

# Is your child struggling at school?



**Does any of the following statements describe your child?**

- ☐ has difficulty speaking in sentences of more than 3 words
- ☐ has difficulty with reading, writing and/ or spelling words taught in Kindergarten
- ☐ has difficulty understanding information as efficiently or accurately as children of the same age
- ☐ has difficulty following simple instructions
- ☐ has difficulty playing well with others (often ending up in fights/ physical hurts)
- ☐ has little or no friends
- ☐ has difficulty adapting to changes to routine (e.g. cries and throws tantrum when an activity is cancelled/ changed)
- ☐ received additional help academically during Kindergarten (e.g. FLAIR, Developmental Support Programme (DSP), Early intervention Programmes)
- ☐ Had been highlighted by pre-school teachers to be slower than peers in one or more areas (such as learning, communication, social skills etc)
- ☐ Had not attended Kindergarten or missed more than half year of Kindergarten

**If one or more statements describe your child, please read on...**

# What are the common *Learning/ Developmental needs* of students in Primary Schools?

## 1 Dyslexia

OR **Specific Learning Disorder with impairment in reading** is identified with the presence of the following deficit(s)

- inaccurate/ slow and takes a lot of effort in word reading AND/ OR
- having difficulty understanding what is read

*Individuals with Dyslexia may also experience difficulties with working memory, attention and organisational skills*

*I have  
~~Dyslexia~~  
~~Dyslexia~~  
Dyslexia*



## 2 Specific Language Impairment

OR **Developmental Language Disorder**

is characterised by

- difficulties with comprehension (such as understanding verbal instructions or written texts) AND
- difficulty in expressing information or ideas they have

*Individuals with persistent language problems may require additional help or even referral to a Speech Therapist*



# 3

## Autism Spectrum Disorder (ASD)

is characterised by difficulties in individuals who

- show persistent difficulties in social interaction and communication with others AND/ OR
- have restricted and repetitive behavioural patterns, interests or activities

*Autism affects how a person interacts with and relates to other people as well as how they experience the world around them*



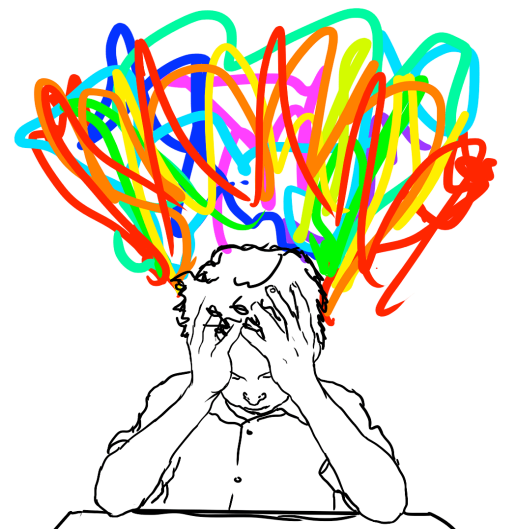
# 4

## Attention-Deficit Hyperactive Disorder (ADHD)

is identified by the symptoms of

- inattention,
- hyperactivity AND/ OR
- impulsivity

*Symptoms of ADHD should be **persistent** (observed from early age), **pervasive** (observed across all settings) and these symptoms cause difficulties in making friends, getting along with others and even performing daily tasks*



## Others Additional Learning Needs

Children with **additional learning needs** refer to those who may require extra help and support in one or more of the following areas

- **schoolwork** (reading, writing, numeracy, understanding information)
- **expressing** themselves/ **understanding** what others are saying
- **making friends** or relating to others
- **behaving appropriately** at school
- **medical, physical** or **sensory needs**, which may affect their progress at school

# How does the school support a child who is struggling at school?

## Literacy Support Programmes

### Primary 1 & Primary 2

Learning Support Programme for English (LSP)

### Primary 3 & Primary 4

Reading Remediation Programme (RRP)/

School-based Dyslexia Remediation Programme (SDR)

## Numeracy Support Programmes

### Primary 1 & Primary 2

Learning Support Programme for Mathematics (LSM)

### Primary 3 & Primary 4

ICan Mathematics Remediation Programme

## Other Additional Supports

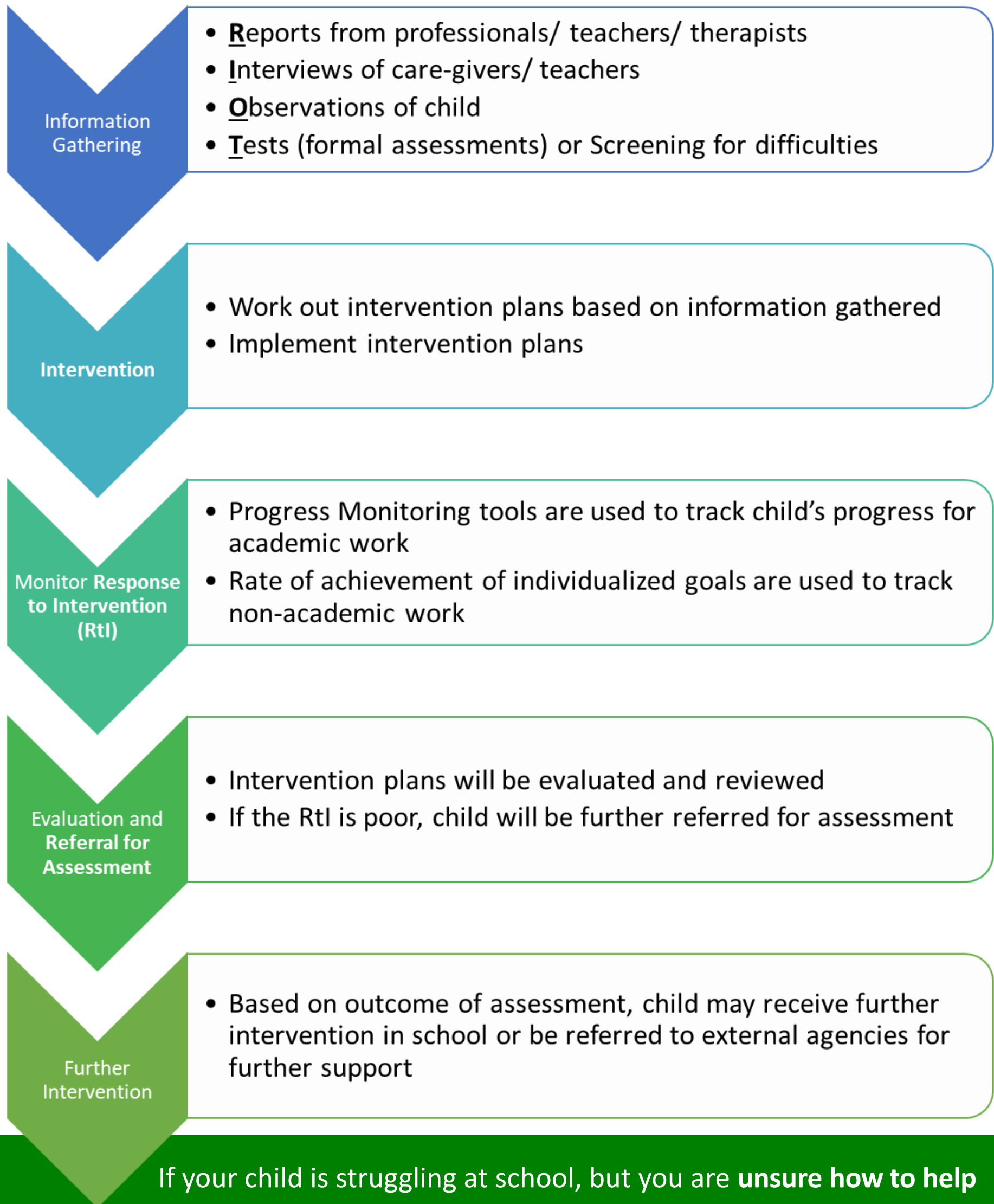
At least 1 **Allied Educator (Learning and Behavioural Support) - AED (LBS)** - is available in each mainstream school to provide support to students who may require additional support. Programmes vary from school to school and may include social skills activities, withdrawal sessions and/ or in-class support, based on the needs of the child.

The AED (LBS) also works with MOE Psychologists and external agencies in the provision of assessment and referral services for students who will require further help/ support which the school is unable to cater to.



# Process for Support of students in Mainstream Schools

## Current model of support for students with additional needs



If your child is struggling at school, but you are **unsure how to help** your child, **speak to us** and let us help you and your child OR

**contact our AED (LBS)**, Ms Lim Miao Jing at 67933419/ [lim\\_miao\\_jing@schools.gov.sg](mailto:lim_miao_jing@schools.gov.sg)