



# MAIN APPLICATION FORM

The completed form should be submitted along with a **copy of client's B/C**, and **reports given by a psychologist, occupational therapist or speech and language therapist (if any)**, to:

Any DAS Learning Centre nearest to you (Website: [www.das.org.sg](http://www.das.org.sg); Tel: 6444 5700)

**With effect from Apr 2017, please note a non-refundable application fee of \$53.50 will be collected. This can be paid via cheque or NETS at DAS Learning Centres, or via cheque if you are posting the application.**

## 1. CLIENT'S DETAILS

DAS Ref:

Name:

\_\_\_\_\_ *Surname*

\_\_\_\_\_ *Given Name(s)*

[Please attach  
a photo of  
client here]

Date of Birth:

\_\_\_\_\_ *DD/MM/YY*

Age: \_\_\_\_\_

B/C No.:

\_\_\_\_\_

Religion: \_\_\_\_\_

Nationality:

\_\_\_\_\_

Gender: Male / Female

Ethnicity:

Chinese / Malay / Indian / Caucasian Others (Please specify: \_\_\_\_\_)

Address:

\_\_\_\_\_  
\_\_\_\_\_

School /  
Employment:

\_\_\_\_\_

Level:

Session: am / pm

Secondary:

Express / Normal (Academic) / Normal (Technical)

## CONTACT DETAILS

Who should the DAS contact to discuss your client's case or arrange a time for the assessment?

Name: \_\_\_\_\_ Tel: \_\_\_\_\_ (H/HP)

Email address: \_\_\_\_\_

In which language would you prefer to speak with us? \_\_\_\_\_

## REFERRAL SOURCE

Where did you hear about the DAS's services?

- Internet (DAS/Other websites)  Public Screenings (please specify venue): \_\_\_\_\_
- Awareness talks (please specify venue): \_\_\_\_\_  Media (news, radio, newspapers)
- Word of mouth from: teacher / friend / relative / tutor  Others (please specify): \_\_\_\_\_

## 2. FAMILY BACKGROUND

**MOTHER**  
or main caregiver

Name: \_\_\_\_\_

Address (if different from Client's):  
\_\_\_\_\_  
\_\_\_\_\_

Tel: \_\_\_\_\_ (H) \_\_\_\_\_ (HP)

Email: \_\_\_\_\_

Preferred means of Contact: \_\_\_\_\_

Marital Status: Single / Married / Divorced / Widowed

Highest Qualification:

- Primary  Diploma  
 Secondary  Graduate  
 'A' Levels  Post-Graduate  
 Others: \_\_\_\_\_

Occupation: \_\_\_\_\_

Organisation: \_\_\_\_\_

Working hours:

(for contact purpose)

**FATHER**  
or main caregiver

Name: \_\_\_\_\_

Address (if different from Client's):  
\_\_\_\_\_  
\_\_\_\_\_

Tel: \_\_\_\_\_ (H) \_\_\_\_\_ (HP)

Email: \_\_\_\_\_

Preferred means of Contact: \_\_\_\_\_

Marital Status: Single / Married / Divorced / Widowed

Highest Qualification:

- Primary  Diploma  
 Secondary  Graduate  
 'A' Levels  Post-Graduate  
 Others: \_\_\_\_\_

Occupation: \_\_\_\_\_

Organisation: \_\_\_\_\_

Working hours:

(for contact purpose)

MOTHER or main caregiver	FATHER or main caregiver
Gross Monthly Income (before CPF deduction): <input type="checkbox"/> Below \$2000 <input type="checkbox"/> Between \$2000-\$3000 <input type="checkbox"/> Between \$3001-\$4000 <input type="checkbox"/> Above \$4000	Gross Monthly Income (before CPF deduction): <input type="checkbox"/> Below \$2000 <input type="checkbox"/> Between \$2000-\$3000 <input type="checkbox"/> Between \$3001-\$4000 <input type="checkbox"/> Above \$4000

### 3. SIBLINGS OF CLIENT

Name(s)	School	Level	Sex	Age
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Are there any family members with reading and writing difficulties? (please provide details that you are aware of)

\_\_\_\_\_

Any significant family changes that took/is taking place?

\_\_\_\_\_

### 4. MAIN CONCERNS

Please indicate the purpose of this referral:

1. Assessment

What are the main concerns with regard to Client's development?

<input type="checkbox"/> Learning	<input type="checkbox"/> Basic Literacy (Reading, Spelling)
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Advanced Literacy (Reading Comprehension, Writing)
<input type="checkbox"/> Social skills	<input type="checkbox"/> Speech / Language
<input type="checkbox"/> Motor skills	<input type="checkbox"/> Behaviour (e.g. inattention / hyperactivity / tantrums)
<input type="checkbox"/> Adaptive Skills	
<input type="checkbox"/> Others (please specify) _____	

Please elaborate on Client's social skills:

*(Does he/she make friends easily? Aware of how others see him/her behaviour? Aware of one's consequences? Interactions with family, friends and teachers?)*

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Please elaborate on Client's mathematical abilities:

*(Is he/she slow with number facts? Has difficulty understanding math problems? Any difficulties in everyday management of money, time & organisation?)*

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Please elaborate on Client's reading and writing skills:

*(Attitude towards reading & writing? Does he/she read for pleasure? How accurate is his/her reading? Does writing cause fatigue?)*

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2. Enrolment into Main Literacy Programme (MLP)\*

*\*Note that a psychological report stating a diagnosis of dyslexia needs to be submitted for enrolment into the MLP. Please be advised that each Client is eligible to attend only one MOE-funded programme. Parents are therefore required to inform the DAS if Client is attending the School-based Dyslexia Remediation (SDR) Programme or if there is an intention to enrol Client in SDR as each Client is only entitled to attend either the SDR or the MLP.*

3. Enrolment into other DAS programmes

- |  |   |
|--|---|
| <input type="checkbox"/> Chinese Programme           | <input type="checkbox"/> English Exam Skills Programme  |
| <input type="checkbox"/> Maths Programme             | <input type="checkbox"/> Speech and Drama Art Programme |
| <input type="checkbox"/> Preschool Programme         | <input type="checkbox"/> Specialist Tutoring Programme  |
| <input type="checkbox"/> Speech and Language Therapy | <input type="checkbox"/> iReaCH Programme               |
|  | <input type="checkbox"/> iStudySmart Programme          |

*(Please note that additional charges are required for these programmes/therapies, and that admissions to these programmes/therapies are subject to selection criteria and/or availability. The responses you have made here are for **indication of interest** and **not actual application** into the various programmes)*

## 5. EDUCATIONAL HISTORY / SUPPORT

Please provide details if your client has received additional support in/outside of school:

		Date (start) <i>Month/ Year</i>	Date (end) <i>Month/ Year</i>
<b><u>Preschool</u></b>			
External Phonics Programme	_____ (hrs per week)	____ / ____	____ / ____
Focused Language Assistance in Reading (FLAIR)	_____ (hrs per week)	____ / ____	____ / ____
Development Support Programme (DSP)	_____ (hrs per week)	____ / ____	____ / ____
Early Intervention Programme for Infants & Clientren (EIPIC)	_____ (hrs per week)	____ / ____	____ / ____
Others:	_____ (hrs per week)	____ / ____	____ / ____
<b><u>Primary to Tertiary</u></b>			
Learning Support Programme (LSP)	_____ (hrs per week)	____ / ____	____ / ____
School-based Dyslexia Remediation Programme (SDR)	_____ (hrs per week)	____ / ____	____ / ____
Supplementary/Remedial lessons (Subject: _____)	_____ (hrs per week)	____ / ____	____ / ____
Supplementary/Remedial lessons (Subject: _____)	_____ (hrs per week)	____ / ____	____ / ____
Others (e.g. Tuition, Allied Educator):	_____ (hrs per week)	____ / ____	____ / ____

Please provide details of the school(s) Client has attended (e.g. did/didn't go well & why):

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Please attach samples of Client's compositions/essays, school results and reports. Where possible, please provide result slips of national or school exams. If these are unavailable, please give us an indication of Client's grades:

	English	Mother Tongue	Mathematics	Science
This Year	_____	_____	_____	_____
Last Year	_____	_____	_____	_____

What do Client's teachers say about him/her?

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## 6. PREVIOUS ASSESSMENT/ DIAGNOSES

Have you consulted any professionals regarding Client's difficulties?

No  Yes, I have consulted the following professionals (please indicate):

	Name	Organisation	Date <i>From (MM/YY) - To (MM/YY)</i>
<input type="checkbox"/> Speech/Language Therapist	_____	_____	_____ - _____
<input type="checkbox"/> Occupational Therapist	_____	_____	_____ - _____
<input type="checkbox"/> Psychologist	_____	_____	_____ - _____
<input type="checkbox"/> Psychiatrist	_____	_____	_____ - _____
<input type="checkbox"/> Audiologist	_____	_____	_____ - _____
<input type="checkbox"/> Optometrist/Ophthalmologist	_____	_____	_____ - _____
<input type="checkbox"/> Others (please specify)	_____	_____	_____ - _____

Did you receive a written report from any of these professionals?

No  Yes (Please attach a copy of the report)

What has been done as a result of consulting with these professionals?

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## 7. PREFERRED LEARNING CENTRE

If Client is found suitable for the DAS programme, please state your top three preferred learning centres:

1<sup>st</sup> Choice: \_\_\_\_\_

2<sup>nd</sup> Choice: \_\_\_\_\_

3<sup>rd</sup> Choice: \_\_\_\_\_

### Our Learning Centres:

Ang Mo Kio

Bedok

Bishan\*

Chinatown Point

Choa Chu Kang\*

Jurong Point\*

Parkway Parade

Queenstown\*

Rex House\*

Sengkang\*

Serangoon\*

Tampines\*

Woodlands\*

Yishun\*

\*Centres offering Preschool Programme

*(We will try to match your preference but please note that your preferred choice is not guaranteed and is subjected to availability.)*

## 8. ADDITIONAL COMMENTS

If you wish to tell us any other additional, relevant information about Client's abilities, needs and behaviour, please use the space below:

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## 9. PERSONAL DATA PROTECTION ACT: CONSENT FORM

In accordance with the government's policy on achieving a balance between the need to protect your personal information and the organisation's need to acquire such information for business purposes, we seek your **clear and unambiguous** consent to collect, use, disclose, and process yours and Client's personal information set out in this Main Application Form and any other ancillary or subsequent Forms completed, and/or otherwise provided by you to our organisation. Kindly visit the PDPA website at <http://www.pdpc.gov.sg> for more information.

I hereby acknowledge and consent to the Dyslexia Association of Singapore (DAS) for obtaining, using, and disclosing mine and Client's personal information (including disclosing to DAS affiliated organisations where necessary) **via short message service (SMS), phone call, email, and mailing address** for the following purposes:

- (a) by making this application, we understand we are agreeing to processing your application for and providing you with the services of the Dyslexia Association of Singapore;  Yes  No
- (b) \*using yours and/or Client's information for research purposes;  Yes  No
- (c) \*\*directly communicating with professionals/organisations who had previously worked with Client;  Yes  No
- (d) \*\*\*notifying the Ministry of Education (MOE) and Client's School.  Yes  No

### IMPORTANT

\*You have the right to refuse the usage of Client's information for research without penalty. Your allowing of the use of the data is completely independent of your client receiving intervention at the DAS. The research we conduct will help us better improve the teaching of students with learning difficulties. Every precaution will be taken to protect yours and your client's privacy. All information you provide will remain confidential and will not be associated with yours and Client's name in any report of the results in a published work (e.g., scientific conference and/or peer-reviewed journal manuscript).

\*\*In order for us to understand Client better, we would appreciate your approval to obtain further information and/or feedback Client's assessment results to professionals who have/are being consulted regarding your client's learning and development.

\*\*\*Please note that if Client is placed in the Main Literacy Programme (MLP), Client's name will be given to the MOE and Client's School as a student attending DAS. His/her psychological report has to be made available to the MOE and Client's School. (i) This is because MOE pays for approximately 50% of the cost of MLP tuition. If you prefer not to have MOE notified, please be aware that the charge for Client's classes at the MLP will be approximately doubled as you will not be eligible for MOE funding. (ii) Please note that Client's psychological report has to be made available to their School if the School is paying DAS for these reports. (iii) Notifying Client's School allows the DAS to better partner with those involved in Client's education, and together, help Client to achieve.

Name of applicant/client (delete accordingly): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Relationship to Client: \_\_\_\_\_

### **FOR OFFICIAL USE ONLY**

- Official receipt number: \_\_\_\_\_ Payment amount/mode: \_\_\_\_\_
- No payment (Indicate reason: \_\_\_\_\_ )  MOE-FAS



# SPEECH LANGUAGE THERAPY SUPPLEMENTARY FORM

Child's Full Name : \_\_\_\_\_ BC/FIN/Passport : \_\_\_\_\_

Current School Level : \_\_\_\_\_ Referral Source : \_\_\_\_\_

Please tick appropriately:  Assessment  Intervention

## SPEECH AND LANGUAGE THERAPY (SLT)

Please provide the appropriate information of history on SLT assessment or intervention (if any).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SLT is available only at the following centres. Please choose 1 preferred learning centre.

BJ8  JPT  PWP  WDL  SRN  TPN

### To be completed by Psychologists only

Name of Psych: \_\_\_\_\_

Cognitive Profile Classification

*Verbal*

*Non-verbal*

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Reason(s) for SLT Referral:

- Receptive Language
- Expressive Language
- Articulation
- Verbal/Oral Dyspraxia
- Stuttering
- Pragmatics (social language/skills)
- Others

### To be completed by Educational Therapists only

Name of Ed T: \_\_\_\_\_

Progress in the literacy class

Yes  No  Slow progress

Behavioural characteristics

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ideas/strategies/resources helpful to the child

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Please fill in Page 2 -

## For SLT referrals only

EXPRESSIVE LANGUAGE	Always	Often	Sometimes	Never
Speaks with a limited vocabulary repertoire; frequently uses words that lack specificity (e.g. "thing", "stuff", "there")				
Uses poor grammar when talking/writing (making errors that are uncharacteristic of English and locally used language (Singlish))				
Shows difficulty in giving detailed/specific directions				
Frequently talks in short sentences/phrases				
Shows difficulty in finding (thinking of) the right words to say				
Relates stories or events in a disorganised or incomplete manner				
May have much to say but provides little specific detail				
Speech is often filled with pauses, hesitations, repetitions or vocalisations (e.g. "um", "you know")				
Substitutes words with another of similar meaning (e.g. "I cut the meat with a sword")				
RECEPTIVE LANGUAGE	Always	Often	Sometimes	Never
Shows difficulty remembering things people say (e.g. requires multiple repetitions)				
Shows difficulty following spoken instructions				
Shows a poor understanding of age-appropriate stories				
Shows difficulty understanding the meaning of words				
Shows confusion over words with similar sounds (e.g. mishears "key" for "tea" or "cage" for "cake")				
SOCIAL LANGUAGE	Always	Often	Sometimes	Never
Tends to say the same information using the same words repeatedly				
Shows difficulty in staying on a conversational topic				
Uses language that is inappropriate for the social situation				
Uses inconsistent or inappropriate eye contact during conversation				
Shows difficulty taking turns during a conversation				
Shows difficulty in understanding body language and facial expressions				
<b><i>Applicable to older children (Primary 3 &amp; above)</i></b>				
Tends to make literal interpretations of figurative language (metaphors, idioms, humour, sarcasm)				
Shows difficulty making inferences and logical deductions				
SPEECH PRODUCTION	Always	Often	Sometimes	Never
Mispronounces sounds in words (e.g. substitution errors like "soap" to " <u>toap</u> ", omission errors like "house" to "how")				
Shows difficulty saying words with difficult sound patterns (e.g. Aluminum, specific, rhinoceros)				
Tends to repeat initial sounds/syllables (e.g. "f-f-fish" / " <u>wa-wa</u> -water") – appears to be stammering				
Please rate the student's speech intelligibility – (how often you can understand what the student is communicating)	<input type="checkbox"/> 100%	<input type="checkbox"/> 75%	<input type="checkbox"/> 50%	<input type="checkbox"/> 25%