



LEARNING SPARKS EDUCATIONAL SERVICES

SUPPORT SERVICES
Catalog
2007

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SUPPORT SERVICES

Our pool of specially trained, experienced teachers and tutors, therapists and counselors apply specific skills in teaching and coaching to meet the special learning needs of children.

The LSES offers customized programs to suit the different learning styles and needs of children including areas that are listed below. Details of the program schedules, times, venues and costs are subjected for further confirmation with our professional staffs that the LSES will engage to provide the specific services.

For more information, please visit us at www.lsesnet.com. Alternatively, you may contact us by [submitting an on-line enrolment enquiry](#) or e-mail us at helpservices@lsesnet.com to tell what your area of concern is.

Some of the Programs offered under Special Learning Needs

1. Phonics
2. Reading
 - ° Word Expression
 - ° Word Recognition
3. Spelling
4. Writing
 - ° Functional Writing
 - ° Narrative Writing
 - ° Guided Writing
5. Handwriting
6. Vocabulary
7. English Grammar
8. Reading Comprehension
9. Sentence Construction
10. Mathematical Word Problem-Solving
11. Computation Skills
12. Social Skills

Program Title: 1. Phonics

According to the Literacy Dictionary (IRA, 1995), phonics refers to a way of teaching reading and spelling that stresses symbol-sound relationships, used especially in beginning instruction. There are many types of phonics such as analytic, cluster, deductive, explicit, extrinsic, implicit, inductive, intrinsic, letter, synthetic, and whole-word.

Area of concern: **For children who cannot read or pronounce words that they encounter or having problems in oral/silent reading**

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

Program Title: 2. Reading

Based on the definition given in the Literacy Dictionary (IRA, 1995), reading is the process of meaning-making to make sense of a given text that one is deciphering. Since reading is a learned process, definitions of reading reflect differing assumptions about learning, such as behavioral and cognitive views.

❖ **Word Recognition**

Word recognition is the aural process of identifying the spoken word by correctly matching its orthographic pattern seen with its phonological representation heard (Chia, 2006).

❖ **Word Expression**

Word expression is the oral process of determining a written word's identity by means, not just by using one's knowledge of orthographic regularities (Scarborough & Brady, 2004).

Area of concern: **For children with reading difficulties such as poor skills in decoding, auditing and reading as well as listening/reading comprehension**

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

Program Title: 3. Spelling

Spelling, according to the Literacy Dictionary (IRA, 1995), is defined as the process of representing language by means of a writing system or orthography, i.e., the way a word is spelled on a particular occasion, whether correct or incorrect based on the sequence of letters that compose the word.

Area of concern: **For children who have troubles in spelling English words accurately and correctly or having problems due to interference from their mother tongues (e.g., "bus" is spelt "bas" in Malay)**

What we offer: **We provide referral for diagnostic assessment and/or for intervention conducted by a SWaPS2+T registered/certified reading specialist or an LSES-registered/certified phonics teacher**

Program Title: 4. Writing

The Literacy Dictionary (IRA, 1995) defines writing as the process or result of recording language graphically by hand or other means, as by letters, logograms, and other symbols that express a meaningful set of ideas in form of a printed text.

- ❖ **Functional Writing:** This refers to writing a letter, post-card, memo, etc.
- ❖ **Narrative Writing:** This refers to writing a short story based on one's imagination.
- ❖ **Guided Writing:** This refers to certain guidelines or a sequence of pictures used in writing a short story.

Area of concern: **For children with problems in written expression, lacking ideas, poor construction of their stories (e.g., plot and sub-plots)**

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

Program Title: 5. Handwriting

It is also referred to as penmanship whose concern is about proper formation of letters, sequencing of letters to form a meaningful word and spacing between words so that one word can be distinguished from the others.

Area of concern: **For children with poor, inadequate or wrong formation of letters as well as those with grapho-motor coordination problems**

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

Program Title: 6. Vocabulary

According to the Literacy Dictionary (IRA, 1995), vocabulary refers to a list or stock of known words and their meanings. There are many types of vocabulary, such as controlled, core, expressive, listening/hearing, meaning, reading, receptive, recognition/sight, simplified, speaking/oral, and writing.

Area of concern: **For children with low exposure to print and lacking in either word or topic knowledge or both**

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

Program Title: 7. English Grammar

By grammar, it means one of three things as listed in the Literacy Dictionary (IRA, 1995): (1) conformity to certain structural aspects of speech and writing that we judge acceptable; (2) descriptions of those aspects of structure; or (3) aspects of the mental competence that lets us speak and write at all. According to Langacker (1973), grammar is described as a linguistic description of some language - a set of statements saying how a language works. In this usage, grammar includes the phonological, morphological, syntactic, and semantic description of both the language's structure at a given time and its evolution over time.

Areas of concern: **For children who are academically weak or poor in their English grammar or unaware of grammatical rules**

What we offer: **We provide referral services for diagnostic assessment and/or for intervention conducted by a SWaPS2+T registered/certified reading specialist or a qualified TESOL teacher**

Program Title: 8. Reading Comprehension

Based on the Literacy Dictionary (IRA, 1995), reading comprehension refers to act or result of applying comprehension processes to attain the meaning of a graphic communication. It is also known as rauding - a term introduced by Carver (1977) to refer to the receptive communication skills of reading with comprehension and to draw a parallel to the skills of listening with comprehension (also known as auding). Auding, by the way, includes processes of perceiving, recognizing, interpreting and responding to oral language.

Reading comprehension can be divided into five levels: literal, re-organizational, inferential, evaluative/critical, and appreciative.

Area of concern: **For children who are poor in any of the five levels of comprehension, unable to answer correctly, poor in understanding what they have read**

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

Program Title: 9. Sentence Construction

A sentence is operationally defined by the Literacy Dictionary (IRA, 1995) as a grammatical unit of one or more words with little necessary syntactic relation to surrounding grammatical units, often punctuated in speech by pauses and marked by recognizable intonation patterns, and typically expressing an independent statement, question, command, etc. In sentence construction, it is important to be awareness of the five characteristics of a good sentence: (1) All the words of the sentence must have meaning; (2) The words of the sentence must be arranged in the correct order for the sentence to have meaning; (3) The words of the sentence must be arranged in an order for the sentence to make sense; (4) The sentence must be complete; and (5) The sentence must be grammatically correct (Ang, Hwang & Tan, 1979).

Area of concern: **For children who are poor or weak in their sentence construction and hence, their written expression is adversely affected**

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

Program Title: 10. Mathematical Word Problem-Solving

According to Hresko et al (2003), this refers to a student's ability to translate a problem stated in a given text into a mathematical problem for ultimate solution. It involves the ability to reason mathematically and take correct procedure to solve the problem.

Area of concern: **For children who are academically weak or poor in mathematical word problem-solving**

What we offer: **We provide referral services for diagnostic assessment administered by a registered/certified educational therapist/psychologist and/or intervention conducted by a qualified mathematics educator/specialist**

Program Title: 11. Computation Skills

According to Hresko et al (2003), these computation skills cover addition, subtraction, multiplication, and division which are essential for problem solving, algebra, geometry, money counting, and other forms of measurement.

Area of concern: **For children who are weak in their computation skills**

What we offer: **We provide referral services for diagnostic assessment administered by a registered/certified educational therapist/psychologist and/or intervention conducted by a qualified mathematics educator/specialist**

Program Title: 12. Social Skills

According to Hutchings, Comins and Offiler (2001), social skills (also known as social communication) can be categorized into two sets: body language (non-verbal skills) and spoken language (verbal skills). The non-verbal skills include the following:

- ❖ **Complements:** illustrates what is being said;
- ❖ **Emphasizes:** stresses words/phrases;
- ❖ **Guides:** indicates 'turn-taking' in conversation;
- ❖ **Replaces:** symbolic representation of the spoken words/phrases; ritualized routines are part of social convention.

The verbal skills include the following:

- ❖ **Communicates:** conveys information, facts, opinions, feelings;
- ❖ **Clarifies:** nature of a relationship confirms status, roles of participants;
- ❖ **Guides:** socially accepted rules (norms) for conversation: when, what and how of conversation;
- ❖ **Fulfils:** meets human need of wanting to be liked by others and to make friends.

Area of concern: **For children with poor social interactional skills and who can be perceived as being uncultivated or rude**

What we offer: **We provide referral services for intervention conducted by a PEdiaT-registered/certified special needs therapist, educational therapist and/or counselor**

THE END