



LEARNING SPARKS EDUCATIONAL SERVICES

PROFESSIONAL HELP
Catalog
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Services

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PROFESSIONAL HELP

The LSES Professional Help caters to parents and teachers managing children with challenging behaviors, which include specific learning disabilities, developmental disorders, mental retardation and socio-emotional behavioral problems.

The LSES Professional Help provides the following services, but parents and teachers are requested first to complete the on-line [Child Evaluation Form](#) and submit it to us for a follow-up. For more information, please visit our website: www.lsesnet.com. Alternatively, you may e-mail us at helpservices@lsesnet.com to tell us what your area of concern is:

Our services offered under Professional Help

1. IQ

- Non-Reading
- Non-Verbal
- Verbal
- Pictorial
- Full-range
- Cognitive

2. Disorder

- ADHD
- Conduct Disorder
- Oppositional Defiant Disorder
- Dyslexia
- Autism
- Asperger Syndrome
- Reading Disability
- Dyscalculia

3. Developmental

- Pre-school
- Primary School
- Secondary School

4. Affective

- Self-esteem
- Self-control
- Self-concept
- Child Socio-emotional
- Child-Parent Relations

1. Intelligence Quotients (IQ)

❖ Non-Reading, Non-verbal, Verbal, Pictorial, Full-range and Cognitive Quotients

At LSES Professional Help, **we administer psychological and diagnostic assessments**. However, such assessments will only be administered when necessary. Psycho-educational assessment may be defined simply as a measuring device or procedure designed to measure variables related to certain psycho-educational factors such as intelligence, personality, aptitude, interest, attitudes, and values. It is a purposive, data-gathering tool that defies simplistic, step-by-step description since the specific procedures followed will vary as a function of the assessment problem - the reason the assessment is being conducted.

2. Disorders

❖ ADHD, Conduct Disorder, Oppositional Defiant Disorder, Dyslexia, Autism, Asperger Syndrome, Reading Disability, Dyscalculia

At LSES Professional Help, **we focus on the following disorders** although we do also provide professional help and advice for others including mental retardation and socio-emotional behavioral problems. Our professional help is based on the following **three-step approach**:

- **Step 1:** We will look at where symptoms of the specific learning disorder concerned have their roots.
- **Step 2:** We will explicitly define the specific symptoms observed and identified and explain how they map onto the diagnostic signs of the specific learning disorder.
- **Step 3:** We will review model psycho-educational methods and programs for the specific learning disorder and develop an understanding of how each may or may not address each area of the disorder.

Our operating definitions for the key specific learning disorders are as follow:

2.1 Attention Deficit-Hyperactivity Disorder (ADHD)

According to the Barkley and Murphy (1998), Attention Deficit-Hyperactivity Disorder (ADHD for short) is the current term for a specific developmental disorder seen in both children and adults that comprises deficits in behavioral inhibition, sustained attention and resistance to distraction, and the regulation of one's activity level to the demands of a situation (hyperactivity or restlessness).

What we offer: **We provide referral for diagnostic assessment and/or intervention conducted by a PEDiaT-registered/certified special needs therapist or counselor**

2.2 Conduct Disorder

According to the DSM-IV-TR (2000), Conduct Disorder is a behavioral disorder in youth characterized by a repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated. The behaviors fall into four basic groups:

- I. aggressive behaviors that cause or threaten physical harm to people or animals;
- II. non-aggressive behaviors that cause harm to property;
- III. deceitfulness or theft; and
- IV. serious violations of rules.

What we offer: **We provide referral for diagnostic assessment and/or intervention conducted by an LSES-registered/certified counselor**

2.3 Oppositional Defiant Disorder

According to the DSM-IV-TR (2000), Oppositional Defiant Disorder is a disorder with a pattern of negativistic, hostile, and defiant behavior lasting at least six months, during which four or more of the following symptoms occur very frequently are present: loses temper, argues with adults, actively defies or refuses to comply with adults' requests or rules, deliberately annoys people, blames others for his/her mistakes or misbehavior, is touchy or easily annoyed by others, is angry and resentful, is spiteful or vindictive. As a result, the disturbance in behavior causes clinically significant impairment in social, academic or occupational functioning, but not occur exclusively during the course of psychotic or mood disorder.

What we offer: **We provide referral for diagnostic assessment and/or intervention conducted by an LSES registered/certified counselor**

2.4 Dyslexia

According to the International Dyslexia Association (2003), Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

What we offer: **We provide referral for diagnostic assessment and/or intervention conducted by a PEDiaT-registered/certified special needs therapist**

2.5 Autism

According to Chia (2006), Autism is a spectrum disorder and thus, also known as autism spectrum disorder (ASD for short) is a neuron-developmental syndrome of constitutional origin, whose onset is usually around the first three years of birth, causing empathizing deficits that result a triad of impairments in communication, social interaction, and imagination, but displaying a strong systemizing drive that may account for a distinct triad of strengths in good attention to detail, deep narrow interests, and innate islets of ability.

What we offer: **We provide referral for diagnostic assessment and/or intervention conducted by a PEDiaT-registered/certified special needs therapist**

2.6 Asperger Syndrome

According to the Gilliam (2001), Asperger's Syndrome is a pervasive developmental disorder characterized by severe and sustained impairments in social interaction and restricted, repetitive and stereotyped patterns of behavior, interests, and activities.

What we offer: **We provide referral for diagnostic assessment and/or intervention conducted by a PEDiaT-registered/certified special needs therapist**

2.7 Reading Disability

According to the DSM-IV-TR (2000), Reading Disability or disorder is characterized by three main symptoms:

- I. reading achievement, as measured by individually administered standardized tests of reading accuracy or comprehension, is substantially below that expected given the person's chronological age, measured intelligence, and age-appropriate education;
- II. the disturbance in the first criterion significantly interferes with academic achievement or activities of daily living that require reading skills; and
- III. if a sensory deficit is present, the reading difficulties are in excess of those usually associated with it.

What we offer: **We provide referral for diagnostic assessment and/or intervention conducted by a PEDiaT-registered/certified special needs therapist or SWaPS2+T registered/certified reading specialist**

2.8 Dyscalculia

According to Newman (1999), dyscalculia is a specific learning disability in mathematics. People who suffer with a poor memory for all things mathematical have many other symptoms and characteristics. Taken as a whole, these co-existing conditions comprise what Newman (1999) terms the dyscalculia syndrome. Kosc (1974) defines dyscalculia as a structural developmental disorder of mathematical abilities which has its origin in a generic or congenital disorder of those parts of the brain that are the direct anatomico-physiological substrate of the maturation of the mathematical abilities adequate to age, without a simultaneous disorder of general mental functions.

What we offer: **We provide referral for diagnostic assessment and/or intervention conducted by a PEDiaT-registered/certified special needs therapist or SWaPS2+T registered/certified reading specialist**

3. Developmental Factors

❖ Pre-school, Primary School and Secondary School

At LSES Professional Help, we are more concerned about the children from pre-school to secondary school levels in terms of their life-span development. The life-span approach emphasizes that developmental change occurs during adulthood as well as during childhood (Baltes et al, 1990; Pollock & Greenspan, 1994). According to Baltes (1987), the life-span perspective involves seven basic contentions: Development is life-long, multi-dimensional, multi-directional, plastic, historically embedded, multi-disciplinary, and contextual. **Our intervention programs are designed to cover all the developmental areas of concern so that children who come under our programs will be maximized to the best of their potential.**

4. Affective Factors

❖ Self-esteem, Self-control, Self-concept, Child Socio-emotional, Child-Parent Relations

At LSES Professional Help, **we provide counseling and care services to those who need socio-emotional support and a listening ear.** Our team of qualified counselors is more than ready to provide that professional touch of congruence, unconditional positive regards and empathy. We also administer a wide range of tests covering various problem areas for families, parents and children.

Problem areas covered are abuse, addiction, anger and hostility, anxiety and fear, assertiveness, beliefs (rational and irrational), children's behaviors/problems, motivation, coping, death concerns, depression and grief, eating problems, family functioning, guilt, identity, impulsivity, interpersonal behavior, locus of control, loneliness, love, mood, narcissism, obsessive-compulsivity, pain, parent-child relationship, phobias, post-traumatic stress, problem-solving, procrastination, rape, satisfaction with life, self-concept and esteem, self-control, self-efficacy, sexuality, smoking, social functioning, social support, stress, suicide, treatment satisfaction, and substance abuse.

What we offer: **We provide referral for diagnostic assessment and/or intervention conducted by a registered/certified counselor**

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