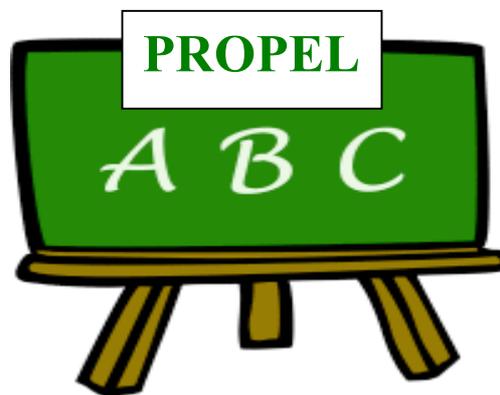




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PROPEL
(Programme in remediation of Preparatory and Elementary Language)

At Total Communication, we recognize the fundamental basis language and communication has on our well-being. It is the means by which we develop essential bonds with those around us. It is also pertinent in all our daily interactions in a variety of personal, professional and academic circumstances. With our holistic and nurturing early intervention program, we believe in a language enriched school environment which will enable those with varying language difficulties to flourish and achieve their optimum potential for future learning and interaction.

Programme Description

PROPEL is a highly intensive, specialized daily program aimed at targeting students lucky enough to be caught in the early stage of being “at risk” of facing learning challenges later in life. PROPEL aims to equip the students in the following ways:

- Boosting language growth through relationship-based, language stimulation activities;
- Helping students make semantic connections through theme based approaches;
- Intensifying the students’ experiences through reinforced Tactile/Kinaesthetic training so that these experiences stick;
- Enriching the students’ experience by providing a multi-sensory approach to facilitate a more independent exploration and, self directed learning.
- Eliminating potential weaknesses in reading (dyslexia) by strengthening phonological awareness skills;
- Establishing a strong numeracy foundation by a systemic and concrete approach that builds resilience and love for the subject;
- Increasing the chances of success in future academic settings by addressing fundamental weaknesses of those who are the "at risk" population.

Who may be ‘at risk’?

Early identification of children with specific language and/or sensory difficulties and mild learning disability can allow appropriate measures to be put in place to foster positive teaching. Some indicators that your child may be experiencing language, learning or sensory difficulties are shown below:

- Delayed speech and language development
- Reduced verbal output
- Difficulty following verbal commands
- Increased frustration due to inability to convey thoughts and needs
- Family history of speech and language difficulties
- Difficulty participating in movement exercises, may be perceived as being ‘clumsy’
- Difficulty tolerating certain tactile sensations
- Difficulty understanding and maintaining attention

Does it replace formal kindergarten/preschool?

Yes. Our early intervention program replaces conventional pre-school education. The Programme is designed by a team of speech language pathologists, occupational therapists and educational therapists to serve the needs of young children identified early as having primary impairment in language. Developed to fill the gaps of specialised education for this specific population, PROPEL’s curriculum is structured in such a way that teaches concepts in manageable chunks, with developmental stages of cognition, play, motor and speech and language in mind. For many of these children with language difficulties, an immersion of a language rich environment, targeting aspects of weaknesses that are scientific predictors of later academic failure is an effective way of giving your child the head-start.

The program will focus on all areas of learning such as:

- Language and Communication development
- Early literacy, phonics and spelling
- Art and Creativity to encourage independent and divergent thinking
- Numeracy and problem solving skills that can be related to real-life settings
- Physical co-ordination of both fine motor and gross motor activities
- Developing long-lasting skills for maintain peers relationships
- Second Language teaching (Chinese)
- Establishing behaviors necessary for successful learning (i.e. maintenance of attention, controlling impulse)



Semester Objectives and Activities – PROPEL FOUNDATION YEAR

Theme	Duration	Discipline Objectives
My Body, My World	3 months	<p>Speech and Language:</p> <p><u>Vocabulary:</u> Introduction of body part vocabulary, emotions, verb vocabulary (describing body movements), vocabulary typically found around home and community. Introduction of spatial concepts (prepositions) and temporal concepts (time sequencing)</p> <p><u>Phonological Awareness (Phonics):</u> Introduction of syllables, phonemes and alphabet.</p> <p><u>Comprehension:</u> Increasing comprehension of more complex instructions both with/without contextual cues</p> <p>Occupational Therapy:</p> <p><u>Gross Motor Skills:</u> Integrating movement exercises and activities to enhance body awareness, balance, and motor planning necessary for functional tasks. With movement activities, feedback such as proprioception is provided and can develop the child’s ability to process incoming stimuli.</p> <p><u>Fine Motor Skills:</u> establishing proximal stability, working on the trunk and upper body to improve distal hand skills for use in all areas of education and daily life. Skills such as bilateral integration, eye-hand coordination, and laterality will be presented during activities that promote pre-writing skills, colouring skills, cutting skills, and dexterity that are similarly used for schooling and daily life.</p>

		<p><u>Sensory Integration:</u> exposure to sensory tasks to enhance ability of the child to organize and interpret sensory input appropriately.</p> <p>N.B. Activities in all three areas will also cover Visual Skills like Figure Ground, Scanning, Spatial Relations and Spatial Awareness.</p> <p>Numeracy:</p> <p><u>Numbers and Counting:</u> Count and identify numerals up to ten (10 fingers, ten toes, 1 nose, 5 family members)</p> <p><u>Shapes and Geometry:</u> Exploration and identify basic shapes and symmetry.</p> <p><u>Patterns and Measurement:</u> To recognize and connect visual patterns to counting and mathematical sequences (colours, shapes and number patterns). Understanding temporal relationships using clock and calendar (Time concepts: yesterday, today, tomorrow, birthday, 5 years old)</p> <p><u>Logic:</u> Experiment with causes and effects (kinesthetic play and movement). Through pre-planned play activities, instill understanding that problems need solutions, use existing knowledge to solve simple problems and connect experiences to solve new problems.</p>
<p>Shopping and the Community</p>	<p>3 months</p>	<p><u>Speech and Language:</u></p> <p><u>Vocabulary:</u> Various shopping locations and items for purchase. Role-play around shopping in pretend play situations. Introduction of descriptive concepts when describing various items i.e. colour, size, size, function, location) Continued teaching of temporal and spatial concepts.</p> <p><u>Phonological Awareness:</u> Continued exposure to phonemes (sounds) and introduction to writing and reading tasks.</p> <p><u>Comprehension:</u> Increasing comprehension of complex instructions incorporating concepts taught in previous semester.</p> <p>Occupational Therapy</p> <p><u>Gross Motor Skills:</u> further increase body awareness and ability to plan and control body movements with emphasis on coordination.</p> <p><u>Fine Motor Skills:</u> grading craft activities to a higher level, as well as adjunctive activities of skills established during the first semester.</p> <p><u>Sensory Integration:</u> establishing appropriate responses and adaptability for situations going on within the community</p> <p>Numeracy</p> <p><u>Numbers and Counting:</u> Exploring relationship between numbers and quantities (shopping list items, coins).</p> <p><u>Shapes and Geometry:</u> Understand spatial awareness and use spatial language (descriptive concepts of space: big, small, high, low, left, right)</p> <p><u>Patterns and Measurement:</u> Exploration of quantities and use of comparisons to gather information (“Do I need to buy more apples?”).</p> <p><u>Logic:</u> Develop and use planning skills during role-play activities.</p>

<p>Animals and their environments</p>	<p>3 months</p>	<p><u>Speech and Language:</u></p> <p><u>Vocabulary:</u> Animals, descriptive/locative and temporal features of animals (development of semantic associations for adequate word finding)</p> <p><u>Phonological Awareness:</u> Songs, rhymes and books centered around animal activity focusing specifically on identification of phonemes.</p> <p><u>Comprehension:</u> Increasing comprehension of more complex instructions both with/without contextual cues</p> <p>Occupational Therapy</p> <p><u>Gross Motor Skills:</u> integrating movement activities and introducing advanced gross motor skills to enhance core and upper body strength and endurance.</p> <p><u>Fine Motor Skills:</u> craft activities around an animal theme – grading the activity based on the skills previously learned during the last semester.</p> <p><u>Sensory Integration:</u> use of different materials that will allow exploration of different sensory stimuli</p> <p>Numeracy</p> <p><u>Numbers and Counting:</u> Count and identify numerals up to twenty. Explore and develop use of mathematical vocabulary (more, less, equal, same, first, second and third).</p> <p><u>Shapes and Geometry:</u> Exploring the relationship between parts and whole. (Placing 2-3 appropriate animals to re-create their living habitats and puzzles).</p> <p><u>Patterns and Geometry:</u> Develop understanding of seriating (arrange animals according to physical attribute differences).</p> <p><u>Logic:</u> Explore options during pre-planned play activities to use deductive reasoning skills to develop decision making proficiency.</p>
<p>Shapes and basic numeracy principles</p>	<p>3 months</p>	<p><u>Speech and Language:</u></p> <p><u>Vocabulary:</u> Focus on vocabulary surrounding basic shape and math principles.</p> <p><u>Phonological Awareness:</u> Continued phonological awareness focusing on blending of phonemes to form basic words for successful reading and writing.</p> <p><u>Comprehension:</u> Comprehension of basic math problem reasoning utilizing visual supports to aid comprehension</p> <p>Occupational Therapy</p> <p><u>Gross Motor Skills:</u> use of advanced motor skills incorporated with spatial awareness concepts (e.g. in front, at the back, above, below).</p> <p><u>Fine Motor Skills:</u> refinement of established pre-writing/writing skills, colouring skills, and cutting skills with the use of more complex activities.</p> <p><u>Sensory Integration:</u> exploring different texture, sound, and movement related to shapes through play exploration and socialization amongst peers.</p>

		<p>Numeracy</p> <p><u>Numbers and Counting:</u> Experience and utilize mathematical knowledge within play opportunities (numerical quantities, length, shapes and spatial concepts).</p> <p><u>Shapes and Geometry:</u> Continued to develop the understanding of the relationship between parts and whole by creating a whole object put together using many parts independently.</p> <p><u>Patterns and Measurement:</u> Understand the concept of physical measurement (using measuring tools or length, volume and mass).</p> <p><u>Logic:</u> Develop and utilize analytical skills. Through pre-planned kinesthetic projects gather information to answer question for self and others.</p>
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Completion of the PROPEL Foundation Year

Parents should expect that their children to move closer to their age-appropriate target milestones (4 years).

Completion of the PROPEL Final year Programme

Parents should expect their children to be equipped with sound phonological awareness skills (precursor to literacy acquisition), increased language processing abilities, improved motor and handwriting skills, improved organization skills, increased level of attention, and social skills. All these skills are essential to starting mainstream education effectively.

Terms and Conditions:

Assessment:

In order to provide a child centered educational plan for each student, thorough assessment of each child will be completed by each discipline (Speech, Language, Occupational therapy, Educational therapy) before the child is provided with a place into the program. This is to enable use to identify children that have specific language and sensory needs. Furthermore, this will enable accurate teaching plans to be completed for each child that will tailor towards their strengths and weaknesses.

Children with moderate/severe learning difficulties or social communication impairments following assessment may have difficulty within this group setting with competing stimuli and distractions. Alternatively, individual sessions will be provided to help these children develop language and expression in a warm and caring environment.

Pricing

Non-refundable Deposit:

Prepayment in the form of cheque or credit card

Location

Total Communication Therapy Pte Ltd

Sime Darby Centre, 896 Dunearn Road #03-03A

Time: 9-1pm (Monday to Friday)