



Community Integration Service

**OUTREACH & PROFESSIONAL
DEVELOPMENT
PROGRAMMES CATALOGUE
2026**

Empowering communities · Enabling inclusion · Enriching lives

Serving children and families across Singapore

About This Catalogue

AWWA Community Integration Service (CIS) is dedicated to supporting children with disabilities and special needs, enabling them to thrive in inclusive school and community environments. Our multi-disciplinary team — comprising Speech and Language Therapists, Physiotherapists, Occupational Therapists, and Social Workers — partners with schools, families, and communities to deliver holistic, person-centred care.

This catalogue presents our Outreach & Advocacy programmes and Professional Development offerings for 2026. Whether you are a school leader seeking to build staff capacity, a teacher looking for practical classroom strategies, or a community partner wanting to understand our Service — there is a programme tailored for you.

How to Register

To book a session, kindly use this link to request for a programme using our booking system. Please refer to our terms and conditions prior to making a booking.

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Cost

Complimentary sessions available for selected programs

Terms & Conditions

#	Clause	Details
1.	Booking & Confirmation	All session requests must be submitted via the official booking system. Bookings are only confirmed upon receipt of a confirmation e-mail from the AWWA CIS Outreach Team. Requests are subject to availability and facilitator scheduling.
2.	Advance Notice	Requests should be submitted at least 2 months prior to the preferred session date to allow adequate preparation time. Last-minute requests may not be accommodated.
3.	Inclusion Booths - Eligibility & Arrangements	Schools requesting Inclusion Booths are required to have an active AWWA CIS client in school. If you do not have an active client, AWWA CIS will offer an assembly talk instead. For schools that have previously had AWWA CIS Inclusion Booths, AWWA CIS will offer to train Student Leaders or Parent Support Group volunteers to run the booths. Inclusion Booth duration is strictly limited to 1.5 hours. If the school would prefer to target the whole school, Inclusion Booths can be offered together with assembly talks.
4.	Professional Development - Content & Duration	No changes to the content of slides or duration of professional development courses can be made. This is to ensure that we are able to deliver and meet the course objectives and maximise learning.
5.	Cancellation & Rescheduling	Should you need to cancel or reschedule, please notify the AWWA CIS Outreach Team as early as possible. Repeated last-minute cancellations may affect future booking priority.
6.	Venue & Logistics	The requesting organisation is responsible for arranging a suitable venue and necessary equipment (e.g. projector, audio system) for in-person sessions held at external locations. AWWA CIS will advise on specific setup requirements.
7.	Participant Numbers	Please indicate the estimated number of participants at the time of booking. Where a maximum participant limit applies, this will be stated in the programme description. Significant changes to numbers should be communicated promptly.
8.	Photography & Recording	Photography or recording of sessions requires prior written consent from the AWWA CIS team and all participants. Please raise this request at the time of booking.
9.	Personal Data	All personal data collected through the booking process will be handled in accordance with the Personal Data Protection Act (PDPA). Data will only be used for programme coordination purposes.

Outreach & Advocacy

Building bridges between our Service and the communities we serve

OA001 Introduction to AWWA Community Integration Service (CIS)

Audience: Hospitals / School Personnel / DSLS / EIC / SSA | **Duration:** 1 hour | **Format:** Hybrid · Online · Face to Face | **Facilitator:** Outreach Team

Overview

An introduction to AWWA CIS covering: (1) Introduction to AWWA CIS, (2) Referral, enrolment and discharge processes, (3) Service Delivery models (HCP and MTSS), (4) The 4 populations served and professional team roles (PT / OT / ST / SW), and (5) Closing Q&A.

Learning Objectives

- Understand CIS' service delivery and referral process
- State the 4 diagnoses that we serve
- Understand our holistic care philosophy and multi-tiered systems of support
- Ask questions related to our service

OA002 Inclusion Booths

Audience: Whole School | **Duration:** 3 hours | **Format:** Face to Face | **Facilitator:** CIS Team

Overview

Four interactive, activity-based booths are set up in school for students to experience and learn about: (1) Physical Disability, (2) Developmental Coordination Disorder, (3) Speech Sound Disorder, and (4) Low Vision. Students are also facilitated to reflect on how they can be inclusive to their peers.

Learning Objectives

- Raise awareness among students about children with disabilities
- Build meaningful friendships with peers with disabilities
- Participate in reflections to work towards creating a more inclusive school environment

OA003 Inclusion Starts with Me

Audience: Whole School (Primary School) | **Duration:** 30 minutes | **Format:** In-Person – Assembly Talk in School | **Facilitator:** Zone Therapists

Overview

This assembly encourages students to understand that inclusion starts with their everyday actions: I can wait. I can listen. I can help. Students learn that people have differences we can see and differences we cannot see, and that some classmates may need extra support. Through facilitated discussion using photos of school locations, students share ideas on how they can include friends who experience different challenges. Short videos feature therapists supporting children and a Paralympian, highlighting strengths, perseverance, and the importance of support.

Learning Objectives

- Understand what inclusion means
- Learn how to practice inclusive behaviours in school with simple everyday actions

Professional Development

Evidence-based training for educators, SENOs, and allied health professionals

Speech and Language Therapy

SLT001 Speech Sound Disorders (SSD) and General Strategies to Support

Audience: Teachers · SENOs · AHPs · School Leaders | **Duration:** 1 – 1.5 hours | **Format:** In-Person – AWWA / School | **Facilitator:** Speech and Language Therapists | **Materials:** Slides provided after session

Overview

Speech Sound Disorders (SSDs) can significantly impact a child's ability to communicate effectively, participate in classroom discussions, and develop literacy skills. Led by Speech and Language Therapists, this session provides educators with an overview of speech sound development and characteristics of SSDs. Participants explore practical, evidence-based strategies, classroom adaptations, and collaborative approaches between teachers and therapists to build an inclusive classroom environment.

Learning Objectives

- Describe typical speech sound development and identify common characteristics of SSDs
- Recognise the impact of SSDs on communication, classroom participation, and early literacy
- Implement practical strategies to support students with SSDs during classroom activities
- Create opportunities for students with speech sound difficulties to participate confidently
- Understand how teachers and therapists can work together to support students
- Understand possible access accommodations for oral examinations for children with SSDs

SLT002 Strategies for Supporting Social Communication

Audience: Teachers · SENOs · AHPs · School Leaders | **Duration:** 1 – 1.5 hours | **Format:** In-Person – AWWA / School | **Facilitator:** Speech and Language Therapists | **Materials:** Slides provided after session

Overview

Social communication plays a central role in how students connect and interact with peers and teachers. Led by Speech and Language Therapists, this session provides an overview of social communication and how to support successful classroom interactions. Participants explore how social communication differences and difficulties present across diagnostic populations, including neurodivergent learners, and gain hands-on practice tailoring strategies for students with different levels of need.

Learning Objectives

- Define what social communication means
- Recognise which diagnostic populations may present with social communication challenges
- Differentiate between communication differences and communication difficulties
- Identify observable classroom scenarios that illustrate differences vs difficulties
- Apply at least 3 whole-class strategies to promote social communication
- Set simple whole-class goals that benefit both neurodivergent and neurotypical students

SLT003 Practical Language Interventions for SENOs

Audience: SENOs | **Duration:** 1 – 1.5 hours | **Format:** In-Person – AWWA / School | **Facilitator:** Speech and Language Therapists | **Materials:** Slides provided after session

Overview

Effective communication is essential for students' academic success and social participation. This session equips SENOs with an overview of different aspects of language and practical, evidence-based language interventions to support students with language challenges. The session focuses on building confidence in identifying when a student may need support and creating an inclusive classroom that supports participation and learning.

Learning Objectives

- Understand what language interventions are important in school settings
- Learn 3 evidence-based interventions and understand when and why to use each
- Apply strategies across 1:1, small group, and 5-minute check-ins
- Adapt language supports to real students on their caseload
- Leave with checklists, prompts, and ready-to-use tools

Physiotherapy

PT001 Inclusive PE in Action: Using Boccia and the TREE Model to Adapt Sports for All Students

Audience: PE Teachers | **Duration:** 2 – 3 hours | **Format:** In-Person – AWWA / School | **Facilitator:** PT Team |

Overview

This session introduces educators to practical strategies for creating more inclusive PE lessons for students with mobility challenges and special educational needs. Participants are introduced to Boccia and two key frameworks: the TREE Model and the FAMME Model. Through practical examples and guided discussions, educators explore how common PE games and activities can be adapted to better meet the diverse needs of students, ensuring safe, meaningful, and confident participation.

Learning Objectives

- Understand the principles of inclusive physical education
- Describe the basic rules and structure of Boccia as an inclusive sport
- Apply the TREE Model (Teaching style, Rules, Equipment, Environment) to modify PE activities
- Design simple modifications allowing students with mobility challenges to participate meaningfully

PT002 Evacuation Strategies for Students with Mobility Challenges

Audience: School Leaders · Fire Wardens · SENOs | **Duration:** 2 hours | **Format:** In-Person – AWWA / School | **Facilitator:** PT Team |

Overview

This training focuses on effective and safe evacuation strategies for students with mobility challenges in a school setting. Participants learn about common barriers during evacuations and how school staff can respond through planned roles, proper techniques, and appropriate equipment. The session covers safe lifting techniques, use of evacuation chairs, designated refuge areas, and clear staff coordination to ensure a safe and inclusive evacuation process for all students.

Learning Objectives

- Identify the specific evacuation challenges faced by students with mobility difficulties
- Demonstrate awareness of safe lifting and transfer techniques during emergency evacuations
- Explain the use and purpose of evacuation chairs and designated refuge areas
- Apply clear staff roles and responsibilities for organised and efficient evacuation

Occupational Therapy

OT001 Regulation: Introduction and Strategies for the Classroom

Audience: SENOs · Teachers | **Duration:** 1 hour | **Format:** Hybrid · In-Person · Online | **Facilitator:** OT Team | **Materials:** Slides provided after session

Overview

This session explores self-regulation as a developmental skill, focusing on both sensory and emotional regulation. Teachers will learn practical, classroom-based strategies and apply them through a case study to better support student engagement and independence.

Learning Objectives

- Describe Developmental Coordination Disorder and its impact on students
- Understand self-regulation as a developmental skill
- Differentiate between sensory and emotional regulation
- Apply practical classroom strategies to support regulation
- Use a structured approach to understand and respond to behaviour

OT002 Introduction to Handwriting & Strategies for Handwriting

Audience: SENOs · Teachers | **Duration:** 1 hour | **Format:** Hybrid · In-Person · Online | **Facilitator:** OT Team | **Materials:** Slides provided after session

Overview

This professional development session equips educators with a practical understanding of the underlying components of handwriting and how motor, cognitive, sensory, and environmental factors influence student performance. Participants learn to identify common handwriting difficulties and apply evidence-based strategies to support legibility, efficiency, and student engagement in written tasks. The training emphasises a whole-class approach with targeted differentiation.

Learning Objectives

- Understand the foundational components of handwriting (motor, cognitive, sensory, environmental factors)
- Identify common handwriting difficulties in students with developmental coordination challenges
- Apply evidence-based, classroom-friendly strategies to support legibility and efficiency
- Optimise the learning environment to support handwriting performance
- Differentiate support for students with varying handwriting needs

Get in Touch

To find out more about our programmes or to make a booking, please reach out to the AWWA Community Integration Service Outreach Team. We welcome partnerships with schools, hospitals, and community organisations who share our commitment to inclusive, person-centred support for children and families.

Organisation	AWWA Community Integration Service
Programme Types	Outreach & Advocacy Professional Development
Delivery Modes	In-Person (AWWA / School) Virtual Hybrid
Catalogue Year	2026

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