



المؤتمر الثالث لصعوبات التعلم في دول مجلس التعاون الخليجي GCC Learning Disability Conference & Workshop

on 28th-29th October 2009 at JW Marriott Hotel Dubai-UAE



Dr. Louise Wilson

Ph.D., Ed Psychology (University of Minnesota, USA)
Associate Professor and Department Chair in the Education
Department of Bethel University in St. Paul, Minnesota



Dr. Susan Rose

Ph.D. (University of Minnesota, USA)
Associate Professor and Coordinator of
Special Education Programs in the Department of
Educational Psychology at the University of Minnesota



Dr. Gad Elbeheri

Ph.D (University of Durham, UK)
Executive Director of the Centre for
Child Evaluation & Teaching (Kuwait)

Bridging the Gap Between Research and Practice *The Conference will:*

- How Children Learn: Learning and the Brain
- Early Identification / Intervention with Students who are labeled "LD"
Introduction to Response to Intervention (RTI)
- A Framework for assessing the English/ Arabic bilingual dyslexic child
- Enabling the mainstream classroom teacher to reach the dyslexic student: 5 signposts for success
- Differentiating Instruction
- The Language – Reading Connection

Who Should Attend ?

Principals Administrators Counselors Social Workers Teachers Parents Researchers Adult Literacy Educators College 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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**Dr. Louise Wilson**

Ph.D., Ed Psychology (University of Minnesota, USA)

Louise was a teacher of deaf and hard of hearing for 15 years and directed a program for adolescent deaf and hard of hearing students. She has a doctorate in Educational/ Cognitive Psychology. She has consulted with school districts and small innovative schools on: how people learn, goal and vision setting, and integration of technology. She is currently an Associate Professor and Department Chair in the Education Department of Bethel University in St. Paul, Minnesota. She has presented at numerous conferences and workshops and published on school reform.

**Dr. Susan Rose**

Ph.D. (University of Minnesota, USA)

Susan Rose, Associate Professor and Coordinator of Special Education Programs in the Department of Educational Psychology at the University of Minnesota and the faculty coordinator for the professional teacher development program in the education for infants, children and youth who are deaf or hard of hearing. She also is the faculty liaison for the undergraduate American Sign Language program in world languages. She has been a speech-language pathologist, a special education teacher and interpreter prior to entering the academic arena of research and teacher preparation. She has co-authored two textbooks in the area of language and reading development and practices addressing the needs of children with hearing loss. She is also the co-author of a reading series Reading Milestones/ Reading Bridge designed to facilitate literacy among children with significant language delays. Her research focuses on language development, reading, written expression, and the use of progress monitoring measures with children who are deaf or hard of hearing.

**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*.

**Dr. Malek Yamani** Ph.D (USA)

Dr. Malek Yamani is an entrepreneur, engineer, educator, psychologist and a writer. He taught at Stanford University, University of San Francisco and Sonoma State University in California, USA. He has a doctorate in Linguistic, a doctorate in Psychology and Masters degree in Electrical Engineering. As industrial, behavioral and business psychologist, Dr. Yamani worked as expert counselor with a number of CEOs and team executives from various corporate, education, and non-profit organizations.

PROGRAM SCHEDULE**DAY 1 -28-10-2009**8:00 am **Registration, Breakfast , Networking**9:15 am **Welcome Address****Opening Remarks**9:30 -10:30 am **Keynote Address: Dr.Louise Wilson****How Children Learn: Learning and the Brain**

- What we're learning about brains
 - a) How information is stored
 - b) Effect of enriched environments
- What kinds of learning and learning environments stimulate the brain?
 - a) Optimal learning states
 - b) Affects of emotion, interest, challenge
- How can we create brain-compatible classroom environments
 - a) Physical space
 - b) Strategies that match how the brain learns
- How does what we know about learning and the brain help meet the needs of learning disabled students?

10:30 -10:45 am **Coffee Break - Networking**10:45-11:45 am **Dr. Susan Rose****Early Identification / Intervention with Students who are labeled "LD"****Introduction to Response to Intervention (RTI)**

To revisit the process of identification, labeling and interventions used with students who have difficulty learning. Most professionals agree that some children have difficulty learning in the same way as the majority of students. Schools, programs and curricula present a challenge to the nontraditional learner as well as to their parents, teachers and therapists. These students are often diagnosed as "Learning Disabled". Most professionals agree that the label of "Learning Disabled" is useful in describing a condition a student may have in achieving academic success, however, there is little agreement in the procedures or criteria for identifying students with Learning Disabilities.

What is RTI: Response to Intervention?

- i. Response to all students
- ii. Intervention without labels

11:45 -1:00 pm **Dr. El Behairi****Experiment for assessing the English/Arabic bilingual dyslexic child**

- What is assessment?
- Types of assessment
- The purpose of assessment
- Who should assess and what should be assessed?
- How relevant are the underlying cognitive abilities to the language spoken by the assessed individual?
- The nature of spoken/written Arabic and its influence on dyslexia assessment
- The need for culture-fair assessment of dyslexia in Arabic
- Points to consider when assessing Arabic bi-lingual and multi-lingual individuals.

1:00 pm **Lunch Networking**

PROGRAM SCHEDULE

DAY 2 -29-10-2009

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

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

Enabling the mainstream classroom teacher to reach the dyslexic student: 5 signposts for success

Targets mainstream classroom teachers who come into contact with dyslexic students on daily basis and aims to provide them with practical strategies to implement inside the classroom to cater for students with dyslexia. The talk targets specifically the following five areas:

- A whole child approach instead of a "deficit approach",
- Differentiation & Learning Styles to aid the identification and intervention process,
- Accessing the curriculum for students with dyslexia,
- Use of Assistive technology and other metacognitive strategies in the classroom,
- Teachers' expectations of students with dyslexia.

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

11:00-12:00pm **Dr.Louise Wilson**

Differentiating instruction

- What is "differentiated instruction" and how does it work?
- Differentiation: Essentials for leaders
- Tools for teachers
 - a) Designing instruction for individual learners: how to differentiate
 - b) Setting goals, designing instruction and assessment
 - c) Designing flexible grouping that works

12:00-1:00 pm **Dr.Susan Rose**

The Language – Reading Connection

Focuses on those students who have difficulty acquiring the early basic reading skills highlighting the relationship between a child's spoken language skills and reading development. Included in the discussion is the current state of the identification of 'auditory processing disorders' as a possible type of Learning Disability.

Specific attention will be given to:

- Sensory, perceptual and cognitive processes of hearing, listening, and auditory decoding?
- Increased recognition of the effect of spoken language proficiency on reading performance.
- Language and early reading development strategies

1:00 pm **Lunch Networking**



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WORKSHOPS - Day 1

1:45-3:30pm **Workshop Group A - Dr.Louise Wilson**

Design units of instruction that are compatible with how students learn

Consider how you learn. Consider how you teach. Often the two aspects of ourselves are similar. Our units and our learning styles have grown and developed over time and we establish strategies of teaching and learning that work for us. If we could learn to understand more deeply how the brain processes and retains knowledge, how students can most effectively access new learning, and how we as teachers could modify our teaching to accommodate all learners, think of how powerful our learning environments could become.

- Students differ from each other as learners.
- Balance of challenge, success and varied learning experiences
- Attending to individual student needs requires flexibility and a variety of innovative techniques.

1:45-3:30pm **Workshop Group B - Dr.Susan Rose**

Monitoring students' progress

Focus on controversial issues including:

- The merits and demerits of labeling students with a Learning Disability.
 - The difficulties in Early Identification of Learning Disabilities.
 - What's special about special education for students identified with Learning Disabilities?
- Overview of RTI or Response to Intervention, an alternative approach to the current criteria for determining students with Learning Disabilities.**
- Specific RTI components and processes will be demonstrated with 'hands-on' activities in the "Monitoring Students' Progress" session including:**
- Universal Screening of basic academic skills.
 - Continuous Progress Monitoring
 - Evidence-based instructional practices

1:45-3:30pm - **Workshop Group C - Dr. El Behairi**

Assessing specific learning disabilities in the Arabic speaker

This workshop will provide participants with practical experience on some of the Arabic tests available for use in the assessment of specific learning disabilities in Arabic and will include the following information: The nature & purpose & types of assessment

- Screening tools vs. Assessment tests
- General Abilities Testing In Arabic
- Educational Diagnostic tests in Arabic
- Test of Reading
- Test of Phonological Processing
- Test of Writing & Spelling
- Test of Morphology & Orthography
- Test of Memory

WORKSHOPS - Day 2

1:45-3:30pm : **Workshop Group A, Dr.Louise Wilson**

Design a differentiated Classroom

Workshop will focus on several aspects of this:

- How the brain processes information.
- What aspects of the learning environment are most conducive to full-functioning brain learning and memory
- Techniques for identifying learning strengths, styles and needs of each student in one's classroom.
- Techniques for modifying and differentiating instruction so that the needs of all students are met effectively.
- Techniques for assessing student learning in a differentiated classroom to demonstrate individual student growth and learning.

These concepts and strategies will be relevant to the teacher working individually or in small groups with students with learning disabilities and needs.

1:45-3:30pm : **Workshop Group B, Dr. Susan Rose**

An open discussion regarding language, reading and evidence - based instructional strategies that encourage progress in reading.

- Principles and indicators of early language development
- Hearing vs Listening and Learning
- Monitoring Language Development

1:45-3:30pm : **Workshop Group C - Dr.Gad Elbeheiri**

Mainstream classroom intervention strategies for students with dyslexia

Targets mainstream classroom teachers who deal with students with dyslexia and aims to provide them with practical strategies to implement inside the classroom to cater for students with dyslexia. The workshop focuses on the following issues:

- Reading strategies and reading remediation for mainstream classrooms,
- Differentiation & Learning Styles as tools to aid the instruction process inside mainstream classrooms,
- Spelling and correction challenges and how to address it,
- Metacognitive strategies in the classroom,
- Teachers' observations and teachers' expectations,
- Memory problems and tips on how to help



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Registration Form

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

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

Personal Details		Choose Workshop Day 1 - Group			Choose Workshop Day 2 - Group		
Full Name		A	B	C	A	B	C
1st Delegate	Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2nd Delegate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3rd Delegate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4th Delegate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Authorisation Manager Details:		Workshop Group A - Dr.Louise Wilson	
Contact Person Name:	Designation:	Day 1	Design units of instruction that are compatible with how students learn.
Organisation Name:		Day 2	Design a differentiated Classroom
Address		Workshop Group B - Dr.Susan Rose	
PO Box:	Tel:	Day 1	Monitoring students' progress
Fax:		Day 2	Language and Literacy Open discussion
Zip Code:	City:	Group C - Dr. Gad El Behairi	
Country:		Day 1	Assessing specific learning disabilities in the Arabic speaker
Authorised signature:	Email:	Day 2	Mainstream classroom intervention strategies for students with dyslexia
Note: Course Materials, refreshments & lunches are included. TOTAL US \$ / AED			

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