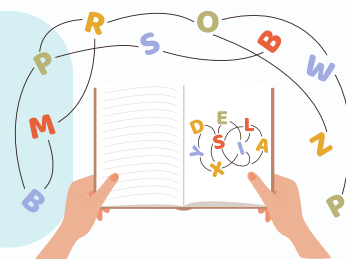


# UNDERSTANDING OUR STUDENTS WITH SPECIFIC LEARNING DISABILITIES IN SECONDARY SCHOOLS

**Specific learning disabilities (SpLDs)**, e.g. dyslexia (difficulties in reading/writing) make up the largest group of students with **special education needs (SEN)** in our mainstream schools

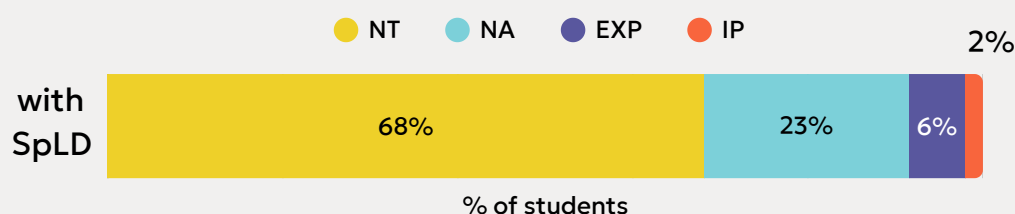


Students with SpLDs make up the **largest group of students self-reported to have SEN** (i.e., 154 students or 40%). Majority of these students have Dyslexia.

This makes up approximately **2.5%\*** of the entire DREAMS participants pool.

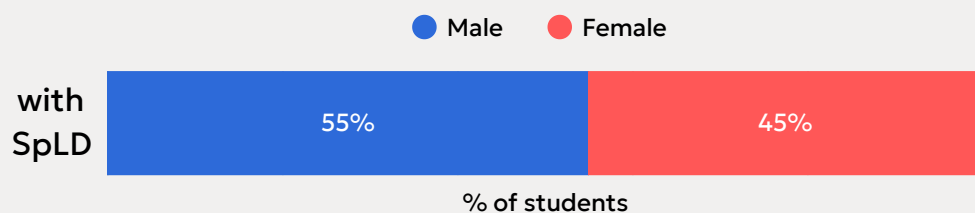
Generally, students with SpLD are also our weakest students, and struggle to do well academically.

## Distribution of students with SpLD by secondary school streams

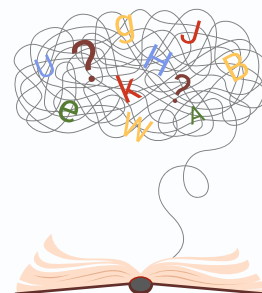


However, they are represented across all ability groups of students, i.e., G1, G2 and G3 posting groups including Independent and Independent Specialised Schools.

## Distribution of students with SpLD by gender



There are about as many girls as there are boys with SpLD



*\*Numbers are from DREAMS Study Sec 1 (2023) cohort, based on student self-report and are not reflective of local incidence rates.*

## WHY SHOULD WE BE CONCERNED ABOUT THEM IN SECONDARY SCHOOL?

**While the majority of them are coping well in school, a large proportion of them are considered to be struggling.**

Even those who achieve above average in their academics struggle in terms of their psycho-emotional well-being.

**[Relative to students without special education needs]**

- They tend to get less sleep
- Have less time for social interactions
- They spend a much longer time studying & reading
- They also spend more time gaming, doing sports, watching TV



This indicates that they spend a lot of effort in their work, but continue to struggle, and may even spend their time inefficiently, i.e., they are less well-equipped to manage school demands efficiently.

Those who struggle also report that they:

- are lonelier
- engage in more negative self-thought
- receive lower levels of parent and peer support
- have a lower sense of belonging and engagement in school



## WHAT CAN BE DONE IN SCHOOLS?



### CHECK IN

on your students with SpLD to get a better sense of their sense of self-efficacy and ability to cope.



### DIFFERENTIATE APPROACHES

to meet their learning needs



### WORK WITH PARENTS

to provide continual encouragement for the student, or to problem solve relevant issues.



### USE PEER SUPPORT

as a means for them to be more engaged in school or classroom activities.



### PROVIDE CONFIDENCE-BUILDING OPPORTUNITIES

in school and encourage alternative ways of coping.