



المؤتمر الثاني لصعوبات التعلم في دول مجلس التعاون الخليجي GCC Learning Disability Conference



15-16 October 2008 Dubai Woman's Association, Dubai - U.A.E.



Dr. John Everatt
Surrey University (UK)



Dr. Steve Chinn
Dyslexia and mathematics/
Dyscalculia guidance (UK)



Mr. Stuart Dennis
Executive Principal CEO
GEMS World Academy, Dubai



Dr. Kate Nation
Prof: in Experimental Psychology,
University of Oxford (UK)

Preparing for Success

There are several thousand children who suffer learning disability (LD) such as dyslexia, dyscalculia, and attention deficit hyperactivity disorder (ADHD), processing disorders and nonverbal and suspect LD. Research has shown that these underachievers are seldom understood nor are they given the right opportunity to overcome their learning difficulty.

Our understanding of learning disability has grown by leaps and bounds over the last two decades. Research has started to impact the classroom and there is now a far greater understanding of how remedial interventions can be implemented in school, college, and beyond. Without question, the learning disabled individual grows up to be a contributing member of society, a fully fledged professional in his own right.

The conference is intended to produce a blueprint of action to help governments and educational institutions design curriculum, evolve intervention methods and build up training resources to address the problems of the under achieving individual. We offer opportunities to the delegates to interact with specialists, initiate dialogue and network in order to harness the current knowledge and practices in this field. Experts in the fields of clinical psychology, neuro sciences, government, research, education, corporate and parents will debate and explore ways to address the problems of children with learning disabilities.

إعداد أطفالنا للنجاح

توجد في مجتمعاتنا حاليا عدة آلاف من الأطفال الذين يعانون من أنواع مختلفة من صعوبات التعلم مثل عسر القراءة ، ومشكلة اضطراب نقص الانتباه والاضطرابات في معالجة المعلومات وقد أظهرت الأبحاث أن هذه الفئة من الأطفال الذين لا يحققون نتائج طيبة في دراساتهم نادرا ما يحصلون على فرصة للخروج من الإعاقة التي تصيبهم.

وقد حدث تطور هائل في فهمنا لصعوبات التعلم خلال العقود الماضية حيث بدأت البحوثات في تأثير الصفوف الدراسية ويوجد هناك فهم أكبر لتطبيق إجراءات الحلول لهذه المشكلة في المدارس والكلية والجامعات. بلا شك، إن الفرد الذي يعاني من صعوبات التعلم يمكن له أن يصبح عضوا مساهما في المجتمع ومحررا متكاملا في مجاله.

يهدف هذا المؤتمر إلى وضع خطة عمل لمساعدة الحكومات والمؤسسات التعليمية في تصميم المناهج الدراسية لإيجاد خطوات فطرية لتطوير أساليب التدريب وبناء الموارد البشرية الفاعلة للتصدي لهذه المشكلة، كما سيستجيب المؤتمر الفرصة للمشاركين فيه للتفاعل مع الأخصائيين، وإجراء حوارات معهم لتسخير المعارف والممارسات الحالية في هذا المجال.

كما سيستخرج هذا المؤتمر عدة تقنيات وإجراءات وبرامج تدريبية ترمي إلى تلبية أساليب التعليم والاحتياجات التعليمية للذين يعانون من صعوبات التعلم، وسيقوم خبراء في مجالات علم النفس الإكلينيكي، وعلوم الأعصاب، والحكومة، والبحوث، والتعليم، والشركات وأولياء الأمور بمناقشة واستكشاف السبل لمعالجة مشكلات الأطفال الذين يعانون من حالات صعوبات التعلم.

LD Conference
Moderator / Advisor

Dr. Onita Nakra
Educational Psychologist
and Counselor, Dubai - UAE



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Who Should Attend ?

- Principals •Administrators •Counselors •Social Workers •Teachers •Parents •Researchers •College Educators
- Adult Literacy Educators •Correctional Specialists •Curriculum Specialists •ELL Educators •LD Specialists
- 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.

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MEET YOUR LD EXPERTS

Dr. John Everatt, BSc PhD (Nott'hm) UK

My research work focuses on developmental learning difficulties, such as dyslexia, and individual differences in literacy acquisition. The work takes a broad cognitive-developmental approach, and is applicable to areas of education, as well as issues in disability and well-being. My current work is primarily investigating the relationship between literacy ability/disability and language, both in terms of the development of different aspects of language processing (eg, phonology, semantics, attention) and in terms of characteristics of different languages and scripts (eg, transparency between written and verbal forms). The latter focus has involved comparisons of English with South-East Asian, African and Arabic languages, as well as work with European languages such as Hungarian and Greek (Everatt et al, 2002, provides an example of this approach – as too does Smythe et al, 2003, and Everatt et al, 2004). The work has led to collaboration with colleagues in other disciplines (mainly education, but also linguistics) and international work in monolingual and bilingual communities.

Dr. Steve Chinn, BSc, PhD, Dip Ed Man, AMBDA (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. Onita Nakra

Educational Psychologist and Counselor, Dubai - UAE

Dr. Onita Nakra is an educational psychologist with a Ph.D. from the University of Minnesota (USA). Her area of specialization is assessment, diagnosis and interventions for children and adults with learning disabilities and other special needs. Dr. Nakra has over twenty five years of teaching and diagnostic experience. This combination of skills and experience allows her to enter into a committed partnership with families of children with learning disability. Dr. Nakra has contributed widely to journals, magazines and newspapers. Her book Children and Learning Difficulties, recently published in India, is considered a landmark contribution to the field of learning disability in India. Dr. Nakra can be contacted at onita.nakra@gmail.com

Dr. Kate Nation, University of Oxford - UK

Kate Nation is a Professor of Experimental Psychology at The University of Oxford, and a Fellow of St. John's College, Oxford. Her interest in children's language and literacy development began with her doctoral research at the University of York (1991-1994) which explored factors influencing spelling development. Following this, she remained in York – initially working as a Research Fellow with Professor Margaret Snowling in the Centre for Reading and Language before being appointed Lecturer in Psychology in 1999. She moved to the University of Oxford in 2002.

Kate's research is concerned with the development of language, literacy and cognition. Her earlier work focused on the relationship between spoken language and written language with the aim of specifying some of the mechanisms involved in early literacy development; over recent years, her interests have expanded to consider broader aspects of language, memory and communication with a particular focus on understanding language comprehension in both typical development and in children who have difficulties with comprehension. Further information about her research and publications can be found at www.psy.ox.ac.uk/led.

Kate was awarded the British Psychological Society's Spearman Medal in 2000 in recognition of published work of outstanding scientific merit. In 2005, she received the Prize Lecture Award from the Experimental Psychology Society in recognition of distinguished research achievement by experimental psychologists at an early stage in their career.

Stuart Dennis Principal - GEMS World Academy, Dubai

Stuart is presently The Executive Principal CEO of The GEMS World Academy, Dubai. As the founding Principal of the first full IB school in the GEMS network of schools he has been responsible for the development of the campus which includes a world class array of facilities including a state-of-the-art digital planetarium and establishing a faculty of 55 teachers. The Academy has opened with tremendous success to 600 students. Stuart is an experienced international educator and very well versed in the business of education. Building on his successful leadership of a prestigious international school in Dubai, Stuart has further developed his skills and experience in all aspects of strategic planning and leadership in education. Stuart is an accredited leadership trainer. His experiences to date have given him an extremely well rounded knowledge and skill set as educator, administrator and business leader.

Until July 2006 Stuart was the Principal of a 1150 place school in Dubai which became highly regarded and a leading school in the region, in part, because of the development of the achievement Centre concept that introduced inclusion of children with additional learning needs including Down's Syndrome and dyslexia.

Stuart's career began in the UK and after two years in Doha in the early 1990's Stuart took on Headship in Somerset, England before returning the Middle East in 2002.



LDC

Program Schedule

Day 1 – Wednesday, 15 October 2008

08:00 AM	Registration and Coffee & Refreshment
09:30 AM	Welcome address
09:45 - 11:00 AM	Keynote Address : Dr. John Everatt Surrey University (UK)

Assessment Of Learning Disabilities Across Languages: Research Findings And Practical Implications

- Research into learning disabilities (LD) in different languages.
- Dyslexia, a learning difficulty that manifests as problems in literacy learning.
- Differences in the relationship between letters and sounds across languages lead to variations in the manifestation of literacy learning difficulties.
- Different rates of literacy acquisition due to the level of this relationship.
- Language in which to study this relationship given that the correspondence between letters and sounds can vary dependent on whether words are fully marked or not.
- Arabic literacy learners, and contrasts with findings from other languages, argue for the need to develop assessment tools appropriate for the language and educational context of the individual.
- Support & development of tools.

11:00 -AM	Coffee Break – Networking
11:30-1:00PM	Dyscalculia And Learning Difficulties In Mathematics

Dr. Steve Chinn: Dyslexia and mathematics /dyscalculia guidance (UK)

- Numeracy is considered to be a key skill. However, it attracts less attention, research and new ideas than the other key skill of literacy.
- Reasons why children fail to learn mathematics and what can be done to encourage success.
- Why many children “turn off” mathematics at very early ages. Almost half of our adult working population has poor mathematical skills.
- Factors that contribute to failure such as anxiety and poor mathematical memory and suggest ways to reduce their impact on learners.

01:00 PM	Lunch – Networking
02:00-3:00 PM	Reading I: Sounds, Letters And Words

Dr. Kate Nation , Professor in Experimental Psychology
University of Oxford (UK)

- What is reading?
- From language to reading
- Words and learning to read
- Developmental dyslexia: difficulties with learning to read words

My child has been diagnosed with a learning disability



Information you can trust, important links and tools you can use to help your child reach his or her full potential.

A Student in my class has a learning disability



The latest tools and links to valuable resources for teachers and other professionals.

I'm an adult with a learning disability



Connect to people, tools, resources and links to help succeed at work and in all aspects of your life.

Day 2 – Thursday, 16 October 2008

08:00 AM	Registration and Coffee & Refreshment
09:45 - 10:45 AM	Dyscalculia and Learning Difficulties in Mathematics.
	Dr. Steve Chinn: Dyslexia and mathematics /dyscalculia guidance (UK)

- Research on basic number processing and basic fact recall in children with dyslexia.
- How mathematics can be made more learner-appropriate and friendly, in particular, how the mathematics curriculum can be adjusted to meet the needs of learners without reducing its intellectual content.
- Key philosophical premise is that learning should be based on understanding rather than on rote learning.
- Learning should also be based on how children learn rather than accepted structures, structures that have failed so many children and adults.

10:45 AM	Coffee Break – Networking
11:00-12:00 PM	Reading II: Words, meaning and comprehension

Dr. Kate Nation , Professor in Experimental Psychology
University of Oxford (UK)

- What is reading comprehension?
- Understanding children's reading comprehension difficulties
- Implications for intervention for children with poor reading comprehension

12:00 -1:00PM	Meeting the challenge of learning disability in schools in the UAE & GCC
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Mr. Stuart Dennis : Executive Principal CEO,
GEMS World Academy, Dubai – UAE

01:00 PM	Lunch - Networking
2:00-3:00 PM	Learning Disabilities Differences And Consequences

Dr. John Everatt - Surrey University (UK)

- Research evidence for differences across a range of education-related learning disabilities (LD) in contrast to that regarded as typical performance.
- Learning difficulties focusing around language, memory, behaviour and attention.
- Methods of LD identification that look for skills as well as deficits across these areas.
- Consequences of LDs; considered from the point of the individual and society.
- Language and memory problems are associated with deficits in literacy and mathematics, whereas behavioural and attention problems may occur across a range of contexts.
- Arabic and English language data, which indicates that the latter problems can lead to literacy and maths weaknesses, and that the former deficits may lead to problem behaviour beyond the education system.
- Appropriate intervention is implemented early.

Conclusion / Distribution of Certificates/ End of Event

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15-16 October 2008 at Dubai Woman's Association, Dubai-U.A.E.

Registration Form

Learning Disability Conference 2008 - Registration fee for 2 days US \$ 700/- (Dhs. 2550/-)

Registration Information	Personal Details					
		Full Name	Designation	Phone	Fax	Email
	1st Delegate					
	2nd Delegate					
	3rd Delegate					
	4th Delegate					

* Please photocopy this form if more than four will attend

Contact Details	Contact Person Name:		Designation:	
	Organisation Name:			
	Address			
	PO Box:	Tel:	Fax:	
	City:		Country:	
	Authorised signature:		Email:	
Note: Course Materials, Certificate of Attendance, refreshments & lunches are included.				TOTAL US \$ / DHS.

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.

Payment Details	Please Note: Payment is required prior to attending this conference.			PAYMENT INFORMATION	
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	<input type="checkbox"/> Cheque (payable to Ishara Consultants)	Card Number.....			
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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.



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