

## المؤتمر الرابع لدول مجلس التعاون الخليجي: صعوبات التعلم والدمج 4th GCC Learning Disability Conference & Workshops

on 20th -21st October 2010 at Renaissance Dubai Hotel, Dubai - UAE



Dr. Gavin Reid Ph.D.  
M.A, M.App.Sci, M.Ed.,  
B.Ed, PG. Dip. Coun-  
seling, AMBDA, UK



Dr. Steve Chinn, BSc,  
PhD, Dip Ed Man,  
,AMBDA  
UK



Dr. Gad Elbeheri,  
Ph.D Director, Centre  
for Child Evaluation &  
Teaching, Kuwait



Joe M McCann MBA  
NPQH  
Managing Director  
Inclusion Quality Mark  
Ltd, UK



Dr. Onita Nakra, Ph.D., Ed  
Psychology (University of  
Minnesota, USA), Counselor  
at the American School of  
Dubai

### WHO SHOULD ATTEND?

Principals, Administrators, Counselors, Social Workers, Teachers, Parents, Researchers Adult Literacy Educators, College Educators, Correctional Specialists, Curriculum Specialists, ELL Educators, LD Specialist, Reading Specialists, Staff Developers, Speech & Language Specialists, Library & Media Specialists, Technology Coordinators, Medical and Mental Health Professionals, Teachers of special education and general education, Education Policy Advocates and College Student Support Personnel , Adults with learning disabilities and attention deficit hyperactivity disorder , Parents of children with learning disabilities and attention deficit hyperactivity disorder.

### " LD & Inclusion : The way ahead "

#### Bridging the Gap Between Research and Practice ...

Learning Disabilities & Inclusion: The way ahead  
Dyslexia, Dysgraphia and Dyspraxia: Strategies for inclusion  
Inclusion Quality Mark: A Framework for Inclusion  
Including students with dyscalculia: Strategies for intervention  
Looking at the whole child: Emotional and social inclusion  
Learning Disabilities & Inclusion: The role of ICT

Screening & Assessment of Dyslexia, and Dyspraxia  
Motivating Students to learn: Tips for teachers  
Screening & Assessment of Dyscalculia  
Inclusion Quality Mark (IQM): The Evaluation & Assessment Process  
Mathematics anxiety, expectations, self-esteem and attributional style  
Tips for including parents of individuals with learning disabilities

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# Meet Your L D Expert Leader

**Dr. Gavin Reid Ph.D. M.A, M.App.Sci, M.Ed., B.Ed, PG. Dip. Counseling, AMBDA, Assoc. F. B.P.S, Chartered Educational Psychologist, Member Health Professions Council.**

Dr. Gavin Reid is an international award winning author, educational psychologist and international seminar presenter. He is a consultant with the CCET in Kuwait and has had ten years experience as a classroom teacher and was formerly senior lecturer in educational studies at the University of Edinburgh in the UK. He has been visiting professor to UBC in Vancouver and has lectured internationally in over 60 countries and held external examiner appointments in 15 universities worldwide.

He is co-founder of the Red Rose School for children with specific learning difficulties in Lancashire, UK and wrote the first masters course in dyslexia in the UK. He has also written post graduate courses in literacy and specific learning difficulties for the Open University in the UK and UBC in Vancouver, Mount St. Vincent University in Halifax, Nova Scotia, The Institute for Child Education and Psychology, Dublin and the Center for Child Evaluation and Teaching (CCET)/and the Australian College of Kuwait (ACK) in Kuwait. He has authored 25 books in dyslexia, SpLD, motivation and learning. He is based in Vancouver, Canada and he also conducts full psychological assessments in Kuwait, Geneva Scotland, Jeddah, Abu Dhabi and Cairo. Dr. Gavin Reid lectures extensively worldwide His web site is [www.drgavinreid.com](http://www.drgavinreid.com)

**Dr. Steve Chinn, BSc, PhD, Dip Ed Man, AMBDA**  
[www.stevechinn.co.uk](http://www.stevechinn.co.uk)

Steve Chinn taught for 40 years, in a variety of settings. He was Head of three specialist schools for dyslexic students, including Baltimore, USA where he was rated as a 'Master Teacher' by the State. He founded and for nineteen years ran Mark College, a school for dyslexic boys, which received several awards, including the Dept of Education's 'Highly Effective School' certificate, Beacon School status, the ISA's 'Award for Excellence' and a National Training Award. Steve has written several books based on his classroom research, including 'The Trouble with Maths' which won the NASEN/TES 'Book for Learning and Teaching' award in 2004. Steve runs training courses for teachers across the UK and has lectured on learning difficulties in maths in over 25 countries worldwide.

He was Chair of the 3rd International Conference of the BDA and was co-founder and Chair of the Council for the Registration of Schools Teaching Dyslexics (CRSTeD). He received the Marion Welchman International Award at the 2008 BDA conference.

**Dr. Gad Elbeheri, Ph.D (University of Durham, UK, )**

Dr. Gad Elbeheri is the Executive Director of the Centre for Child Evaluation & Teaching; the premier leading centre in Kuwait which combines research and practice on specific learning disabilities across the Arab World. He is also the United Nations Development Programme's Kuwait Country Expert on Early Childhood Challenges Programme. An applied linguist who obtained his PhD from the University of Durham, UK, Dr. Elbeheri has a keen interest on cross-linguistic studies of dyslexia and other specific learning difficulties and their manifestations in Arabic. He is a Board Member of the International Dyslexia Association and an Editorial Board Member of Dyslexia: An International Journal of Research & Practice. Dr. Elbeheri mainly publishes in English but has also produced two books in Arabic: Dyslexia: A Guide for Teachers (its second edition being published now) and Dyslexia: A Guide for researchers.

**Joe M McCann, MBA NPQH, Managing Director, Inclusion Quality Mark Ltd, UK**

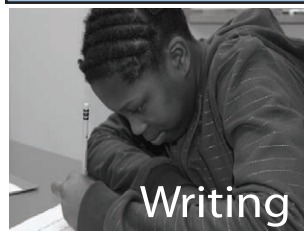
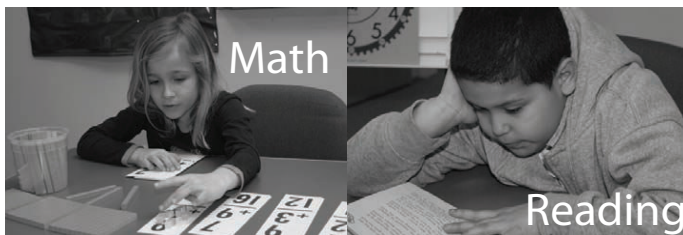
An educator with a passionate belief in the abilities of young people to overcome any obstacle put in their path when given the proper encouragement. A teacher first, a manager second, I came to education from the world of business and taught in a number of schools in the South West of England. I then joined a private company to manage their Interim Management Team which was a group of highly experienced teacher at senior management level who were responsible for ensuring that schools experienced a rapid improvement in the educational experience of the young people attending them.

This gave me the drive and desire to attempt to level the playing field for all children by developing a process to ensure a more inclusive education system. I helped to design and set up Inclusion Quality Mark Ltd with the aim of supporting and advising schools on how best to meet the diverse needs of an ever-changing school population and develop a truly inclusive approach to education. This has led to setting up projects in Kuwait and Northern Ireland with further discussions with partners in Singapore and Egypt.

**Dr. Onita Nakra, Ph.D., Ed Psychology (University of Minnesota, USA).**

Dr. Nakra obtained her Ph.D. in Educational Psychology from the University of Minnesota (USA). An educational psychologist in practice, she has over twenty five years of experience as an educator and psychologist, working with children and their families. Her book "Children and Learning Difficulties" is a pioneer work in the field of learning disability in India. Dr. Nakra is currently working as Counselor at the American School of Dubai.

She can be contacted at [onita.nakra@gmail.com](mailto:onita.nakra@gmail.com).



# Learning Disability Conference Programme

## DAY 1 - 20-10-2010

**8:00 am Registration, Breakfast , Networking**

**9:15 am Welcome Address  
Opening Remarks**

**9:30 -10:45 am: Keynote Address: Dr. Gad Elbeheri**

### **Learning Disabilities & Inclusion: The way ahead**

This lecture will shed light on two topics: (1) Learning Difficulties (LDs) and (2) Inclusion. LDs are barriers to learning and to school achievements if individuals with learning difficulties are not properly identified and supported. Enabling and empowering educators can help deal with challenges associated with LDs and this lecture presents some pointers towards assisting individuals with LDs towards including them into school life & society. This presentation will provide background information about LDs including types and definitions before discussing co-morbidity and common causes of concerns amongst LDs. The issue of inclusion will be considered before finally proposing 4 major considerations that can be made available to include students with LDs.

### **Question/Answer**

**10:45 -11:00am: Coffee Break - Networking**

**11:00-12:00 pm: Dr. Gavin Reid**

### **Dyslexia, Dysgraphia and Dyspraxia: Strategies for inclusion.**

This presentation will focus on developing effective learning experiences for children with a range of specific difficulties such as Dyslexia, Dyspraxia and Dysgraphia and highlight how effective learning can be achieved with an inclusive educational setting. The focus will be on what represents 'inclusion' and how we can support children with specific difficulties to manage and control their own learning in an inclusive learning environment. There will also be reference to effective differentiated teaching approaches and strategies for learning and teaching.

### **Question/Answer**

**12:00 -1:00 pm : Joe McCann**

### **Inclusion Quality Mark: A Framework for Inclusion**

Inclusion Quality Mark Ltd (IQM) was established in the U.K in October 2004 with the objective of supporting both state and independent schools to become truly inclusive. The IQM team aspires to be at the forefront of developments to ensure the inclusive education of all young people. We believe that for future generations to be able to live in harmony that we all have a responsibility to ensure that we provide a truly inclusive educational experience for all. This not only occurs in the home but in all of our educational establishments. IQM has been and is actively being achieved by more than 5500 schools. The success of the standard has meant the adoption of the process not only in the UK but also in Kuwait, New Zealand, Hong Kong and Egypt.

### **Question/Answer**

**1:00 pm Lunch Networking**

## DAY 2 - 21-10-2010

**8:00 am Registration, Breakfast , Networking**

**9:30-10:45 am Keynote Address: Dr. Steve Chinn**

### **Including students with dyscalculia: Strategies for intervention**

The mathematics curriculum is, usually, designed for students who do not have learning difficulties. Teaching and pedagogy do not consider the potential barriers to learning such as a weak long-term mathematical memory or speed of processing. Mathematics is a very sequential subject where each concept builds on previous concepts. As a consequence any gaps in knowledge and understanding create learning difficulties. This session will look at the core structure of arithmetic and at how topics can be linked to enhance understanding and retention of facts and procedures. It considers how problems with rote learning all facts and procedures can be compensated for in a way that develops understanding.

### **Question/Answer**

**10:45 - 11 am Coffee Break - Networking**

**11:00-12:00pm : Dr. Gavin Reid**

### **Looking at the whole child: Emotional and social inclusion**

This presentation will focus on the emotional and social considerations. It is important to view children with specific learning needs from a holistic perspective and particularly the importance of self-esteem and emotional needs. There will be reference to the social and emotional implications of inclusion as well as the impact this can have on the individual with additional needs. There will also be reference to the literature on social and emotional factors as well as examples from practice.

**12:00-1:00 pm Dr. Gad Elbeheri**

### **Learning Disabilities & Inclusion: The role of ICT**

This lecture addresses the important issue of ICT and its role and applications in assisting teachers, parents, educators and educational institutions towards including individuals with learning difficulties. The lecture offers a number of various pointers and resources for teachers, educators and parents to support individuals with learning difficulties within an inclusive educational setting.

### **Question/Answer**

**1:00 pm Lunch Networking**



## Workshops Day 1

**2:00–3:30pm: Workshop Group A : Dr. Gavin Reid**

### Screening & Assessment of Dyslexia, and Dyspraxia

This workshop will look at a range of formal and informal assessment strategies to identify children with dyslexia and dyspraxia. There will be reference to the theoretical underpinnings of assessment and how these relate to dyslexia and dyspraxia. Additionally a range of practical assessment strategies will be presented. The focus will be to look at assessment as a process and a process that covers more than testing.

The workshop will therefore cover both formal and informal assessment procedures. This assessment process will be explained in detail during the workshop with examples from case studies and reference will be made to appropriate procedures and test materials. There will also be reference to understanding psychological reports and how assessment results can be efficiently presented.

**2:00–3:30pm: Workshop Group B : Dr. Gad Elbeheri**

### Motivating Students to learn: Tips for teachers

Motivation is both central and essential for learning notably in the case of students with LDs who face daily instances of low self-esteem and lack of confidence.

This workshop looks at current knowledge and its application to motivate students with LDs for learning and will include references to the psychology of motivation and factors that motivate and de-motivate learners, theories of motivation and their classroom applications, feedback and rewards and the role and effect of teachers regarding motivating their students.

**2:00–3:30pm: Workshop Group C : Dr. Steve Chinn**

### Screening & Assessment of Dyscalculia

This session will look at definitions of dyscalculia and at the key factors, identified by research, that can contribute to the maths learning difficulty that, when severe, is known as dyscalculia. It will explain why these factors are significant and discuss their impact on learning. The factors include working memory, memory for mathematical facts and procedures and number sense.

The session will discuss how teachers and tutors can introduce a diagnostic component into teaching in order to monitor student progress, rather than to screen at set points in the academic year.

It will also examine some standardized assessment tests for maths and consider their strengths and weaknesses before finally proposing a diagnostic protocol.

## Workshops Day 2

**2:00–3:30pm: Workshop Group A : Dr. Gavin Reid**

### Tips for including parents of individuals with learning disabilities

The aim of the presentation is to show participants how to enhance confidence and advocacy skills of parents. The presentation will provide information on LDs that can be useful for parents and some key learning programmes and strategies that can help them complement the work of the school at home thus strengthening home school links.

There will be an emphasis on helping parents understand what LDs are, and how LDs can impact on their child's learning. Essentially this will be a practical session and participants will receive tips on dealing with the challenges presented by children and young adults with LDs.

**2:00–3:30pm: Workshop Group B : Joe McCann**

### Inclusion Quality Mark (IQM): The Evaluation & Assessment Process.

This workshop discusses how inclusion operates within your school and how it can be improved to ensure that the needs of every child are met.

IQM has been developed to recognize and build upon strengths that exist within individual schools whilst clearly identifying areas requiring improvement. Once recognized, a framework is built around such areas identifying key personnel within your organization and the roles they have to play to develop and maintain a truly inclusive school.

It also discusses the nature of inclusion, when it is available and appropriate and the impact the environment has on inclusion. It also discusses who needs inclusion & how to develop an inclusive classroom.

**2:00–3:30pm: Workshop Group C : Dr. Steve Chinn**

### Mathematics anxiety, expectations, self-esteem and attributional style.

An on-going informal survey, asking teachers when they begin to notice children, not all, but enough to be noticeable, giving up on maths has revealed a disturbing situation that is pretty international. Children are starting to give up on maths far too soon in their education.

This session will look at maths anxiety, drawing on the presenter's recent research in England, and considering the reasons for anxiety and its impact on learning.

It will also consider the inter-relationship between anxiety and other constructs and factors such as expectations, self-esteem and resilience. The session will also look at ways to address some of the problems.

## Registration Form

Registration fee for 2 days US \$ 550/- ( Dhs. 2000/- )

Note: Course Materials, Certificate , Refreshments & Lunches are included.

**Group Discounts Available:- 3 – 4 people: 10% , 5 – 7 people: 15%, 8 + people: 20%**

Conditions: Group Discounts apply for bookings made simultaneously and on one invoice only

Registration Information	Personal Details			Choose Workshop Day 1 Group			Choose Workshop Day 2 Group		
	Delegates Full Name	Designation	E mail	A	B	C	A	B	C
	1st								
2nd									
3rd									
4th									

Please confirm my registration for the LD Conference \* Please photocopy this form if more than four delegates.

Authorisation	Authorisation Manager Details:			WORKSHOPS DAY-1 ( 20-10- 2010 )			
	Contact Person Name:	Designation:		A	Screening & Assessment of Dyslexia, and Dyspraxia <b>Dr. Gavin Reid</b>		
Organisation Name:				B	Motivating Students to learn: Tips for teachers <b>Dr. Gad Elbeheri</b>		
Address:				C	Screening & Assessment of Dyscalculia <b>Dr. Steve Chinn</b>		
PO Box:	Tel:	Fax:		WORKSHOPS DAY-2 ( 21-10- 2010 )			
Zip Code:	City:	Country:		A	Tips for including parents of individuals with learning disabilities <b>Dr. Gavin Reid</b>		
Authorised Signature:	Email:		B	Inclusion Quality Mark (IQM): The Evaluation & Assessment Process <b>Mr. Joe McCann</b>			
TOTAL US \$ / AED			C	Mathematics anxiety, expectations, self-esteem and attributional style. <b>Dr. Steve Chinn</b>			

Fax this form to : +971 4 2948486 Please call us if you require any assistance on +971 4 2955581

Payment Details	Please Note: Payment is required prior to attending this event		Payment Information		Conference Venue	
	<input type="checkbox"/> Electronic Fund Transfer <input type="checkbox"/> Cheque (payable to ishara consultants) <input type="checkbox"/> Credit Card <input type="checkbox"/> Cash  Purchase Order No: <input type="text"/>	Please transfer the Fee to: <b>ISHARA CONSULTANTS</b> BANK : Emirates NBD ACCOUNT #: 101-13139241-01 DEIRA BRANCH , DUBAI - UAE SWIT CODE: EBILAEAD		<b>RENAISSANCE DUBAI HOTEL</b> Salahuddin Road, Deira , Dubai UAE Phone: +971 4 2625555 Fax: + 971 4 2697358  Accommodation Details:  We highly recommend you secure your room reservation at the earliest to avoid last minute inconvenience.		

Send To	Fax	Mail	Email	Phone
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### Cancellation Policy

If you are unable to attend this event, you may send a substitute delegate in your place at no additional cost. Please advise us of any substitutions as soon as possible. If this is not suitable 20% service charge will be payable. Alternatively, you may transfer your registration to another event. A 10% service fee may apply. Should you wish to cancel your registration, please notify us in writing as soon as possible and a credit note will be issued valid for use towards any future events. A 10% service fee may apply and does not provide refunds for cancellation