

المؤتمر السادس لصعوبات التعلم في دول مجلس التعاون الخليجي
6TH GCC LEARNING DISABILITY CONFERENCE & WORKSHOPS
ON 13TH -14TH NOVEMBER 2012 AT JW MARRIOTT DUBAI HOTEL -DUBAI-UAE.

FEATURED SPEAKERS



Mr. Thomas G. West is the author of the award-winning book *In the Mind's Eye -- Creative Visual Thinkers, Gifted Dyslexics and the Rise of Visual Technologies* - USA



Prof. Anies Al-Hroub
Associate Prof. of Educational Psychology
and Special Education - American
University of Beirut, Lebanon.



Ms. Usha Pandit
Usha is the Founder CEO of Mindsprings;
the Proprietor & Publisher and Partner at
the Mindsprings Enrichment Centre - India

“The Dyslexic Advantage: Alternative Ways of Learning and Thinking”
The Conference will cover:

**LD
AND
THE GIFTED
CHILD**

- **Dyslexic Talents: Engines of Discovery**
- **Gifted Children with Learning Difficulties: Concepts, Characteristics, Prevalence, Classification and Identification**
- **Social and Emotional Empowerment in Twice Exceptional Children**
- **The Secret of the Super Successful . . . They're Dyslexic**
- **Logical Strategies to Enable the Natural Learning Mind**
- **Serving and Programming for Gifted Children with Learning Difficulties.**

WHO SHOULD ATTEND?

Principals, Administrators, Counselors, Social Workers, Teachers, Parents, Researchers, Adult Literacy Educators, College Educators, 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.

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Some children's minds are constructed differently, and that should be exciting rather than horrifying. These brains find the complex English language particularly frustrating. Why should the words "suffer" and "celebrate" start differently? The advantage is how to celebrate rather than suffer from your dyslexia. Children don't need to sit at the back of the class, panicking; they can learn to excel. In the Conference, we would like to look at dyslexia as more of an ability than a disability. Dyslexics aren't achieving despite their dyslexia, but because of it.

Non-dyslexic brains display the order, stability and efficiency of train tracks; they work along logical lines. Dyslexic brains store information like murals or stained glass, connect ideas like spider webs and jump from one thought to another. They are better at learning from maps

and illustrations rather than texts. Non-dyslexic brains often apply rules and procedures efficiently. Dyslexic brains are better at finding best fits and at ad hoc problem-solving. Non-dyslexic brains are good at finding primary meanings and correct answers. Dyslexic brains are more likely to spot interesting associations and relationships. If you have a dyslexic child, you really are lucky. You may not appreciate it now while other mothers show off at the school gates, discussing clarinet grades or waving around the copy of *The Lord of the Rings* that their seven-year-old is reading. But your dyslexic child thinks differently — and difference in this homogenized world is what will make them stand out.

MEET YOUR LD EXPERT LEADER

Mr. Thomas G. West is the author of the award-winning book *In the Mind's Eye -- Creative Visual Thinkers, Gifted Dyslexics and the Rise of Visual Technologies - USA*.

Thomas G. West is the author of the award-winning book *In the Mind's Eye -- Creative Visual Thinkers, Gifted Dyslexics and the Rise of Visual Technologies* (Prometheus Books, second edition 2009). The book was awarded a gold seal in 1998 by the Association of College and Research Libraries of the American Library Association as "an outstanding academic title" and, later, in 1999, recognized by the ALA as one of the "best of the best" for the year (one of only 13 books in their broad psychology, psychiatry and neuroscience category).

According to one reviewer: "Every once in a while a book comes along that turns one's thinking upside down. In the *Mind's Eye* is just such a book." The second edition included a Foreword by Oliver Sacks, MD, who states: "In the *Mind's Eye* brings out the special problems of people with dyslexia, but also their strengths, which are so often overlooked. Its accent is not so much on pathology as on how much human minds vary. It stands alongside Howard Gardner's *Frames of Mind* as a testament to the range of human talent and possibility."

In the Mind's Eye was published in Japanese translation as *Geniuses Who Hated School*. A Chinese translation was published in 2004. A Korean translation was released in late 2011. In connection with *In the Mind's Eye* and his other writing, Mr. West has been invited to provide presentations for scientific, medical, art, design, computer and business groups in the U.S. and overseas, including groups in Australia, New Zealand, Canada, Hong Kong, Taiwan and twelve European countries.

In the Mind's Eye covers brain research, visual computer technologies and profiles of 11 famous people who have shown evidence of great visual talents along with dyslexia or other learning difficulties. One of the main arguments of the book is that we need to better understand the great diversity of human brains --the hidden gifts and talents that often coexist with various learning problems. The profiles include: Albert Einstein, Michael Faraday, James Clerk Max-

well, Rev. Charles L. Dodgson, Henri Poincaré, Thomas Alva Edison, Nikola Tesla, Leonardo da Vinci, Winston S. Churchill, Gen. George S. Patton and William Butler Yeats.

The book points out that major advances in computer information visualization technologies and simulation promise to transform education and the workplace -- greatly increasing the perceived value of visual talents for understanding patterns in complex systems in business, the sciences and other fields. Many of those who rely heavily on visual thinking (sometimes with dyslexia or other language difficulties) are already leaders in areas of technological innovation as well as science and entrepreneurial business -- as technological change makes their distinctive visual strengths more and more valuable just as their weaknesses in conventional word-based academics become less and less important.

For seven years West wrote a column, "Images and Reversals," on visualization issues for *Computer Graphics*, a quarterly publication of the international professional association for computer graphics artists and technologists (ACM SIGGRAPH -- with very large week-long conferences, usually at the Los Angeles Convention Center, with up to 60,000 attendees from all over the world -- members and attendees include many highly creative, visual-thinking dyslexics). These columns have been collected into a book published in November 2004 with the title: *Thinking Like Einstein--Returning to Our Visual Roots with the Emerging Revolution in Computer Information Visualization*.

West is now working on a third book, this one dealing with visual thinking, new visual technologies, high level creativity and role of brain diversity (including dyslexia, Aspergers syndrome and other alternative modes of learning and thinking) in several leading-edge entrepreneurial businesses as well as several individual scientists and technological innovators (including one British family with many visual thinkers, many dyslexics and four Nobel Laureates).

Ms. Usha Pandit

Usha is the Founder CEO of Mindsprings; the Proprietor & Publisher and Partner at the Mindsprings Enrichment Centre - India.

Teacher. Academic Consultant and Advisor. Author. Speaker. Programme designer. Curriculum expert. Champion of Gifted Education. Workshop Resource person. Teacher trainer. Entrepreneur. Mentor.

Usha is the Founder CEO of Mindsprings; the Proprietor & Publisher of Mindsprings Publishing and Partner at the Mindsprings Enrichment Centre. 'Mindsprings' is an organization that is involved in consultancy services to schools in the areas of Academic diagnosis, planning, implementation, teacher training, academic audit and quality control. It also runs enrichment programmes in schools. 'Mindsprings Publishing' is a company that publishes academic textbooks and learning resources for students in schools. It has 9 books in its stable.

'Mindsprings Enrichment Centre' is an organisation that does research and runs programmes for special needs on both ends of the learning spectrum namely the learning disabled and the gifted. It runs workshops and training programmes for teachers, runs counselling services, and intervention programmes in schools. It is doing some pioneering work with enhancing English for disadvantaged children.

Usha has authored 'Empowering English' - Grade 1 to Grade 8 and 'Writing with Ease'. She has written over a 100 blogs. She has a Teaching Certificate from 'Auckland College of Education' in English & History (New Zealand) 1998; a TEFLA - from 'British Council HK' in EFL, Cambridge University (London) 1996; an M.Ed. - Annamalai University, Masters Degree in Education (India) 1990; a B. Ed. - 'Lady Wellington College of Education', Madras University, Bachelors Degree in Education in English 1988; an M.A. - Madras University, Masters degree in English (India) 1986 and a B.A. - 'Elphinstone College', Bombay University, Bachelors Degree in English & Psychology 1974

Usha has taught mainstream classes K-12 for several Boards in four countries. The State Board, CBSE, ICSE, IGCSE syllabi in India; an IB equivalent syllabus in Hong Kong, the New Zealand syllabus in New Zealand and New South Wales syllabus in Jakarta. She trained under Rosemary Cathcart, eminent gifted educator and worked for two years, training and teaching in gifted education (REACH) at the prestigious George Parkyn Centre for Gifted Education, Auckland. She has taught more than 1000 identified gifted children in three countries. She has successfully set up and conducted the Enrichment Programmes for several schools and pioneered gifted education in India.

Usha has been the Academic Consultant to several schools in India including the prestigious Cathedral & John Connon School. She is presently heading Quality control of Curriculum and Academics in two big groups - Euro Schools and Universal High Schools. She has been a speaker at large educational conferences. Inspire Ed, Mumbai, 2010; Ed Leadership Roundtable, Lucknow, 2011 and Ishara - GCC LD Workshop & Conference, Dubai, 2012.

Creating seminal programmes that are need based and dynamic is one of Usha's talents. These programmes are original in thought, organisation and implementation. Some of these are in the areas of grammar, study skills, differentiated reading, second language, holistic sex education and youth discussion fora. Her VCF pedagogy will be showcased at the Ishara Conference.

Usha lives with her husband in Mumbai and is the proud mother and grandmother of Adithi and Atreya who live in Wellington, NZ

Prof. Anies Al-Hroub

Associate Prof. of Educational Psychology and Special Education - American University of Beirut, Lebanon.

ANIES AL-HROUB is an Associate Professor of Educational Psychology and Special Education at the American University of Beirut (AUB), Lebanon. Al-Hroub completed his PhD and MPhil from the University of Cambridge and his MA and BA from the University of Jordan. He was selected as the British Academy Visiting Scholar to the Faculty of Education at the University of Cambridge in 2010. His publications appeared in leading international gifted and special education journals in addition to a book published titled 'Theories and programs of education for the gifted and talented'. Al-Hroub research interests focus on gifted and talented education, dyslexia, dual-exceptionality, metacognition, psychometric and dynamic assessment and school dropout. He led a number of educational projects sponsored by UNICEF, UNRWA, USAID and the British Academy and served as an educational consultant to UNESCO and European NGOs, such as the Institut Européen de Coopération et de Développement-Near East.



8:00am: Registration, Welcome Coffee, Networking

9:00am: Welcome Address: Opening Remarks

9:15am-9:30am Ministry of Education -UAE

9:30 am – 10:30 am: “Dyslexic Talents: Engines of Discovery”

Mr. Thomas G. West

Dyslexics usually have trouble memorizing old knowledge but they may be especially well suited to creating new knowledge. Top working scientists care little for memorized facts that can be looked up in a book; rather, these scientists value discovery of new facts, new knowledge. One of the founders of the modern study of molecular biology was dyslexic and he described how he used his powerful dyslexic imagination to see new patterns in how molecules interact – and he developed a deep fundamental understanding of how the human genetic code related to the immune system. He was twelve years ahead of all others in the field, using data from instruments he had designed and built himself.

This presentation will lay the groundwork for a rather unique perspective on how dyslexic adults world-wide are innovating and making significant discoveries using their special dyslexic talents.

10: 30am - 11: 00am Coffee Break : Networking

11:00 am - 12:00 pm : “Gifted Children with Learning Difficulties: Concepts, Characteristics, Prevalence, Classification and Identification “ Prof. Anies Al-Hroub

This session reviews critical issues related to the concept of gifted students with learning difficulties. The lecture will review the definitions of ‘gifted students with learning difficulties’ and its relation with the most recent and broad definitions of giftedness and learning difficulties. Furthermore, a review of classification and prevalence, patterns of learning difficulties in the gifted, and identification using psychological and dynamic assessment, will be discussed and reviewed. The session outlines five subgroups of gifted children with learning difficulties as follows: (a) gifted with hidden LDs; (b) LD students with hidden giftedness; (c) students with hidden giftedness and LDs (d) students with recognized giftedness and LDs; (e) students who are misdiagnosed as slow learners or ADHD students. It also discusses the recent literature on the perceptual, cognitive and behavioural characteristics of this group of dual-exceptional learners

12:00pm - 12:15pm : Break

12:15pm-1:15pm : “Social and Emotional Empowerment in Twice Exceptional Children” Ms. Usha Pandit

Twice-exceptional children are a unique blend of traits that includes some exceptional strengths and specific disabilities. Rigid definitions, intellectual bias, improper diagnosis, teachers’ inability to read class social environment, and interpret emotional needs compounds the problems of twice exceptional children. This causes them to be disinterested, struggling, defiant, or frustrated, and it can play out in damaging ways by aggravating social ineptitude or emotional fragility.

Gifted education strategies of ideation, critical thinking, advanced learning, problem solving and individual choices need to be married to exercises in disability support, Interpersonal relationships, intrapersonal awareness and team skills for twice exceptional children. Familial and peer support education is crucial.

1:15 pm – 2:15 pm Lunch & Networking

CHOICE OF THREE WORKSHOPS

Workshop (A) 2:15 pm - 3:45 pm

Mr. Thomas G. West: “Visual Thinkers and Visual Technologies”

With continuing major increases in computer power and rapidly reduced costs, information display and analysis is becoming more and more visual. Computer graphics people say the eye is the “fat pipe” to the brain. The old world of words and numbers often underscored the weaknesses of highly creative, visual-thinking dyslexics. In contrast, the new world of powerful computer images often underscores the special strengths seen in many creative, visual-thinking dyslexics. High-level scientists and technologists have long recognized this major trend – yet the world of traditional education appears to be almost completely unaware of the deep implications of these fundamental changes. Einstein, Faraday and Maxwell were intensely visual in their ways of thinking and working, yet they had almost no tools to aid their powerful visual imaginations. Now the world has changed in a way that they would have loved. In the field of computer graphics and computer simulation, dyslexic artists, technologists and scientists are often leading innovators.

Workshop (B) 2:15 pm - 3:45 pm

Prof. Anies Al-Hroub: “The Multidimensional Identification Model of Gifted with Learning Difficulties”

This workshop focuses on a multidimensional identification model for investigating the classification and characteristics of gifted students with learning difficulties. A model involving eight criteria (e.g. teacher nomination, parents’ and teachers’ interviews, documentary evidence and direct observation) and a combination of psychometric and dynamic assessment will be introduced and discussed. Several case studies will be part of the discussion.

Workshop (C) 2:15 pm - 3:45 pm

Ms. Usha Pandit: “Classroom intervention and support strategies for all stakeholders”

We will explore real lessons to demonstrate various aspects of differentiation and critical thinking. Strategies that encourage abilities, hone skills, respect the learner’s needs and learning styles, make aware the importance of choices and incentives will be discussed. We will look at how a positive, rich learning environment that is safe and flexible can be created. We will also see how team skills can help with disability and shared ownership can engender social and emotional confidence in twice exceptional children.

8:30am : Registration, Welcome Coffee, Networking

9:30 am – 10:30 am : “The Secret of the Super Successful . . . They’re Dyslexic” Mr. Thomas G. West

Several years ago the headline above appeared on the front page of The Sunday Times with an article describing the findings of a study linked to a BBC2 television series: “You don’t have to be dyslexic, but it helps. A study has revealed that millionaires are significantly more likely to suffer from the condition than the rest of the population. Psychologists who analyzed the mental make-up of business winners found learning difficulties are one of the most important precursors of financial success. About 40 percent of the 300 studied had been diagnosed with the condition -- four times the rate in the general population. Experts believe one reason may be that dyslexics, who tend not to be good at details, learn to excel by grasping the bigger picture and producing original ideas.

10: 30 am - 11: 00am : Coffee Break : Networking

11:00 am - 12:00 pm : “Logical Strategies to Enable the Natural Learning Mind” Ms. Usha Pandit

This session will look at how Nature intended the mind to learn and what lessons we can gain from this knowledge to enhance our teaching learning processes in classrooms. This session will unite the theories of Bloom, Gardner and De Bono in a new light to see the impact of prejudice and tolerance in a pluralistic world. Usha Pandit will elaborate on her VFC approach, and the meta philosophies that underpin the volume, frequency and context-based areas in learning. She will evidence classroom practices and strategies that create lifelong curiosity, autonomy, and wisdom in education. The approach seeks to resolve the complexity that teachers face when dealing with multi-ability classrooms, by cutting through the mass of overlapping research, lengthy discourses and didactic recommendations. It seeks to find practical classroom solutions that are easy to implement and effective for all children in a differentiated classroom.

12:00pm - 12:15pm Break

12:15pm- 01:15pm : “Serving and Programming for Gifted Children with Learning Difficulties” Prof. Anies Al-Hroub

There are many possible reasons why these students do not do well but often it is, at least in part, because of a mismatch between the student & the gifted programs. Many of them refuse, or are unable, to conform to the expectations of programs, to which they may be referred to their specific learning difficulties. One of the most important considerations in serving gifted with learning difficulties is that of the appropriateness of the setting in which to place them. A number of educators have suggested different types of settings, such as resource classes, general education classrooms, special programs for gifted students, and special classes for gifted students with learning difficulties.

1:15pm-2:15 pm Lunch & Networking

CHOICE OF THREE WORKSHOPS

Workshop (A) 2:15 pm - 3:45pm

Mr. Thomas G. West: “Creativity and Innovation”

High levels of creativity and innovation among dyslexics have increasingly been recognized in many fields. However, with rapid technological and economic change, it is argued that we will need to reconsider what we think we know about intelligence, talent and practical ability. We will also need to note relevant trends in somewhat distant fields -- for insights that can reshape our ideas about who is really generating new wealth and where. For example, city planners and others concerned with economic development have come to see that to build up local and regional economies it is not enough to construct shopping malls and sports stadiums. Rather, one needs to provide the conditions to attract highly creative people -- the “creative class” -- and, in turn, these people will attract other creative people and will build new companies and businesses. Consequently, since many of these highly creative people are likely to be dyslexic, one may speak of creative dyslexics as an engine of economic development. We need to use the newest technologies to prepare our students for the realities of modern jobs and markets -- and in so doing tap into talents that have rarely been noticed or developed in traditional education.

Workshop (B) 2:15 pm - 3:45pm

Prof. Anies Al-Hroub: “Serving and Programming for Gifted Children with Learning Difficulties”

The purpose of this workshop is to help teachers and practitioners to use a variety of instructional methods focused on multisensory and enrichment approaches. The specific objectives of the workshop are to: (1) Introduce particular activities for the gifted with learning difficulties; explore teaching approaches for the gifted students with learning difficulties; and (2) consider the classroom implications for teaching gifted students with learning difficulties.

Workshop(C) 2:15pm-3:45pm

Ms. Usha Pandit: The workshop will illustrate a practical demo lesson for participants.

We will demonstrate two path breaking techniques in reading and grammar teaching techniques to understand the power of VFC. We will also look at how integrated skills and links in all subjects are crucial to the learning mind. The workshop will discuss issues that teachers need help with, and strategies in better teaching and learning skills. All that is explored will be related with particular interest to better learning in twice exceptional children.

3.50pm - 4.15pm: Distribution of Certificates

Registration Form

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

Note: Course Materials, Certificate ,Lunch & Refreshments 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			Choose Workshop Day 2		
	Delegates Full Name		E mail					
			A	B	C	A	B	C
	1st		<input type="checkbox"/>					
	2nd		<input type="checkbox"/>					
3rd		<input type="checkbox"/>						
4th		<input type="checkbox"/>						

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

Authorisation	Authorisation Manager Details:		WORKSHOPS DAY-1 (13-11-2012)						
	Contact Person Name:	Designation:	A	Visual Thinkers and Visual Technologies. Mr. Thomas G. West					
	Organisation Name:			B	The Multidimensional Identification Model of Gifted with Learning Difficulties. Prof. Anies Al-Hroub				
	Address:			C	Classroom intervention and support strategies for all stakeholders. Ms.Usha Pandit				
	PO Box:	Tel:	Fax:	WORKSHOPS DAY-2 (14 -11-2012)					
	Zip Code:	City:	Country:	A	Creativity and Innovation. Mr. Thomas G. West				
Email:			B	Serving and Programming for Gifted Children with Learning Difficulties. Prof. Anies Al-Hroub					
Authorised Signature:			C	Practical demo lesson for participants. Ms.Usha Pandit					
		TOTAL US \$ / AED	<input style="width: 100px; height: 20px;" type="text"/>						

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Please Note: Payment is required prior to attending this event

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Conference Venue

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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