



DCI

DYSLEXIA CENTER INDONESIA

WWW.DYSLEXIA.CO.ID

AN INTEGRATED SOLUTION

SCREENING - ASSESSMENT - CONSULTATION - INTERVENTION - PROGRESS MONITORING - RESEARCH

AN INITIATIVE BY:



INTRODUCTION



CREDENTIAL BACKGROUND

DR. ENG. SUMARSONO, S.T., M.T., OCP
SENIOR PROFESSIONAL EDUCATOR

SUMARSONO AND/OR ELITE TUTORS INDONESIA WITH ITS BUSINESS UNIT (DYSLEXIA CENTER INDONESIA) ARE THE MEMBER OF THE FOLLOWING RESPECTED INTERNATIONAL INSTITUTIONS/ASSOCIATIONS:

NATIONAL TUTORING ASSOCIATION (NTA) - USA
INTERNATIONAL DYSLEXIA ASSOCIATION (IDA) - USA
REGISTERED PROFESSIONAL EDUCATOR IN PEARSON CLINICAL EDUCATION - USA AND UK
REGISTERED EDUCATIONAL THERAPIST ASIA (RETA) - SINGAPORE



International Professional Membership

International Dyslexia Association (IDA) – USA
Registered Educational Therapists Asia (RETA) – Singapore



Standard Toolkit

Pearson Clinical Education – United Kingdom (UK) and United States of America (USA)
Bahasa Indonesia bagi Penutur Asing (BIPA) - Indonesia
Wonderful Elite - South Korea



INTRODUCTION

SPECIFIC LEARNING DIFFERENCES (SpLD)



THE KEY POINTS

- 1 A developmental problem with learning difficulties
- 2 NOT a result of lack of instruction or poor education
- 3 Impacted areas: **READING, WRITING, SPELLING, CALCULATING, and PROBLEM SOLVING**
- 4 The level: Mild to Severe
- 5 Hard to spot
- 6 Specific help by parents, teachers, and specialist professionals
- 7 One SpLD could create another SpLD

Reference: Jayanth - DAS International (2018)

SPLD

SPECIFIC LEARNING DIFFERENCES

WHAT IS THE WARNING SIGNS?



IF THERE IS AT LEAST 2 SIGNS OCCUR, WE RECOMMEND YOU TO GET DYSLEXIA SCREENING TEST

DYSLEXIA IS A PART OF SPECIFIC LEARNING DIFFERENCES (SpLD)

EASY TO SPOT SpLD

Sensory Processing

Auditory Processing

Autism Spectrum Disorder (ASD)

Emotional Behavioral Disorder

Attention Deficit Hyperactivity Disorder (ADHD)

Speech and Language Impairment



HARD TO SPOT SpLD

DYSGRAPHIA

DIFFICULTY WITH WRITING

DYSCALCULIA

DIFFICULTY WITH MATHEMATICS

DYSPRAXIA

DEVELOPMENT COORDINATION DISORDER

DYSLEXIA

DIFFICULTY WITH READING

DYSLEXIA GENERAL INFORMATION

DEFINITIONS

A neurobiological in origin of SpLD (International Dyslexia Association, 2002); Unexpected difficulty in reading most commonly caused by a difficulty in phonological processing (S. Res. 284, 115th Cong. 2017).

DYSLEXIA LOOK ALIKE

Difficult with reading, e. g. read below age and misreads common words (e. g. “from” as “for”)

Difficult with spelling and writing, e. g. confuses similar looking letters or words (e. g. “b” or “d” and “there” or “then”)

PREVALENCE OF DYSLEXIA

Prevalence of Dyslexia

5.3% to 11.8% in US (Katusic et al., 2001);

9.7% to 12.6% in Hong Kong (Chan et al., 2007);

No Study in Indonesia but estimated match international rate of 3 to 10%.

WORD ORIGIN

DYS : Difficult with - LEXIA : Symbols that make words

CHARACTERISTICS

Word recognition problems

Poor decoding

Poor spelling

Slow processing speed



OUR SERVICES



HOW DO WE WORK



*OUR METHODS OF DYSLEXIA INTEGRATED SERVICES ARE USING THE MOST UPDATED (2018) HYBRID DYSLEXIA TOOLKIT BY PEARSON CLINICAL EDUCATION UNITED KINGDOM (UK) AND UNITED STATES OF AMERICA (USA);

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STEP 1. - SCREENING

The Aim of this step is to identify the risk level of dyslexia.

English requirement:
YES - Basic Level

Examinee:
Dyslexic with his/her parents

SCREENING RESULT

LOW RISK



No Need
Assessment

MODERATE RISK



Recommended for
Assessment

HIGH RISK



Need Assessment

STEP 2. - ASSESSMENT

The aim of this step is to confirm the level of dyslexia

English requirement:
YES - Basic Level

Examinee:
Dyslexic with his/her parents



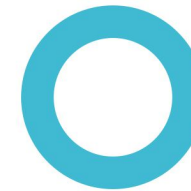
ASSESSMENT RESULT

MILD



A lighter condition of dyslexia. Easy to cope with.

MODERATE



A more considerable condition of dyslexia with higher influence on daily activity.

SEVERE



A heavier symptom which require immediate expert attention.

STEP 3.

- CONSULTATION

The aim of this step is to discuss the future development of a dyslexic.

English requirement:

No Need

Examinee:

Dyslexic with his/her parents



AREA DISCUSSION IN CONSULTATION



CURRENT LEARNER CONDITION



ASSESSMENT RESULTS



EXPLORING KEY POSSIBLE AREA OF DEVELOPMENT



FINDING THE RIGHT FORMAL ACADEMIC INSTITUTION



ALTERNATIVE INTERVENTION METHODS

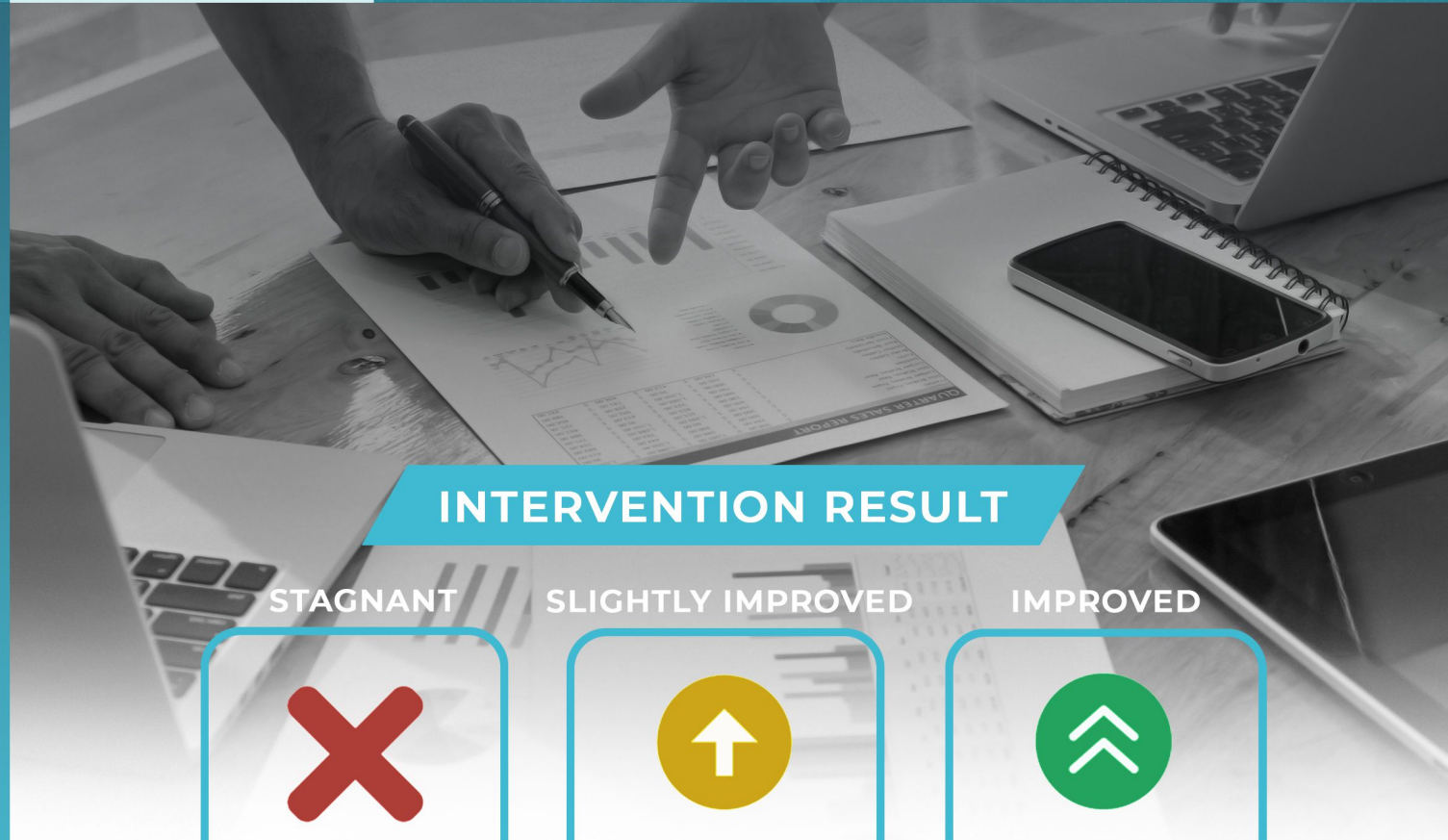
STEP 4.

- INTERVENTION

The aim of this step is to improve the confidence and/or academic performance of dyslexic.

English requirement:
No Need

Examinee:
Dyslexic



INTERVENTION RESULT

STAGNANT



An improvement stops at certain point

SLIGHTLY IMPROVED



A slightly progressing recovery

IMPROVED



A steadily progressing recovery

INTERVENTION RULES



Indonesian and/or English:
48 Sessions



Math:
24 Sessions



1 Session = 90 Minutes

STEP 5. - PROGRESS MONITORING

The aim of this step is to measure growth of a dyslexic over an extended period of time (6 to 12 months).

English requirement:

Yes - Basic Level

Examinee:

Dyslexic



**PROGRESS MONITORING
ARE CONDUCTED EVERY 6 MONTHS**



**AFTER
INTERVENTION**

**BEFORE
INTERVENTION**

PRICE STRUCTURE



Table 1 Price structure of Dyslexia Center Indonesia (DCI) for the core services in weekdays (Monday to Friday)

	EXAMINEE AGE	DOWN PAYMENT	FULL	TOTAL
1. SCREENING	Kids (6 to 12 Years Old)	Rp5,000,000	Rp5,000,000	Rp10,000,000,-
	Teen (13 to 17 Years Old)	Rp5,000,000	Rp10,000,000	Rp15,000,000,-
	Adult (18 to 50 Years Old)	Rp5,000,000	Rp15,000,000	Rp20,000,000,-
2. ASSESSMENT	Kids (6 to 12 Years Old)	Rp15,000,000	Rp15,000,000,-	Rp30,000,000,-
	Teen (13 to 17 Years Old)	Rp15,000,000	Rp20,000,000,-	Rp35,000,000,-
	Adult (18 to 50 Years Old)	Rp15,000,000	Rp25,000,000,-	Rp40,000,000,-
3. CONSULTATION	GENERAL	Rp1,500,000,-	Rp1,500,000,-	Rp3,000,000,-
4. INTERVENTION	Kids (6 to 12 Years Old)	Rp50,000,000,-	Rp100,000,000,-	Rp150,000,000,-
	Teen (13 to 17 Years Old)	Rp50,000,000,-	Rp150,000,000,-	Rp200,000,000,-
	Adult (18 to 50 Years Old)	Rp50,000,000,-	Rp200,000,000,-	Rp250,000,000,-
5. PROGRESS MONITORING	GENERAL	Rp5,000,000,-	Rp5,000,000,-	Rp10,000,000,-



Accepted Payment

1. Cash
2. Bank Transfer
3. Credit Card
(Visa and MasterCard)



A discount of 30% for each person is applied for a particular service to a small group (10 to 20 people).

Table 2 Price structure of Dyslexia Center Indonesia (DCI) for the additional services

NO.	SERVICES	AMOUNT OF FEE
1.	Additional charge for tests in Saturday	
	1.1 Screening	Rp500,000,-
	1.2 Assessment	Rp2,000,000,-
	1.3 Consultation	Rp500,000,-
	1.4 Intervention	Free of Charge
	1.5 Progress Monitoring	Rp1,000,000,-
2	Each additional SpLD for Assessment*	Rp30,000,000,-

Note: The above price structure is applied start from

1st January 2019

* Specific Learning Differences (SpLD) e. g. Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder (ADHD), etc

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ACTIVITIES



OUR ACTIVITIES

With: Dyslexia Association of Singapore and International Dyslexia Association - USA

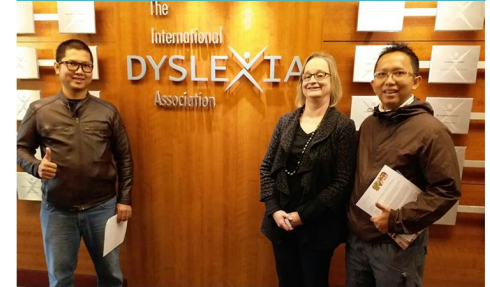
Training for our specialized tutor to cope with learner with Specific Learning Differences (SpLD), especially Dyslexia.



World Dyslexia Awareness 2018 in Singapore with DAS CEO Mr. Lee Siang.



Visiting International Dyslexia Association (IDA) in Baltimore, USA.



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FOR MORE INFORMATION, PLEASE LOG ON TO

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DYSLEXIA CENTER INDONESIA (DCI) IS A REGISTERED MEMBER OF THE FOLLOWING INTERNATIONAL ASSOCIATION:



INTERNATIONAL DYSLEXIA ASSOCIATION,
BALTIMORE - UNITED STATES (US)



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- UNITED STATES (US)



REGISTERED EDUCATION THERAPIST ASIA (RETA).
- SINGAPORE



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