so intense! We will listen to Thai music and discussed Thai dramas to shake off the stress! The months that she persevered paid off when she passed her science paper during prelims for the first time and went on to score a C for her N Level Examination!

I believe it is crucial that our children have someone that believes in them and willing to journey through difficult times with them. Sometimes we forget to realise that their journey of being different can get very lonely and hopeless.

Written By:

Ms Nicole Chua, MA(SpLD), BA(Comms)
Senior Specialist Tutor, DAS International
Manager, (Talent & Development & Partnerships)
Dyslexia Association of Singapore



ENGAGEMENT AND AWARENESS

DAS International Awareness & Outreach Initiatives

In line with the DAS International key efforts to outreach to likeminded organizations, International schools and communities, in the Asia Pacific Region, Head of DAS International Anaberta Oehlers-Jaen hosted, the International UNITE SpLD International Forum titled “Don't wait for your child to fail” The importance of Early Assessment and Diagnosis. Through robust discussions with our esteemed professional panelists came from throughout the region.



UNITE SPLD 2022 – INTERNATIONAL FORUM

“Don't wait for your child to fail”
The Importance of Early Assessment and Diagnosis



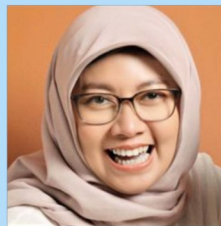
ANABERTA OEHLERS-JAEN

Head of DAS International
Singapore



FONGPEI YI

Educational Psychologist
DYSLEXIA ASSOCIATION OF
SINGAPORE



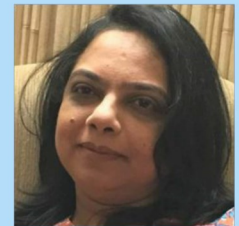
DR KRISTIANTINI DEWI

Paediatrician &
Chairwoman
DYSLEXIA ASSOCIATION OF
INDONESIAN



ELSA CHUI

Educational Psychologist &
MGR, Programmes & Services
PATHWAYS FOUNDATION
Hong Kong



MASARRAT KHAN

CEO
MAHARASTRA DYSLEXIA
ASSOCIATION, INDIA

UNITE SPLD 2022 – 23 TO 24 JUNE 2022 – SINGAPORE

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Approaches to Identifying Dyslexia

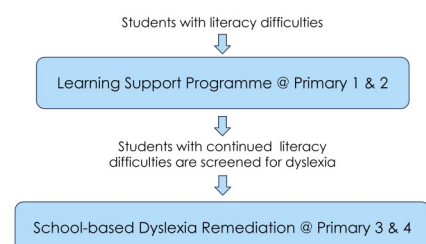
Comprehensive Assessments

- Students are assessed on a range of abilities and skills
- Profile of strengths and weaknesses
- Symptomatic approach - identify deficits in areas relevant to dyslexia
- Students' backgrounds are taken into consideration

Response to Intervention (RTI)

- Provision of intervention targeting phonological processing and literacy
- Progress monitoring data is collected
- Students who demonstrate continued difficulties are identified to have dyslexia

Support in Mainstream Schools



30 August 2022: RETA: Supporting Third Culture Kids (TCK) sharing by Ana Berta Oehlers-Jaen, Head of DAS International & Shilpa Madane, Senior Specialist Teacher.

WEBINAR:
**Supporting Third Culture Kids (TCK)
with Specific Learning Differences**

Third Culture Kids are children who spend their formative years overseas, in a culture other than their parents'. They are often enrolled in international schools, exposing them to multiple cultures and customs, forming a hybrid or "third" culture. When you have a TCK child with Specific Learning Differences, the child's school is one of the most important factors of life in any community. It's at school where a child will receive the necessary services to help him reach his full academic and, at times, social potential, including services specific to the learning difference. Join us in this webinar as we discuss more about Third Culture Kids and how we can support them!

Date: 30 August 2022, Tuesday
Time: 7.00pm – 8.00pm

To sign up, scan the QR code or go to
tinyurl.com/RETAWebinar-TCK

PRESENTER
Anaberta Oehlers-Jaen
Head of DAS International
RETA Fellow

PRESENTER
Shilpa Madane
Senior Specialist Tutor
RETA Fellow

@DyslexiaSG www.reta.sg info@reta.sg 6444 5700 (Mon – Fri, 9am – 5:30pm)

Spotlight on Specialist Teachers Webinar series: 2022/23

DAS International hosted by Ana Berta Oehlers-Jaen (Head of DAS International) hosted the popular Spotlight on Specialist Teachers Webinar series.



DAS International
EMPOWERING SUCCESSFUL LEARNING

Spotlight on Specialist Teachers

SOCIAL COMMUNICATION SKILLS PT2

COACH YOUR CHILD IN SOCIAL COMMUNICATION SKILLS
Children vary widely in their social communication skills. Some children are generally cooperative, able to follow rules and behave fairly age-appropriately, as expected of them. They may seem to get along well with peers in school-based co-curricular activities, yet be unable to form friendships that go beyond the school setting. Other children say and do things that seem to upset others more often than not. They may get easily upset, and experience tantrums and meltdowns. Then there are children who lack self-confidence and may succumb easily to peer pressure. Yet others may appear stubborn and argumentative, insisting only on their own points of view. Whichever your child falls into categories (yup, usually more than one), don't despair. Come join us for some starter tips on what you can do, and where you can get more ideas and additional support.

FREE Webinar

THURSDAY
12 MAY 2022
12:30PM - 1:15PM

REGISTER NOW

Presented by
ELIZABETH LIM
Speech-Language Therapist
DAS International
Associate Lecturer
DAS Academy

BIT.LY/DASINT-WEBCAR

WWW.DASINT.ORG.SG INFO@DASINT.ORG.SG

The Spotlight webinars series, highlighted the expertise of our Specialist teachers as they shared with parents, and teachers. The webinar gave our Specialist the opportunity and the platform to share tips and strategies on Social Emotional learning, Maths, Curriculum support which was well received.

We reached out to 12 International schools and provided information on our services as well as conducted team meetings for our students attending international schools in sharing of their progress on Specialist tutoring. This has always been well received with over 100 participants as well being live streamed on facebook.



IN LINE WITH THE WORLD DYSLLEXIA AWARENESS WEEK, DAS INTERNATIONAL PRESENTS

HIGHER ORDER COMPREHENSION:

STRATEGIES & SKILLS FOR STUDENTS WITH DYSLLEXIA OR LANGUAGE DIFFICULTIES

LIVE


5 OCTOBER 2022

WEDNESDAY, 12.30PM - 1.15PM

>> SWIPE >>

The DAS International Webinar series can be accessed on the DAS YouTube Channel.

<https://www.youtube.com/@DyslexiaAssociationofSingapore>



FREE WEBINAR


SPOTLIGHT ON SPECIALIST TUTORING

The Importance of Executive Functioning Skills in a Child with SpLD

8 February 2023, Wednesday
12.30 pm to 1.15 pm
LIVE via Zoom Webinar

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Veena Jayanth
Senior Specialist Tutor



TESTIMONIAL FOR SPECIALIST TUTORING



Celebrating Success and Thank you to

Gladys Wee
Senior Specialist Teacher

I am writing this letter to highly recommend Gladys for her exceptional work as a specialised tutor to my daughter Susy at the Dyslexia Association of Singapore.

Gladys demonstrated an exceptional level of expertise and professionalism with her in-depth knowledge of the specific learning needs of Sarah. It is instrumental in helping Susy develop effective and tailored learning strategies. Gladys also goes above and beyond to ensure that Sarah receives the support she needs to thrive academically and gain confidence in her abilities.

Gladys's greatest strength is her ability to establish a nurturing and supportive learning environment for Susy. She possesses a natural talent for building rapport with students, creating a safe space making Sarah feel comfortable expressing her challenges and asking for help. This, combined with her patient and compassionate approach, allows Sarah to develop a positive attitude towards learning.

Moreover, Gladys is a highly effective communicator and collaborator. She maintains open lines of communication with both Susy and me, keeping me informed about Sarah's progress and areas for improvement.

Best wishes

Sophie
Parent of Susy (Primary 6)
Specialist Tutoring Student



Thank you for your dedication, professionalism and care!



Ms Tammy Wong **Speech and Language Therapist**

Dear Ana

"I am happy to share the experience of my child's speech therapist, Teacher Tammy. Through the speech therapy sessions, she has built a strong rapport with my child and made him feel comfortable and at ease.

She took the time to understand my child's unique needs and worked diligently to address the specific sounds that my child struggled with.

The progress my child has made under Teacher Tammy's guidance has been tremendous. My child's speech has improved significantly, and I am amazed at the progress that my child has made to pronounce sounds that were previously challenging for him. She also tries innovative ways to engage my child, which made the therapy sessions enjoyable and effective. My child has grown to love attending therapy sessions with Teacher Tammy, and looks forward to each session with excitement.

One aspect that impressed me was the invaluable tips that she has provided for us to work on at home. She shared creative and effective techniques that we could incorporate into our daily routine to further enhance my child's speech development.

Thank you, Teacher Tammy, for your dedication, professionalism, and care towards my child. We are grateful for the positive impact you have made on our child's speech development."

Thank you.

Pansy
Mother of Roger, (7 yrs old)
Speech and Language Student



Thank you for your unwavering support!



Ms Shilpa Madane
Senior Specialist Tutor

Dear Shilpa,

I wish to express my heartfelt appreciation for the guidance and support you have provided Edison under your tutelage. Your dedication and expertise has had a significant impact on his academic journey.

Your patience, ability and your teaching methods makes it easier for him to grasp even the most challenging topics. Also, your unwavering support and belief in his potential makes him look forward to every Math and English lessons with you.

Thank you for making his learning experience more engaging as it pushes him to strive better in every assignment and examination.

Regards,

Cheryl
Mother of Edison
Specialist Tutoring Student



SUCCESS STORIES / CASE STUDY

By Anaberta Oehlers-Jaen
Head of DAS International

Support for Adults with Specific Learning Difference under Specialist Tutoring showcasing their varied learning needs

Support for Adults under the customised Specialist Tutoring requires an individualised and targeted approach.

They have areas of concern that are diverse and needs based. In supporting Adults with Dyslexia or other Specific Learning differences, it is important to have a consultation with the individual prior to commencing the session. Through the understanding of their own individual needs and challenges the Specialist teacher is then able to design an Individual Education Plan (IEP) that has clear outcomes with **SMART** targets for the adult learner. SMART targets would be Specific, Measurable, Achievable, Realistic and Timely.

Working towards these goals we have found motivates the adult. We see through supporting these adults that the struggle is actually more often than not in their executive functioning abilities, the specific learning differences if any have been managed or compensated. Background information by the Specialist Teachers assigned to the adult learner needs to be researched in order to better understand the adult's current scope. This can only happen through an initial discussion with the adult. Flexibility on the part of the Specialist teacher, is therefore important in understanding and supporting adult learners who may be struggling in various areas.

The range in ages on Specialist Tutoring for Adults are as varied as the learning needs from ages 20's to over 50's. We highlight two of the cases we have seen in 2022/ 2023: Jane and K Gal.

PROFILE	Reason for opting for Specialist Tutoring	Specialist Teacher	Duration on Specialist Tutoring
JANE—22 Undergrad final ADHD / Anxiety	Referred by External agency Final year 4 student needing to complete her 10,000 word dissertation: Anxiety issues	Veena Jayanth	Intensive 49 hours Nov/Dec 2022
SHELLEY—17 Dyslexia	Needs help with time management, Planning tasks, Organisation of work-TOK, Text and poetry analysis	Veena Jayanth	20 hours March 2023 (ongoing)
K GAL—21 Marketing student Diploma Dyslexia	She was assessed and referred by an external agency	Bhavani Jeganathan	53 hours completed
SUE—55 Works for a non profit	Wanted to read and write well. No formal diagnosis but she suspects she has Dyslexia. High achieving currently studying for her MBA	Bhavani Jeganathan	5 hours Renewed another 5: Sept: 2022
MAY—26 Dyslexia	Received online support main focus in planning, writing	Bhavani Jeganathan	10 hours Aug 2022
MALE 22 Enrolled in ITE part-time Autism	Preparing for his O Level exams English	Bhavani Jeganathan	60 hours 2021
JEGA—42 Dyslexia	CNA documentary in 2020: Supported through funding. Jega was a non reader and could not write.	Samunn / Zaiton	60 sessions Since Jan 2021 Funded (2 year)

Case Study 1: Jane:

We recently supported a 22-year-old final Year 4 honours university student Jane, through 50 hours of Specialist Tutoring at the end of 2022. Henna, had executive functioning and anxiety issues which made completing her dissertation at risk although the student was high functioning. Our specialist teacher found that through guiding and mentoring Jane, through the various components in a structured and systematic manner, whilst at the same time supporting her was a fine balance as the dissertation needed to be owned by Jane. Through Jane's perseverance, and the support from her specialist teacher, she managed to complete her 10,000-word dissertation which was duly submitted and which she passed.

(Full blog: "My experience working with a high performing young adult by Senior Specialist Teacher Ms Veena Jayanth")

My experience working with a high performing young adult by Senior Specialist Teacher Ms Veena Jayanth

I would think Serendipity threw us together at the last quarter of the year. An enquiry came through someone who knew the work we did at DAS International. It turned into an incredible experience for me, a Senior Specialist Teacher. Henna, a final year high performing honors student recently diagnosed with ADHD needed support writing her final year thesis.

At the initial meeting at the centre with Jane and her mother and Head of DAS International Anaberta Oehlers-Jaen, I took the opportunity to explain that I would help Jane in organising her thoughts, to pen them down but her research and treatment would be her own one hundred percent. I wanted Jane to take ownership of her work. Both S and her mother were convinced that the fit was right, and signed up immediately. A leap of faith that touched us all! It was being in the 'right place at the right time' for both the parties.

Henna had copious, relevant, and credible information on her topic based on research papers in the field but had to make a beginning choosing her topic and research question to mirror her interest in the subject and the conviction of her argument.

The weekend before we started our sessions, I read through the material that had been collected by Jane. The thoroughness of the research was incredible. We began

the 3hr per day sessions armed with the support of Ana and Jane's mother. The school holidays meant quiet corridors and having pretty much the whole centre to ourselves. We first (broadly) zeroed in on the topic and research question. We broke down the thesis into smaller parts and started working on each section systematically. It was such a pleasure to work with a young adult and to discuss the various aspects of the paper. Jane's knowledge on the subject was astounding. As we sifted through the information and put the relevant bits together, my knowledge of the subject deepened and so did our respect for each other. We took regular breaks once in every 30 minutes, for tea, snacks, movement breaks or just to chat about something other than the topic. Then it was back to business as usual. Henna made steady progress adding sections and thousands of words. The hours and days just flew by. There were good days, there were not so good ones.

Jane would sometimes not be very convinced about the previous day's work, or the way the present day's work was progressing or with just a word that was not scientific enough... yes, she was a perfectionist! We would then try out different ways of expressing her thoughts or leave that section to revisit later and worked on something that Henna was definite about. There was always something that was accomplished every single day.

Linking up every section into a cohesive whole took a lot of time with the conclusion part playing hide and seek for a few sessions. S was very tired but kept going on to finish the draft to be sent to her supervisor. Her sheer tenacity and purpose were admirable. Jane had nearly 10,000 words on paper before she left for the holidays. Jane then worked on the comments made by her supervisor on the draft and worked non-stop till she finished the final paper before the deadline. Jane's first of a kind assignment as well as experience for me. A huge thanks to Jane and her mother for their trust and DAI and DAS for their support! Wishing Jane the very best in her future endeavors!



BOUQUET

From WhatsApp Jane's mum Jenny

Oh my goodness Veena you have been an ABSOLUTE SUPERSTAR. Sasha could not have done it without you. We are so very very grateful. I know that some days were very tough, but you managed to get her to keep going. And the most important thing is that she has actual ownership of the paper which means that doing her presentation will be so much easier.

I am amazed at everything that you have achieved. I think that it has been a very hard 3 weeks. We were both absolutely shattered yesterday after also the nearly 2 hour call on the science part.

The discipline that Veena and Jane worked on in Singapore did help a lot for the finalization of the thesis. It took a lot out of her, but it was done and submitted!

Warmest wishes

Jenny

Mother of Jane

Specialist Tutoring Student

Case Study 2: K Gal

Senior Specialist Teacher: Bhavani Jeganathan

Number of sessions: 53 hours—twice a week

Time period- August 2021 – October 2022

Profile

- ◆ 19 years old female, currently studying at MDIS (Mass media)
- ◆ Dyslexic
- ◆ A fan of K Pop (BTS)
- ◆ You tuber
- ◆ A positive attitude towards education
- ◆ Recommended: Job related training, literacy and numeracy support

Strengths

- ◆ Sociable
- ◆ Persistent

Challenges

- ◆ K Gal (nickname) has been with DAI ST since Aug 2021. K Gal required literacy
 - ◆ Inadequate academic performance (receptive and expressive language were below expectations)
 - ◆ Severe difficulty in spelling and phonological awareness, listening comprehension, visual spatial ability, comprehension and writing
 - ◆ Learning style (Executive Functioning eg. organisation)
 - ◆ Concentration (Fair)
 - ◆ Math
 - ◆ Low motivation, low self-confidence

Individual Education Plan (IEP)

◆ Self evaluation, goal setting and reviewing goals

This teaches her how to set goals and stick to them effectively.

◆ Values Alignment

This introduces the best strategy to *realign her work values* with her goals.

♦ **Study skills (organisation, planning techniques, prioritising tasks)**

This teaches her how to set boundaries with herself and people around, to keep focused and properly manage time.

♦ **Communication skills (managing people, managing conflicts)**

This builds communication skills that help manage and overcome conflicts that may arise during project management/daily events.

♦ **Journal skills (Introduction of expressive and reflection)**

Bullet journaling

Gratitude journaling

♦ **Presentation skills (eg. group presentation)**

Bhavani's Reflection

"Her parents were very supportive of realigning her IEP goals from literacy support to Social skills, Study skills and motivation. The lessons were rather different compared to my other students as K Gal was 18 years old and I had to ensure I was tactful when dealing with young adults. There were many occasions where K Gal was seen showing low motivation of herself and she was easily affected by how the society sees her as an individual due to her ongoing challenges both in tertiary education and at home.

The sessions that I had with her ensured she was given a recap of the skills learnt in the previous lesson, a new concept and a self-reflection of herself. I could see that over the last 6 months, K Gal has progressed in a few dimensions. Now she is confident to step out of home to shop herself. She is able to connect with people in social media. She is able to plan her weekly tasks and is able to set boundaries for herself.

How we look at ourselves (Self-love) and how we carry ourselves (Self-confidence) despite all challenges in life depends on the choice we decide to take"

Bhavani Jeganathan
Senior Specialist Tutor
DAS International

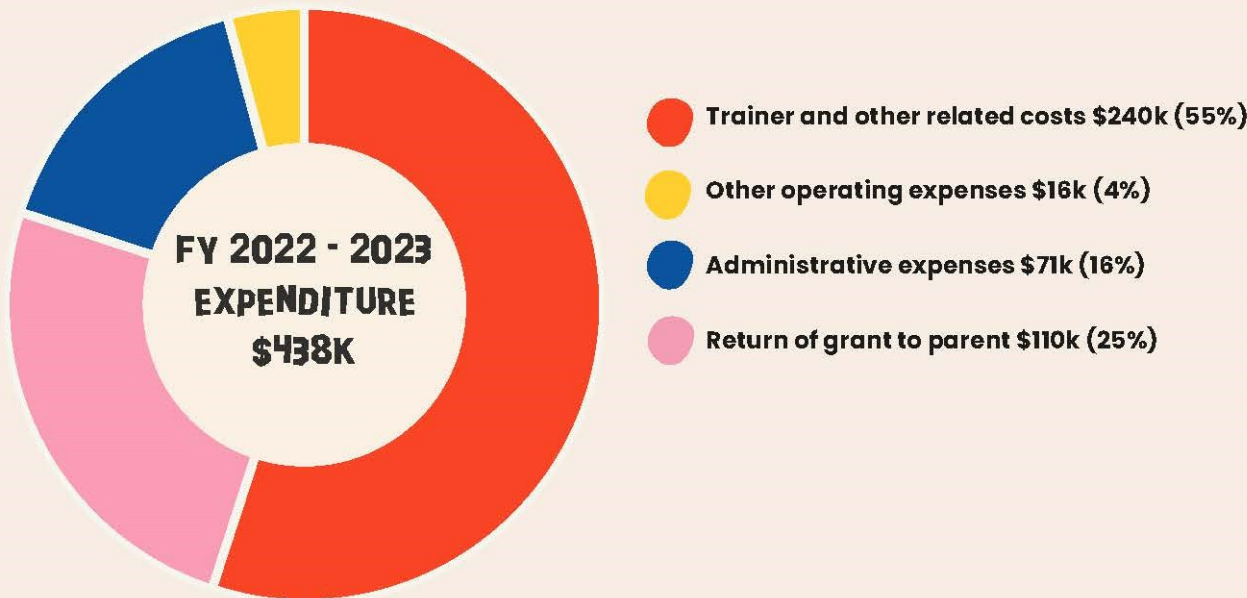


FINANCIAL HIGHLIGHTS

TOTAL INCOME



EXPENDITURE



GOVERNANCE EVALUATION CHECKLIST

Name of Organisation: DAS International Services Ltd. UEN: 201111119G

Preview Governance Evaluation Checklist Submission for the period Apr 2022 – Mar 2023

The Board of Governance of DAS International refers to the Board of Directors of its parent company, Dyslexia Association of Singapore ("DAS"). For the DAS Group Corporate Governance Policies, please refer to the [annual report of DAS](#).

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
Board Governance				
1	Induction and orientation are provided to incoming governing board members upon joining the Board.	1.1.2	Complied	The Board of Governance of DAS International Services Ltd refers to the Board of Directors of its parent company, Dyslexia Association of Singapore
	Are there governing board members holding staff* appointments? (Skip items 2 and 3 if "No")		No	
4	The Treasurer of the charity (or any person holding an equivalent position in the charity, e.g. Finance Committee Chairman or a governing board member responsible for overseeing the finances of the charity) can only serve a maximum of 4 consecutive years. If the charity has not appointed any governing board member to oversee its finances, it will be presumed that the Chairman oversees the finances of the charity.	1.1.7	Complied	
5	All governing board members must submit themselves for re-nomination and re-appointment, at least once every 3 years.	1.1.8	Complied	
6	There are documented terms of reference for the Board and each of its committees.	1.2.1	Complied	
Conflict of Interest				
7	There are documented procedures for governing board members and staff to declare actual or potential conflicts of interest to the Board at the earliest opportunity.	2.1	Complied	
8	Governing board members do not vote or participate in decision making on matters where they have a conflict of interest.	2.4	Complied	
Human Resource and Volunteer* Management				
9	The Board approves documented human resource policies for staff.	5.1	Complied	

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
Financial Management and Internal Controls				
10	There is a documented policy to seek the Board's approval for any loans, donations, grants or financial assistance provided by the charity which are not part of the charity's core charitable programmes.	6.1.1	Complied	
11	The Board ensures that internal controls for financial matters in key areas are in place with documented procedures.	6.1.2	Complied	
12	The Board ensures that reviews on the charity's internal controls, processes, key programmes and events are regularly conducted.	6.1.3	Complied	
13	The Board approves an annual budget for the charity's plans and regularly monitors the charity's expenditure.	6.2.1	Complied	
	Does the charity invest its reserves (e.g. in fixed deposits)? (Skip item 14 if "No")		No	
Fundraising Practices				
	Did the charity receive cash donations (solicited or unsolicited) during the financial year? (Skip item 15 if "No")		No	
	Did the charity receive donations in kind during the financial year? (Skip item 16 if "No")		No	
Disclosure and Transparency				
17	The charity discloses in its annual report – (a) the number of Board meetings in the financial year; and (b) the attendance of every governing board member at those meetings.	8.2	Complied	The Board of Governance of DAS International Services Ltd refers to the Board of Directors of its parent company, Dyslexia Association of Singapore (DAS). Hence, refer to DAS' Board meetings disclosure.
	Are governing board members remunerated for their services to the Board? (Skip items 18 and 19 if "No")		No	Disclosed in the financial statements Note 10.
	Does the charity employ paid staff? (Skip items 20 and 21 if "No")		No	



DAS International

**EMPOWERING SUCCESSFUL
LEARNING**