

## 9TH GCC LEARNING DISABILITY CONFERENCE

4TH -5TH NOV. 2015 AT JOOD PALACE (TAJ PALACE ) HOTEL, DEIRA, DUBAI-UAE

### “New Insights Into Learning Disability”



Prof. Dr. Pol Ghesquière  
KU Leuven - Belgium



Ms. Judy Hornigold  
BSc, PGCSPE, AMBDA - UK



Prof. Amanda Kirby MBBS  
MRCGP PhD - UK

- - The relationship between learning problems and behavioural problems:  
Causes, consequences, and treatment
- - Singapore Maths and the Struggling Learner
- - Using assistive technology in schools with students with learning difficulties
- - The adolescent brain changes and implications for education
- - Maths Learning Difficulties: Dyscalculia, Dyslexia or Dyspraxia?
- - The auditory temporal processing deficit hypothesis of dyslexia

## 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.

Under the Patronage of



الإمارات العربية المتحدة  
وزارة التربية والتعليم

UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

Organised by





## Prof. Dr. Pol Ghesquière

Pol Ghesquière (PhD) is Full Professor in Learning Disabilities at the Faculty of Psychology and Educational Sciences of the University of Leuven (KU Leuven - Belgium). He is coordinating the multidisciplinary Dyslexia Research Collaboration team (DYSCO) at the same university. His research focuses on the cognitive aspects of dyslexia and dyscalculia and their neurobiological basis, the screening and assessment of specific learning disabilities, effective instruction and remedial teaching for children with reading, spelling and arithmetic problems. He is Academic Fellow of the International Academy for Research in Learning Disabilities (IARLD). As president of the Flemish Learning Disabilities Network and member of the scientific advisory panel of Dyslexia International (an NGO in operational relations with UNESCO), he also tries to influence and inspire policy and practice concerning children, youngsters and adults with learning disabilities, especially dyslexia. In his book, coauthored with Walter Hellinckx, "Als leren pijn doet... Opvoeden van kinderen met een leerstoornis" [When learning hurts... Educating children with learning disabilities] (Acco, 1999) he tries to translate his scientific insights for parents (and teachers).



## Prof. Amanda Kirby MBBS MRCGP PhD

Professor Kirby also has a chair in developmental disorders in education at the University of South Wales, UK. She founded and has run the Dyscovery Centre since 1997, an interdisciplinary centre providing assessment and intervention for children and adults with a range of developmental disorders including Dyspraxia (also known as DCD), ADHD, Dyslexia, Specific Language Impairment, Autism Spectrum Disorders and Behavioural issues. She advisors Phd students and recently examined a study from Saudi Arabia on ADHD, and from Pakistan on the field of Autism.

She is a qualified doctor and worked as a family doctor and also worked in community paediatrics and psychiatry. This background has provided a good understanding of developmental disorders in both child and adulthood. She is also the parent of an adult with developmental disorders so has personal as well as professional experience of living with the difficulties. She has led a research team. Her PhD focused on the stage of emerging adulthood and into the workplace. She has continued this work researching the presentation and outcomes in adolescents and adults with learning difficulties beyond school and into the work place. She was the winner of the UK Doctor of the Year award in 1994, and had a distinction in her MRCGP examination. She has also been made a fellow of University of South Wales.

She has lectured across the world at international seminars and spoken to over 30,000 teachers, health professionals and parents. She is currently the patron of the Dyspraxia Association in New Zealand, Advisor to the Dyspraxia Association in Ireland and Medical Advisor to the Dyspraxia Foundation in the UK. She is the founder of MovementMattersUK. She has contributed to modules on neuroscience in education for the



## Judy Hornigold

BSc, PGCSPE, AMBDA - UK

**Judy Hornigold** is an independent educational consultant specialising in dyscalculia and dyslexia. She is particularly passionate about the teaching of maths and of finding ways to support learners with dyscalculia and general maths learning difficulties.

Consequently, Judy has written the PGCert in Dyscalculia and Maths Learning Difficulties for Edge Hill University and an accredited dyscalculia course for the BDA.

Judy lectures on Inclusion for Edge Hill University and is an Associate Tutor for the BDA and a trainer in Singapore Maths for the UK based company Maths No Problem. She has written two books of lesson plans for learners with dyscalculia and has contributed to the International Handbook for Dyscalculia, edited by Steve Chinn.

the English government and for the National Assembly for Wales. She is an advisor to JobCentrePlus on the Hidden Impairment National Group raising awareness of employers about specific learning difficulties and how people can be best supported. She led a benchmarking exercise for Welsh government of dyslexia provision in schools across Wales.

She has written extensively in the field of Developmental Disorders and her books include 7 books on Dyspraxia (DCD), skill packs for schools, Mapping SEN (a CDROM programme). She launched in 2012 a Goal Maker activity for setting goals with children and will be publishing 2 books in September 2013 on How to Succeed with specific learning difficulties for further and higher education and employment. Professor Kirby is also the Chief Executive of Do-IT Solutions Ltd, which has developed a suite of contextualised computerised assessment tool for schools, colleges, prisons and the Welfare to Work sector, now being used internationally to understand individual's strengths and difficulties and study behaviours and provides detailed guidance and advice. It has a management information system providing instant analysed data to assist organisations with planning and provision. It has so far been translated into 5 languages with others being developed.

**Please also see websites and apps that she has developed with her team:**

[www.abilityprofiler.co.uk](http://www.abilityprofiler.co.uk), [www.doitprofiler.com](http://www.doitprofiler.com), [www.boxoifideas.org](http://www.boxoifideas.org), [www.spldtransitions.co.uk](http://www.spldtransitions.co.uk), [www.msdevelopmentaldisorders.org](http://www.msdevelopmentaldisorders.org)

**Professional sites include:** [www.adhdtraining.co.uk](http://www.adhdtraining.co.uk) and [www.dcd-uk.org](http://www.dcd-uk.org)

Kirby, A., Drew, S.A. 2003 A Guide to Developmental Co-ordination Disorders. London: Fulton Press ISBN 1-85346-913-0

[www.newport.ac.uk/staff/ac/Pages/AmandaKirby.aspx](http://www.newport.ac.uk/staff/ac/Pages/AmandaKirby.aspx)

## AGENDA

## DAY -1, WEDNESDAY

8:00 am - 9:00 am Registration, Welcome Coffee, Networking

9:00 am: Welcome Address: Opening Remarks

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

**9:30 am – 11:00 am: Keynote address: Pol Ghesquiere: The relationship between learning problems and behavioural problems: Causes, consequences, and treatment**

Learning at school is not always evident. Even healthy, nice and intelligent children sometimes don't succeed in fluently developing the academic skills. When learning fails, also parents and teachers experience the consequences. The child may feel himself misunderstood at school or at home, can lose his self-confidence or even become demanding, irreverent or aggressive. Repeatedly experiencing to fail at school has for sure an impact on the development of children with learning disabilities. They have a high risk of being frustrated in their basal psychological needs for autonomy, competence and social relations. Their social-emotional wellbeing is lowered, frequently leading to behavioural or emotional problems. In this lecture we explore these processes. We explore which elements play a role in the development of behavioural and emotional problems related to learning problems. We will look for possibilities at school, at home and during therapy to respond adequately. This review will be based on scientific research and on experiences in our own clinical practice. The aim is to offer handles, based on the self-determination theory, for better adapting to the specific needs of children with learning problems, in order to prevent the development of behavioural and emotional problems.

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

**11:30 am - 1:00 pm : Judy Hornigold: Singapore Maths and the Struggling Learner**

This talk will detail the research and philosophy behind the Singapore Maths approach and explore why it is so successful. It will look at why this approach is so well suited to learners who struggle with maths and will provide strategies for practitioners to support these learners . The talk will focus on the concrete, pictorial , abstract format of a lesson together with ideas on how to develop visualisation and generalisation skills . It will finish with some illustration and explanations of bar modelling and why this is so effective for problem solving in maths.

1:00 pm – 2:00 pm : Lunch & Networking

**2:00 pm – 3:30 pm: Amanda Kirby: Using assistive technology in schools with students with learning difficulties**

Technology is a part of all our lives - using the computer, phone and tablets becomes available in education and every day life. This presentation will describe a framework and rationale for using assistive technology for children with learning difficulties and discuss some specific types of soft and hardware. It will provide schools with a matrix for discussion of why, when and how to choose assistive technology.

## DAY -2, THURSDAY

8:00 am - 9:00 am Registration, Welcome Coffee, Networking

**9:00 am – 10:30 am: Amanda Kirby: The adolescent brain changes and implications for education**

This presentation will describe what we understand to be changing during the adolescent phase of development and how this may impact on the way students learn and live their lives. For any parent with a teenager understanding why they can't tidy their bedroom, or get out of bed in the morning will be a revelation. For education the implications are far wider in delivering the curriculum and maximising learning for this age group. The latest understanding from neuroscience will be presented along with a discussion relating to the implications for education,

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

**11:00 am - 12:30 pm: Judy Hornigold: Maths Learning Difficulties: Dyscalculia, Dyslexia or Dyspraxia?**

This talk will look at what these three learning difficulties are and the effect that they can have on learning maths. It will begin by looking at how to identify these three learning difficulties and then move on to look at their impact on maths learning. Ideas and strategies for supporting learners with these difficulties will be suggested together with an overview of the different concrete materials that are available and examples of how to use these materials to support learners with dyscalculia, dyslexia or dyspraxia.

12:30 pm - 1:30 pm: Lunch & Networking

**1:30 pm - 3:00 pm: Pol Ghesquiere: The auditory temporal processing deficit hypothesis of dyslexia**

Mapping graphemes to phonemes (the essence of reading) builds upon phonological awareness of the child, i.e. the consciousness of the sound structure of spoken language and the skill to manipulate it. Preschool children manipulate speech mainly at the syllable level. Only during reading acquisition phoneme awareness emerges and explicit phoneme representations develop. However, in order to develop clear phonological representations at syllable and phoneme level, the auditory system must be able to accurately process dynamic acoustic cues that are crucial for speech perception. Because of the importance of auditory sensitivity in reading acquisition, auditory processing and speech perception skills have received increasing attention in relation to dyslexia. Yet, only little evidence exists on the causal influence of these skills on reading development and on their specific nature. Therefore in 2003, we started a longitudinal project starting before the formal instruction of reading until the end of primary school. This project demonstrated that children with dyslexia have pre-reading deficits in auditory processing, speech perception and phonology, but more importantly, that basal auditory temporal processing and speech perception in kindergarten uniquely contribute to growth in reading ability. This is the first study that demonstrates that auditory processing and speech perception impairments in dyslexia are not merely an epiphenomenon of reading failure but that they precede and possibly contribute to the reading development. In a second cross-sectional project, involving 12-year-olds and adults diagnosed with dyslexia, we further investigated the precise nature of their auditory and speech perception problems. More specifically, by applying a balanced design we investigated whether the deficit is specific to speech and/or specific to temporal processing. Results show that both 12-year-olds and adults with dyslexia have an auditory temporal processing deficit which is not speech-specific.

3:00 pm-3:30 pm: Distributions 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 +++ People 10%

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

Registration Information	Personal Details	
	Delegates Full Name	E mail
	1st	
	2nd	
	3rd	
	4th	

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

Authorisation Manager Details:

Authorisation	Contact Person Name:	Designation:
	Organisation Name:	
	Address:	
	PO Box:	Tel: Fax:
	Zip Code:	City: Country:
	Mobile :	Email:
	Authorised Signature:	TOTAL US \$ / AED <input type="text"/>

Please call us if you require any assistance on +971 4 2955581 Mobile : +971 50 1555684

Please Note: Payment is required prior to attending this event

Payment Information

Conference Venue

Payment Details	<input type="checkbox"/> Electronic Fund Transfer <input type="checkbox"/> Cheque (payable to ishara consultants) <input type="checkbox"/> Credit Card <input type="checkbox"/> Cash	Please transfer the Fee to: ISHARA CONSULTANTS BANK : Emirates NBD ACCOUNT #: 101-13139241-01 DEIRA BRANCH - DUBAI - UAE SWIFT CODE: EBILAEAD IBAN: AE580260001011313924101	<b>JOOD PALACE ( TAJ PALACE )HOTEL,          AL RIGGA ROAD, DEIRA,          DUBAI, UAE</b>  <b>TEL +971 4 223 2222</b> Accommodation Details: We highly recommend you secure your room reservation at the earliest to avoid last minute inconvenience.
	Purchase Order No: <input type="text"/>		

Send To	 Fax +971 4 2948486	 Mail Ishara Consultants PO Box 1420 Dubai - UAE	 Email register@isharaonline.com	 Phone +971 4 2955581
---------	--	---	---	--

### 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