

# WORKSHOP ON: MATHS LEARNING DIFFICULTIES AND DYSCALCULIA

## THE LINKS BETWEEN DIAGNOSIS AND INTERVENTION

May 23rd, 2013 Flora Creek Hotel Apartments, Dubai, UAE

### FEATURED SPEAKER



**Prof. 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 Independent Schools As-

sociation'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 30 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 (CReStED). He received the Marion Welchman International Award at the 2008 BDA conference, Dyslexia Action's Lady Radnor Award in 2010 and became an IDA 'Orton Oak' in 2012.

His current projects include writing a maths intervention programme for CCET in Kuwait, consultancy work on mathematics for the Ministry of Education in Singapore, an experimental basic classroom intervention trial in Swindon, UK and editor of an International Handbook (Routledge) on maths LD and dyscalculia. Steve is Chair of the British Dyslexia Association's Dyscalculia Committee.

[www.stevechinn.co.uk](http://www.stevechinn.co.uk)

**Organised by**



### WORKSHOP OVERVIEW

Approximately 25% of the population suffer from Mathematics Learning Difficulties. Some 5% have problems that are severe enough to be recognised as dyscalculia. Problems with learning mathematics are international and the factors that contribute to those difficulties are also international.

The problems start when children are young. My own informal, but now very extensive survey of teachers from around the world is that the age at which a noticeable number of children start to lose motivation for learning maths is 7 years old. The problems persist into adulthood, with negative effects on employment and restricting the choice of jobs.

This full-day seminar will look at a diagnostic protocol for maths LD and dyscalculia and the implications for targeted intervention. Diagnosis should be linked to intervention, so a range of diagnostic tools is needed to understand the learner's problems. The relative impact of these problems can vary from learner to learner and, indeed, at different stages in the learner's life. Problems may start with a severe difficulty in learning the so-called 'basic facts', but later the primary problem to address may be anxiety and maths phobia.

The extensive data collected in the UK to standardise a maths test has been interpreted to highlight the topics in maths that are most problematic and to suggest reasons why these problems occur. It is possible to make diagnosis an integral part of teaching.

The tests and the test protocol discussed in this seminar are taken from Steve Chinn's 2012 publication, 'More Trouble with Maths: A Complete Guide to Identifying and Diagnosing Mathematical Difficulties'

### WHO SHOULD ATTEND?

- Principals - Administrators - Counselors
- Social Workers - Teachers - College Educators
- Staff Developers - Teachers of special education and general education - Education Policy Advocates and Support Personnel

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**08:30 AM - 09:30 AM Registration - Welcome Coffee**  
**09:30 AM - 11:00 AM : The Barriers to Learning Maths: the obvious and the hidden barriers.**

Learners are, of course, individual, but there are some common features in the profiles of those who fail to thrive in maths lessons. These include: short-term memory, working memory, recall of basic facts, the language and vocabulary of maths, anxiety and how work is presented in class.

**11:00 AM - 11:30 AM Coffee, Networking**

**11:30 AM - 1:00 PM : Diagnostic tools, including tests for basic facts, cognitive style, anxiety.**

This session will examine the tools that can be used to investigate maths learning difficulties, the factors that influence their design and the information they can provide, for example, by interpreting error patterns. A test of cognitive (thinking) style will be demonstrated and delegates will be able to discover their own thinking style in mathematics.

**1:00 PM - 2:00 PM Lunch, Networking**

**2:00 PM - 3:00 PM : A dyscalculia checklist and its interpretation.**

The Checklist is built around frequently occurring behaviours in children (and adults) who have difficulties with mathematics and explains the implications for learners. The Checklist can be used to help construct an intervention plan for the learner.

**3:00 PM - 3:15 PM Coffee Break**

**3:15 PM - 4:15 PM :The structure of maths and implications for intervention.**

One of the key problems for children who have fallen behind in maths is how to catch up again. This is a challenging target (and may not always be achieved). This session will look at the structure of themes and topics in maths, for example, multiplication and division and how an understanding of the developmental trajectory of these topics can support intervention. The role of manipulatives and materials in teaching will be discussed.

**4:15 PM - 4:30 PM Q& A, Conclusion and distribution of certificate.**

### Registration Form

**Registration fee for per participant s Dhs. 900/-**

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

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

Personal Details

Please Note: Payment is required prior to attending

Delegates Full Name

Designation

E-mail

Organisation Name:

Address:

PO Box:

Tel:

Fax:

Mobile

City:

Country:

Mode of Payment

Transfer

Cheque

Credit Card

Cash

Bank Account Details

**ISHARA CONSULTANTS**

**BANK : Emirates NBD**

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**DEIRA BRANCH , DUBAI - UAE**

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