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FACULTY OF MEDICINE & HEALTH SCIENCES

ATRIA

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MEDICAL FMHS

Little Lives Big Care

Physical & Infectious Illness

Learning & Development Conditions

Parenting & Everyday Care

Community & Support

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FACULTY PROFILE

UNIMAS
UNIVERSITI MALAYSIA SARAWAK
FACULTY OF MEDICINE & HEALTH SCIENCES

Vision

A Global Leader in Medicine and Health Sciences Education.

Mission

To enhance the health and well-being of the global community through the pursuit of excellence in teaching, research, and strategic collaboration.

FOREWORD

Dear readers,

It is a great pleasure to see the fourth issue of ATRIA. Each edition of ATRIA has sought to highlight topics that matter deeply to our community, and this issue is no exception. In this edition, we turn our attention to those who represent our future our children.

The theme, *"Little Lives, Big Care"*, reminds us that the health and well-being of children require more than medical treatment alone. It calls for a collective commitment from families, healthcare professionals, educators, and communities to ensure that every child has the opportunity to grow, learn, and thrive.

Within these pages, readers will find a diverse collection of articles covering childhood illnesses, learning and developmental issues, parenting and caregiving, as well as the importance of early screening and timely intervention. Together, these topics highlight the many dimensions of child health and the vital role that prevention, awareness, and compassionate care play in shaping healthier futures.

At the Faculty of Medicine and Health Sciences, we remain committed to advancing health through education, research, and community engagement. By fostering greater understanding of children's health needs, we hope to contribute towards a society where every child receives the care and support they deserve.

I extend my sincere appreciation to the editorial team and all contributors for their dedication in producing this issue of ATRIA. I hope this edition informs, inspires, and reminds us of the profound responsibility we share in caring for the youngest members of our society. For in every child we nurture today lies the promise of a healthier and brighter tomorrow.

Happy reading.

Prof. Dr. Asri bin Said
Dean

Dear Readers,

This issue brings **Little Lives, Big Care** into focus, reminding us how thoughtful care can make a lasting difference in a child's life. Caring for children is not merely about treating illness; it is about nurturing growth, protecting potential, and shaping healthier futures.

There is a well-known saying, ***"It takes a whole village to raise a child."*** In medicine, that village extends far beyond the clinic walls. It includes families, communities, educators, nurses, doctors, allied health professionals, policymakers, and advocates; each playing a vital role in supporting a child's wellbeing. When this village stands united, care becomes comprehensive, compassionate, and sustainable.

This issue not only explores clinical insights and innovations, but also highlights parent sharing; powerful narratives that remind us of lived experiences, resilience, and the value of partnership in care.

As you read through this issue, we hope it gently reminds you that every role matters, and that your care, compassion, and commitment can make a meaningful difference in a child's life.

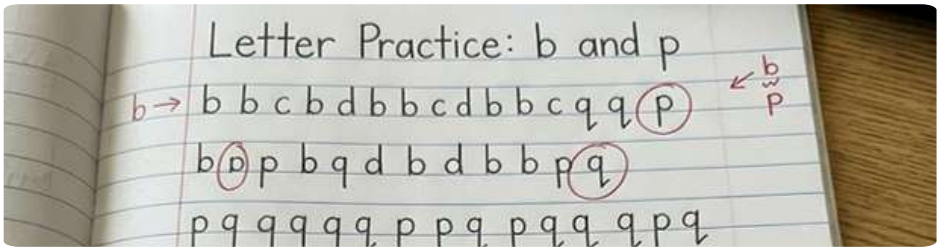
Together, let us continue offering big care to the little lives who trust us most.

Amelia Mohamad
Chief Editor

Understanding Dyslexia: Why Early Detection Makes a Difference

I still remember the first time I met children with dyslexia during my research work a few years ago. At that time, I observed that these children were active, cheerful, and interacted normally with their peers. However, when it came to reading activities, the situation was noticeably different. Many of them struggled to recognise letters and sounds. Some were confused between letters such as b and d, while others frequently misspelt simple words.

For individuals who do not experience reading difficulties, these mistakes may seem surprising. We often assume that recognising letters and pronouncing words is simple and natural. However, for children with dyslexia, the process of decoding written language is far more challenging. Dyslexia is not related to intelligence or lack of effort; rather, it is linked to differences in how the brain processes language and reading-related information.



Early detection of dyslexia is essential. Children diagnosed early can receive appropriate intervention, such as structured reading programmes and tailored learning support, which can significantly improve their reading skills and academic confidence. Unfortunately, some children are diagnosed late. This delay is often caused by limited awareness among parents and educators, as well as the lengthy diagnostic process. In many cases, children must undergo several clinical assessments and experience long waiting periods at hospitals or specialised centres before receiving a formal diagnosis.

Recent developments in cognitive neuroscience offer promising opportunities to improve early detection. One approach explored in my research involves brain signal measurements, particularly electroencephalography (EEG), to study how the brain responds to visual and auditory stimuli related to reading. By examining differences in brain signal patterns, researchers may be able to identify early neural markers associated with dyslexia.

These neuroscience-based approaches have the potential to complement traditional behavioural assessments and potentially support earlier identification of at-risk children. With earlier detection, appropriate intervention can be provided sooner, helping more children overcome reading difficulties and reach their full learning potential.

Dr. Siti Atiyah Ali
Cognitive Neuroscience

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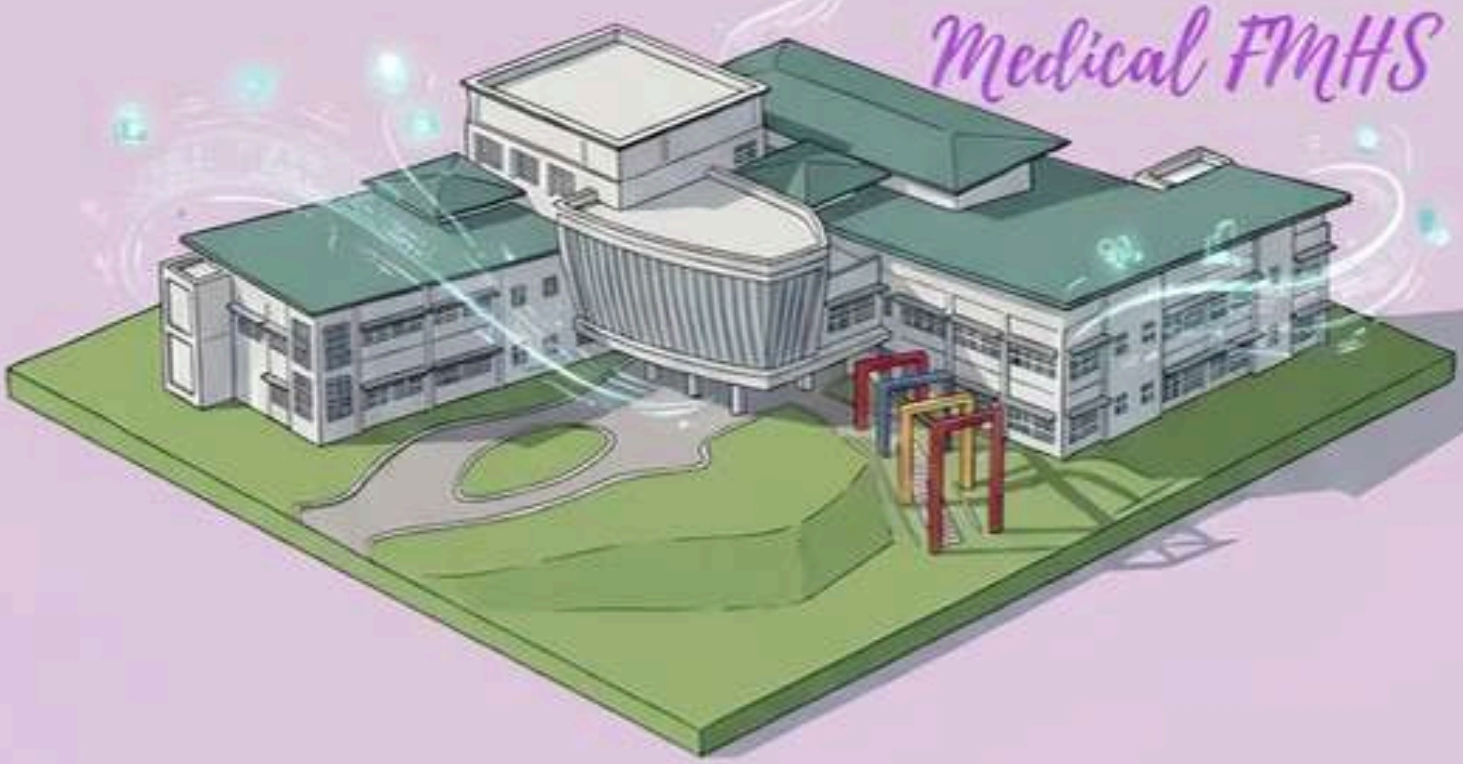

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