

# CPASS EAST NEWSLETTER

Cerebral Palsy Alliance Singapore School (East)

2024/Term 1



## PRINCIPAL'S MESSAGE

### key Tenets of the School

#### School Vision

A school that empowers students to be active learners in the community.

#### School Values

Confidence  
Integrity  
Respect  
Resilience

#### School Mission

To equip our students with a holistic education to  
Live Meaningfully,  
Learn Continuously,  
Work Productively.

#### School Culture

To Build a Culture of Care and Empowerment

#### School Beliefs

Everyone...  
can Learn  
can Serve  
is Special

Dear Parents,

2024 started well with 38 new students joining our happy family, 28 of whom are 7-year-olds. It took very little time for these new members of the family to immerse into the life at their new campus with their classmates and schoolmates.

Many of our 'freshie' students were lively and alert, full of readiness to discover their new environment and getting to know new friends. Others took a little more time to adjust and adapt. Before the term was over, I noted that they too got used to their routines. I saw this as a very good sign that they are learning and responding to the teaching and training of their very caring teachers. Teachers who are passionate about their work with the students under their loving care.

After spending a year at CPASS East, I have observed that students at CPASS are very keen learners and teachers work hard at finding out the learning preferences of the students. Our teachers go through many preparations to give the best experience for each hour of their lessons with the students, some of whom are more challenging than others. But they do not despair; instead, they persevere, they discuss with their team-mates and explore new ways of engaging the students with care and attention.

Every student is unique, and I have seen how the teachers take a very strong student-centred approach in helping each one of them grow. They collaborate very closely with the parents and the caregivers. They are strongest partners in our community that help nurture the learning of every student here. This team-synergy heightens the learning intensely and I see great opportunities ahead of us, working with our CPAS Team in Trans-D and the very strong support from parents who are deeply involved in the very meaningful work we do here for every one of our clients, the students.

The new year swung into action very quickly with the campus being a hive of bustling activities as our planned programmes rolled out one after another. Before the dust could settle after the first couple of weeks, the teachers and staff were already excited, bringing interesting experiences to the students through well-designed programmes commemorating Total Defence Day and welcoming the year of the Wood-Dragon. Other events followed in quick succession adding much to the quality experience of the students in the campus, with a large variety of learning experiences worked into the calendar – each designed with every student in mind.

We source for new partnerships, training, and opportunities to widen the experience of the student and opening possible doors in their course of their time here in school and their eventual transitions beyond.

The term that has passed has been very richly packaged and we look forward to doing more through the next term. Enjoy the journey.

Yours sincerely,  
Mr Boo Hian Kok  
Principal, CPASS East

## Total Defence Day 2024

Written by *Mr Yang Jun Wei, Teacher*

Total Defence Day (TDD), commemorated annually, was held on 15 February 2024. It marks Singapore's fall to the Japanese in 1942. The commemoration of Total Defence Day seeks to remind Singaporeans of the sufferings endured by our forefathers during the Japanese Occupation. The theme for this year's Total Defence campaign was "Together, we keep Singapore strong". There are 6 pillars of total defence to help us deal with both military and non-military threats and keep us safe, namely Economic Defence Pillar, Military Defence Pillar, Social Defence Pillar, Psychological Defence Pillar, Digital Defence Pillar and Civil Defence pillar.

Aim, shoot and fire - student **Desireena Ng (Eagle 2B)** having fun at the Fire Cans game.



Creating the Art of Heart with thumbprints 👍



Happy students and staff with officers from the Singapore Police Force

In CPASS East, the National Education committee organized educational booths that are focused on the 6 pillars. The highlight of the event was the school's collaboration with two departments within the association – the Psychology department and the IT department. For the Academic and Functional Programmes, the Psychology department created activities based on superheroes from cartoons, enabling students to think deeply about qualities they already possess or qualities they would like to cultivate, and sensory activities were created for the High Support students. The IT department created 'Cyber puzzle', a friendly game for students from Academic and Functional Programmes to test their knowledge on digital safety.

At the Social Defence booth, the students used their thumbprints to create a beautiful art piece, named 'Art of hearts'. This work of art would be framed and gifted to CPASS East Values-In-Action partner, Ah Mooi Old Age Home. At the Economic Defence Booth, students had fun earning 'money' by scouring for hidden items in a ball pit and 'buying' items that they love with their earned 'money'. It was a simple game that helped to inculcate the concept of work and purchasing. Students had fun quenching the 'fire cans' with water bombs and water guns, as well as the interactions with the officers from the Singapore Police Force. It was a fun way for students to understand the importance we play to keep Singapore safe and happy!!!



2024 marks 40 years of Total Defence (TD40) in Singapore, since it was first introduced in 1984. The theme for this year's Total Defence campaign - "Together We Keep Singapore Strong" - focuses on the many ways we can put Total Defence into action in our everyday lives. Total Defence remains relevant to deal with the ever-evolving hybrid threats and challenges to Singapore. These include misinformation, supply chain disruptions and food security that affect communities and Singaporeans' way of life. Every Singaporean has a part to play in our daily lives to ensure that Singapore is prepared for crises or disruptions, and that we remain resilient and united.

(Reference: <https://www.sg101.gov.sg/resources/resource-packages/tdresources/> )

On the Monday, 19 February 2024, CPAS participated in the TD40 exercise by immersing itself in a simulation when electricity was not available for 45 minutes. Air-conditioners, fans and lights were switched off.



## Continued from page 2

The TD40 exercise focussed on “Singaporeans’ readiness and resilience in the face of crises and disruptions.”

The students and staff learnt:

- ① The importance of being prepared to address future threats and challenges.
- ② Everyone has a role to play in Total Defence to foster strength, unity, and resilience.
- ③ The contingency measures and the reasoning behind implementing them.

The exercise encouraged our students and staff to find ways to address the problems caused by the lack of electricity. CPAS HR department joined in the exercise too! It was a golden opportunity for CPAS learn about the utilization of limited resources during such situations. Faced with the challenge, CPAS has demonstrated the resilience to withstand a sudden crisis as well as developed the courage to face the problem calmly.



CPAS HR - resilient in the time of energy crisis. (Top photo)  
Students and teacher being resilient during the energy crisis. (Bottom photo)

**40 YEARS OF TOTAL DEFENCE**

**TOGETHER WE KEEP SINGAPORE STRONG!**

Let's play our part and be ready for crisis and disruptions

@wearetotdefence  
go.gov.sg/t40



## Functional Junior Explores the Wonders of Singapore Zoo

Written by Ms Nur Nabila Binte Mohammed Ali, Ms Anggerek Binte Hood and Ms Nazerene Kuthubdeen, Teachers

On the sunny morning of 29 February 2024, the students of Functional Junior Classes, Eagle 4A, 5A and 6A accompanied by their teachers, teacher-aide, school warden, and supportive family members went on an exciting adventure to the Singapore Zoo.

The learning journey that was part of the students' communication and language lessons in class which focussed on animals. The trip to the zoo was an immersive and enriching experience for all, regardless of their mobility profile, wheelchair or otherwise. Every student participated actively in the activities planned for the day. One activity which the student were excited about was the Animal Photo Hunt. Armed with cameras and guided by their teachers, students were eager to spot and capture images of different animals residing in the zoo. From the majestic elephants to the graceful giraffes and playful monkeys, each animal encounter sparked wonder and curiosity among our students. Throughout the excursion, the unwavering support of the school staff and family members ensured that every student felt included and empowered to explore their surroundings. Together, they navigated through the winding paths of the zoo, creating cherished memories along the way.

After a morning filled with adventure and discovery, it was time to bid farewell to the zoo and head back to school. Physically tired but with hearts filled with joy and minds enriched with new knowledge, the students returned home, eagerly sharing their experiences with friends and family.

Students of Eagle 4A looking at the tiger exhibit.



Students of Eagle 4A looking at the orang utan exhibit.



(Top photo) Teacher Ms Anggerek Binte Hood, Teacher-Aide Ms Maimunah Begum, and Senior Teacher-Aide Ms Ivy Tan, with students of Eagle 5A.

(Bottom photo) Teacher Ms Nazerene Kuthubdeen and Teacher-Aide Ms Norizan Binti Yusof with students of Eagle 6A.





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

## WHAT I LOVE ABOUT MY ZOO TRIP

A visit to the zoo

Last Thursday, my friends and I went to the zoo. I saw different kind of animals. Example monkey, giraffe, snake, elephant, etc. I saw the zookeeper busy feeding the animals. the animals looked hungry. the animals were amazing when they climbed, jumped and moved.

We also saw white tiger, bird and Hyacinth. I had enjoyed my school trip with my friends and teachers.

Name: Alysa Class: 5A

## MY FAVOURITE ANIMAL

ELEPHANT  SHEEP

BIRD  LION

MONKEY  SNAKE

CROCODILE  GIRAFFE

Name: Harsha Class: 5A

## MY FAVOURITE ANIMAL

ELEPHANT  SHEEP

BIRD  LION

MONKEY  SNAKE

CROCODILE  GIRAFFE

Name: Ayush Class: 5B

## WHAT I LOVE ABOUT MY ZOO TRIP

I got to see many animals. \_\_\_\_\_

I like taking pictures with the animals. \_\_\_\_\_

I like riding on the monorail. \_\_\_\_\_

I enjoyed talking with my friends. \_\_\_\_\_

I like visiting the gift shop. \_\_\_\_\_

Name: Shiv Class: 5A

## WHAT I LOVE ABOUT MY ZOO TRIP

- I can see many animals.
- Have fun with friends.
- can see monkeys.
- I can see lion.
- We take Trains together.

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

## WHAT I LOVE ABOUT MY ZOO TRIP

A visit to the zoo

Last Thursday My friend and I went to the zoo. I saw different kinds of animals. There are tigers, elephants, monkey and some other animals. I am so happy in this zoo trip.

Name: Pranav Class: 5A

## WHAT I LOVE ABOUT MY ZOO TRIP

We go to see animals  
We take a MONKEY  
IN SHOP

Name: Kavya Class: 5A

## MY FAVOURITE ANIMAL

ELEPHANT  SHEEP

BIRD  LION

MONKEY  SNAKE

CROCODILE  GIRAFFE



Happy Chinese New Year! It is the Year of Wood Dragon!

## Chinese New Year Celebration 2024

Written by Ms Fazlinda Binte Mohamad Idris, Teacher

On 9 February 2024, CPASS East came alive with a vibrant and culturally rich atmosphere as students, teachers, staff and caregivers celebrated the Chinese New Year together. It marked the beginning of the Year of Wood Dragon; greetings such as ‘Xin Nian Kuai Le, 新年快乐’ and ‘Gong Xi Fa Cai, 恭喜發財’ were exchanged between students and teachers.

The celebration began with a synchronised lion dance performance by teachers who donned lion dance costumes and danced to the rhythm of the drums, gongs and cymbals. The lion dance performers pranced around the hall and the students got a closer look at them. The lion dance ended when the “lions” peeled the mandarin oranges on stage and tossed the skins to the audience which symbolized the scattering of gold and wealth. The thunderous applause from the audience continued when the God of Fortune (Caishen, 财神爷) made his appearance. Everyone was excited when he gave “gold” coins to the audience.



As this year’s celebrations centred around music and songs, students had fun playing the different Chinese musical instruments such as the Chinese drum, gong, erhu and cymbals. Students from the 3 Programmes - Academic, Functional and High Support participated in the ‘Ong Lai Pineapple Tart’ game. The auspicious theme was to attract good luck and more fortune for the year. The students had so much fun working in a team that the 8 creative tarts were completed quickly and everyone received a prize! The joyful celebration came to an end as everyone happily sang popular Chinese New Year songs; it was especially nice to see students and teachers singing together on stage!

新年快乐, Xin Nian Kuai Le everyone!

Student, Reefqy Ben Gucci Bin Muhamad Farehan (Eagle 22A), enjoying listening to the beating of the Chinese Drum with a drum stick.



Lion dance performance by teachers.



财神爷 giving out gold coins to everyone.



Chinese drums performance by teachers.


## Nutrious Farm Workshop

Written by *Mr Abdul Aziz Khan Bin Omar Khan, Job Coach*

The workshop event was conducted by Nutrious Farm at CPAS Training Room at Level 4 on 5 March 2024. It was attended by Functional Senior students and clients from GROW Sheltered Workshop. Job Coaches, Mr Abdul Aziz Khan Bin Omar Khan and Ms Catherine Tan, and Ms Nuradila Natasha Binte Mohamad Amin, Development Executive from Adult Services-GROW, and Ms Amy Loh Hue Ting, CPAS HR Executive participated in the workshop as well.

The workshop was both educational as well as a hands-on. It covered a wide range of topics, such as urban farming practices, crop management and importance of Singapore's food security. Students engaged in activities like demonstrations, discussions, and practical exercises to learn new skills and techniques related to farming. The workshop gave a general overview of farming as a form of employment. It aimed at the students to garner interests and inculcate knowledge. Students were presented with the different urban farming techniques like Hydroponics, Aeroponics and Aquaponics.


For hands-on experience, students were presented with a dried loofah plant to see and feel, and lettuce seeds to place inside the coco pit which would subsequently be placed in a growing tray filled with water. Students were also given a DIY crop pack consisting of baby romaine lettuce seedling, nutrient solution, string, and recycled materials like water bottles, to assemble and grow at home.



Student Tan Zhi Xiang (Eagle 23A) taking out the seeds from the Loofah plant. . . .



👉 Students Kamilia Syuhada Binte Sophian (Eagle 9A) and Bravienne Wee (Eagle 22A) placing the Romaine Lettuce seeds in the coco pit on the tray.



Student Reefqy Ben Gucci Bin Muhamad Farehan (Eagle 22A) watering the seedlings to ensure it is moist and ready to grow.



Students listening attentively to the Nutrious Farm instructor.



## 2024 Prefect Investiture

Written by Mrs Lee-Tan Chor Hui, Senior Teacher

On 5 March 2024, the CPASS East prefects held their prefect investiture ceremony, marking a significant day for them. This annual event underscores our school's commitment to nurturing leadership, responsibility, and service among our students. The ceremony was conducted separately for the AM and PM sessions, creating an atmosphere filled with anticipation as teachers and students gathered to witness this important occasion.

The ceremony commenced with an opening address by Principal Mr Boo Hian Kok, who delivered an inspiring speech emphasizing the significance of leadership and service within our school community. With great pride, Mr Boo presented each prefect with their vest, symbolizing their authority and responsibility within the school. The prefects, totaling 10 from the morning session and 3 from the afternoon session, stepped forward confidently, ready to embark on their leadership journey.

With hands raised and voices united, our prefects, led by Vice-Head Prefect Dahny Mikhail Bin Mohamad Nazree for the morning session and Prefect Ng Yan En Desireena for the afternoon session, recited the Prefects' Pledge, affirming their dedication to serving their peers and upholding the values of our school. The ceremony concluded with a group photograph of the prefects alongside Principal Mr Boo Hian Kok and Vice Principal Ms Suzana Bte Ahmed.

Our heartfelt congratulations to all the newly appointed prefects, and we extend our best wishes for success in their roles.



Principal Mr Boo Hian Kok and Vice-Principal Ms Suzana Ahmed posed with the ten AM prefects.

Congratulations to  
2024 Prefects!

- 1) Nur Halisha Raudhah Binte Kamsan, Eagle 1A
- 2) Muhd Alfian Bin Mohamad Azhar, Eagle 1A
- 3) Ng Li Wen Wayne, Eagle 2A
- 4) Dahny Mikhail Bin Mohamad Nazree, Eagle 2A
- 5) Nur Aleesya Binte Abdullah, Eagle 2A
- 6) Muzayna Begum, Eagle 3A
- 7) Kumara Manochara Hardik, Eagle 3A
- 8) Wee Zhi Qing Bravienne, Eagle 22A
- 9) Muhammad Irfan s/o Mohaiyadin Shah, Eagle 23A
- 10) Tan Zhi Xiang, Eagle 23A
- 11) Zayden Tan, Eagle 1B
- 12) Ng Yan En Desireena, Eagle 2B
- 13) Joel Wong Wen Kai, Eagle 3B



Principal Mr Boo Hian Kok and Vice-Principal Ms Suzana Ahmed with the three PM prefects.



## 2024 IEP-ITP Meetings with Parents

Written by Ms Irene Ho, Transition Planning Coordinator

Every year, the first term of the school year is marked by IEP-ITP Meetings with Parents. After a month of getting to know their class students, teachers would begin their discussions with the Trans D team on the Individual Education Plans (IEP) for junior level students or the Individual Transition Plan (ITP) for senior level students.

This year, the IEP-ITP meetings started on 19 February 2024 and ended on 1 March 2024. 87% of the parents attended the meetings via virtual zoom meetings, 7% of the parents had in person meetings with the teachers, while 6% of the parents who were unable to attend the meetings discussed with the teachers over the telephone.

It was encouraging to see many students attending their IEP or ITP meetings as well. This is a step in the right direction towards self-advocacy and self-determination.

Here are some reflections from the meetings.



“

With Person-Centred Planning (PCP), setting ITP goals become clearer and easier as everyone understands and agrees upon the common objectives for my son.

*From Mrs Charmaine Ng, parent of student Cayden Ng, Eagle 20A*

”



### Hansel

How I felt about attending my own IEP meeting on 22 Feb:

I felt nervous during the IEP meeting. It motivated me to be more independent.

I think I will be able to shower myself, change my own clothes.

# 2024 Transition Talks for Parents

Written by Ms Irene Ho, Transition Planning Coordinator

Annually, Transition Talks are conducted for parents of senior students, beginning with talks for Functional Programme senior students aged 13 to 14 years old, then talks for senior students aged 15 to 16 years old, from Functional Programme and High Support Programme, and finally talks for senior students aged 17 to 18 years old from both programmes. The purpose of these talks was to share information on matters pertaining to transition from junior level to senior level and matters leading to graduation and post-school. These talks were conducted in Term 1 of the school year, on Saturdays for the convenience of parents, just before the start of the IEP-ITP meetings.

For Transition Talks for parents of students aged 13 to 14 years old, the sharing would centre around setting expectations from junior level to senior level, and the important role that parents play in contributing to the success of their child in the senior levels. For Transition Talks for parents of students aged 15 to 16 years old, matters such as the Assisted Deputyship Application Programme (ADAP), and Client Assessment Form-Revised (CAF-R), as well as post-school pathways for students from CPASS were shared. For Transition Talks for parents of students aged 17 to 18 years old, sharing on the ADAP and CAF-R was more detailed, and matters pertaining to post-school placements at Adult Service Agencies (Sheltered Workshops, and Day Activity Centres), such as Open House to these agencies were also shared.

This year, the Transition Talks were jointly conducted for both CPASS East and CPASS West, and the attendance was good. Parents are encouraged to attend these Transition Talks so that they are well informed to make the best decisions for their child leading to and after graduation.

## Hands-on demo on interactive Pos-18 Toolkit

The screenshot shows a web browser displaying the 'enablingguide.sg/disability-info/life-stages-transitions/post-18-resource-kit/interactive/disability-physical-disability' page. The page is titled 'Disability Type' and features a checklist under the heading 'LIVING: Continue to learn/maintain daily living skills and lead fulfilling lives'. The checklist is organized into three sections: 'Self Care and Health', 'Home Living', and 'Leisure, Community and Mobility'. Each section contains several items with checkboxes, such as 'personal hygiene and modesty (such as toileting skills, oral care, grooming, menstrual care, maintaining personal privacy)', 'preparing food and cleaning up (such as making drinks, packing a snack, washing utensils)', and 'participating in leisure activities (recognise and engage in enjoyable activities e.g. arts, sports)'. A 'My Guide' button is visible in the top right corner, and a 'Get Your Results' button is at the bottom right.

The screenshot shows the 'enablingguide.sg/disability-info/life-stages-transitions/post-18-resource-kit' page. The main heading is 'Planning for the Future After Graduation.' Below this, there is a sub-heading 'A World of Possibilities Awaits!' and a paragraph of text: 'SPED graduates and their parents can find out more about the range of post-school options available through a Post-18 Resource Kit & Interactive Guide titled "Planning for the Future After Graduation," developed by SG Enable. It provides information on a variety of post-18 options for SPED graduates, going beyond centre-based adult disability services such as day activity centres and sheltered workshops, and including options such as community programmes, lifelong learning opportunities, open and supported employment opportunities, and more. With this resource kit & interactive guide, SPED graduates and caregivers are empowered to continue exploring potential options that could be suitable and accessing them based on an individual's abilities and passion. Keen to find out more? Download the resource kit here or'.

## Sharing information with parents on Post-18 Toolkit by SG Enable

The screenshot shows a Zoom meeting grid with several participants. The participants' names are visible in the grid, including 'Michelle Lim', 'Calvin Lim', 'Geline', 'Ivy Wong', 'Jennifer Teo', 'Janice iPad', 'Poh Chi Inong 1...', and 'Ade'. The grid is arranged in a 3x3 pattern, with some cells empty.

## Transition Talk for Parents of students aged 15 & 16 years old

The screenshot shows a PDF document titled 'Day Activity Centre (DAC) Fees Matrix as of January 2023 (for Singapore Citizens)'. The document contains a table with columns for 'Social Service Agency (SSA)', 'Centre', 'Household Per Capita Income Tier (\$)', and various fee structures. The table lists fees for different agencies and income tiers, including 'AWWA', 'Autism Association Singapore', 'Movement for the Intellectually Disabled Singaporeans (MINDS)', 'Thye Hui Kwan Moral Charities Limited (THK)', 'TOUCH Community Services', and 'Thong Kheng V Services So'. The fees are categorized by 'Full Time' and 'Part Time' services, with sub-categories for 'Monthly Fee', 'Daily Fee', and 'Monthly Fee'.

Social Service Agency (SSA)	AWWA		Autism Association Singapore		Movement for the Intellectually Disabled Singaporeans (MINDS)		Thye Hui Kwan Moral Charities Limited (THK)		TOUCH Community Services		Thong Kheng V Services So
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	
Centre	AWWA DAC		Eden Centre for Adults		MINDS Training and Development Centre		THK Day Activity Centre		TOUCH Centre for Independent Living		Blue Cross Tl Kheng Day Ac Centre
Household Per Capita Income Tier (\$)	Monthly Fee <sup>1</sup>		Monthly Fee <sup>1</sup>		Monthly Fee <sup>1</sup>	Weekly Fee <sup>1</sup>	Monthly Fee <sup>1</sup>	Daily Fee <sup>2</sup>	Monthly Fee <sup>1</sup>	Daily Fee <sup>2</sup>	Monthly Fee <sup>1</sup>
\$0 - \$800	\$20.00	pro-rated accordingly	\$20.00	\$10.00 - \$14.00	\$20.00	\$8.00 - \$12.00	\$0.00 - \$20.00	\$2.88	\$20.00	\$2.00	
\$801 - \$1,200	\$60.00	pro-rated accordingly	\$60.00	\$30.00 - \$42.00	\$50.00	\$20.00	\$0.00 - \$60.00	\$2.88	\$32.00 - \$44.00	\$2.00	
\$1,201 - \$1,900	\$210.00	pro-rated accordingly	\$210.00					\$18.17 - \$31.00	\$99.00 - \$110.00	\$10.00	



## Person-Centred Planning Prototyping @CPASS: Family Envisioning Meeting

Written by *Ms Irene Ho, Transition Planning Coordinator*

In 2023, CPASS East began partnering Special Education Branch (SEB), Ministry of Education to pilot Person-Centred Transition Planning. The main purpose of Person-Centred Transition Planning was to encourage the child and his / her family to be involved with the school in preparing for the child's future after graduating from school.

A small group of students was selected from the 16 years old cohort to participate in the prototype to develop the student's post-school goals. As part of the pilot, Family Envisioning Meetings (FEM) were conducted for the students and their parents to develop and review your child's post-school goals. As CPASS was in the pilot prototype, SEB assigned a staff to support and observe the meetings, and the staff shared information gained through these meetings with SEB for future planning. The school also sought feedback from the parents on the process to further shape Person-Centred Transition Planning in Special Education (SPED) schools.

*"The PCP session was beneficial as teachers, therapists, and parents collaborated and contributing their insightful perceptions and observations. The preparation beforehand proved equally important, aiding parent and child in outlining priorities for the discussions. Overall, the exercise was helpful for all parties involved, fostering forward planning and realistic goal-setting for the child."*

In 2024, for SEB's Scaling Up plans for the pilot prototype SPED schools, students from the 16 years old cohort would be invited to participate in the FEM. Therefore, from CPASS East, 14 students would be involved while from CPASS West, 4 students would be involved.

*Reflection from Mrs Giang, parent of student Evan Giang, Dove 20A, 2023*

**SEB Ms Neo Sin Ni's support to the Transition Team@CPASS**



**Voting for What is Important for Evan Giang**



**Family Envisioning Meeting for Cayden Ng, Dove 19A, 2023**



**Conversations between Mr Reutens, parent of Gladys Reutens (Dove 18B, 2023) and Ms Sunitha, Head of department, CPAS Speech & Language Pathology Department.**



**Family Envisioning Meeting for Evan Giang**



**Family Envisioning Meeting for Gladys Reutens**



**Deciding on the goals for Gladys Reutens**



## Trans D Home Collaboration Programme

### ☆ Sharing Of 12 Success Stories (2023) ☆

Written by Ms Suzana Ahmed, Vice-Principal

2023 marked the final year for the pilot programme on Trans D Home Collaboration since it began in April 2021. Throughout the 3 years, CPAS East has received much positive feedback as the parents were able to see positive changes in their children's skills and abilities consequent to the Trans D team involvement. In 2023, three families from each class were invited to participate in the programme. The parents and the caregivers actively practised the identified skills, monitored their children's progress by completing the routine-based checklists and provided timely feedback to the Trans D team by communicating via various platforms such as face-to-face, WhatsApp, Zoom and phone calls. The Trans D team also made home visits to a few families on needs basis. Families also shared photos and videos with the Trans D team to share the progress that the children have achieved.

The consistent positive collaboration between the families and the trans D team has been recognised by the Special Education Branch in Ministry of Education. During the 2023 SPED Learning Festival in November, CPAS East was awarded the MOE – SG Enable Innovation Award 2023 for the Trans Disciplinary (Trans D) Approach Implementation. The award was a testimonial to affirm the families and the Trans D team for their effort and commitment in ensuring that the students achieve their maximum potential. Moving forward from 2024 onwards, the school will engage all families in the Home Collaboration Programme to guide and encourage them to practise the skills that their children have learnt in school in their home setting. The following are 12 success stories shared by parents from the 2023 Trans D Home Collaboration Programme.



#### Success story 1, Phoebe Cheng (Eagle 23B, 2023)

I feel that the Home Collaboration Programme is important to ensure that skills that my child learns in school are generalized in the home setting. I used WhatsApp to communicate with the Trans D team on how to support my child at home. After a few months practising, I was able to see that my child has improved in her walking balance. I believe with more regular communication between the Trans D team and the parents, the collaboration could further improve.

Phoebe practising walking balance.



Nicolas climbing stairs.



#### Success story 2, Nicolas Lim (Dove 17A, 2023)

The Trans D team shared with me videos and provided explanation via WhatsApp on how to practice the skills with my child at home. It was challenging at first as my child was not cooperative while practising walking up and down the stairs with me. It felt a bit dangerous at first as I did not have experience handling the situation. However, I continued to practise with him at home and after term 3, I could see some improvement and that Nicolas has become more confident when walking down the stairs. The biggest challenge for working parents, would be time constraint and due to this, the learning curve will be very slow.



#### Success story 3, Kamilia Syuhada (Eagle 9A, 2023)

Through the Home Collaboration Programme, I was guided by the class teacher and the therapists to practise the skill that my daughter was working on at home. I need to have a lot of patience to practise the skills with my daughter at home. I can see improvements in her and with continuous practise, I believe she can improve further.



#### Success story 4, Ayden Chan (Dove 12A, 2023)

Ayden was learning to use communication tools such as using picture card and timer for calming down period before getting the things he wants. The Trans D team has explained and shown how to practise the skills at home via videos. Ayden has started to use the picture card but sometimes he still tends to misuse it by continuously taking or pointing to it. It can also be challenging as he can do the skill in school but can be uncooperative at home. I need to use rewards system to get him use the skill.



## Continued from page 12



### Success story 5, Muhammad Akid (Dove 18A, 2023)

The Trans D team has guided me to practise with my son on how to improve his sitting skill. It could be difficult sometimes to get him to cooperate especially when he was not in the mood. However, by being persistent, I could see his improvement in him.



### Success story 6, Jolene Sim (Dove 18A, 2023)

I learnt to help my daughter to be more acceptant to grasping and holding items in her hand for a longer period. The Trans D team has shown me how to teach the skill to my daughter via face-to-face practise. I could see the improvement after a few weeks of practising. The challenge was when I could not practise with my daughter as often as I wanted to as she sometimes would have seizures.



### Success story 7, Ayren Yee (Eagle 2A, 2023)

I was practising with Ayren on how he could independently wear his Ankle Foot Orthotics (AFOs). The Trans D team has shown me the steps via face-to-face practise in school. However, it was challenging at first as Ayren did not want to try most of the time and was always asking for "mommy help". I could see Ayren made some improvements almost towards the end of the term. While Ayren did not manage to put on the AFOs at home, he managed to wear his sandals with Velcro by himself.



### Success story 8, Syuhrah Zafirah Binte Sahlan (Eagle 9A, 2023)

My daughter was learning the use of IT switches for communication, learning and leisure. The Trans D team guided me with the skills to support my daughter at home via Face-to-face practise and through WhatsApp. My challenge was to help my daughter generalise the skills learnt and to incorporate it into her daily routine. After more than 3 weeks of continuous practise, I could see my daughter's knowledge and skills improved.



### Success story 9, Koh Kang Heng (Dove 18A, 2023)

I was briefed about the Trans Disciplinary Home Collaboration Programme by the Trans D team. I agree with the importance to ensure that skills learnt in school are generalized in the home setting. My challenge was when my son would lose interest to eat after 6 weeks and it would be difficult to motivate him to eat more variety of food. The Trans D team has guided me through face-to-face practise to learn the skills to encourage my son to taste and try new food. He started to show improvements after about 2 weeks of practise. So far it has been good.



### Success story 10, Rachelle Lee (Eagle 8A, 2023)

I was guided by the Trans D team through face-to-face practise to encourage my daughter to tolerate putting on her elbow splint for 30 minutes. When I started practising with my daughter, she would make noise and complained that she was in pain. But I persisted and would practise with her every day and after a while, she gets use to wearing the splint. For further improvement, I would slowly increase the timing for her to wear the splint and always makes her feel comfortable.



### Success story 11, Alicia Law (Dove 14A, 2023)

I was practising self-feeding skill with my daughter at home. The Trans D team has taught me the skills via instructional videos and WhatsApp. I understood that to make the practise at home to be more effective, I needed to train my helper who was the main caregiver when I'm at work. With regular practise in school and at work, I could see improvement in my daughter after about 3months.



### Success story 12, Muhd Rayyan Irfan (Eagle 1A, 2023)

The Trans D team has guided me to practise the skills that my son has learnt in school in the home setting. I was able to practise stretching exercises for his right limbs via instructional videos and WhatsApp. To get my son to cooperate during exercise, I had to explain why it was necessary to practice consistently. After weeks of regular practise, I could see improvements in my son, and he was able to use his right limbs to complete his tasks and play games more confidently.



# Contact Tracing and Important Dates

## note ON Contact TRACING

Parents, please take note.

In case of emergency and effective communication.

parents, please update class teacher for any change to the following:

- ❖ Mobile number
- ❖ Home number
- ❖ Home Address
- ❖ Email Address

## IMPORTANT Dates IN 2024 TERM 2 (18 Mar 2024 to 24 May 2024)

Friday, 29 Mar 2024	Good Friday
Wednesday, 10 Apr 2024	Hari Raya Puasa
Saturday, 27 Apr 2024	CPAS Sports Day
Monday, 29 Apr 2024	Sports Day Off-In-Lieu
Wednesday, 1 May 2024	Labour Day
Wednesday, 22 May 2024	Vesak Day
Saturday, 25 May to Sunday, 23 Jun 2024	School Holidays