The 1st International Conference On Learning Disabilities And Attention Deficit/Hyperactivity Disorder

Schedule: www.arabpsynet.com/Congress/CongJ32-33ConfLearnDif&ADHDSchedule-Kw.pdf

4TH – 5TH DECEMBER 2011 AT THE REGENCY HOTEL- KUWAIT

Introduction

Kuwait has accomplished a great deal in the area of helping people with special needs in general, and people with specific learning disabilities (LDs) and related developmental disabilities in particular. These accomplishments have been mainly at two fronts, namely the provision of favorable legislation, and the increase in the number of non-profit organizations working in the field of LDs. These developments have also started to resonate in the public and private educational institutions. However, this momentum of development needs to be accelerated and harmonized among all the parties to better serve the growing population in Kuwait and lead the way in the region and the Arab world.

Conference Objectives

The main goal of the conference is to raise awareness and improve the services provided to all parties working in the field of specific learning difficulties/disabilities. Related to this are the following sub-goals:

- Raise awareness among concerned parties (parents, students, teachers, principals, policy makers…) about learning disabilities and/or ADHD.
- Clarify the role of all institutions working in the field of learning disabilities and ADHD in terms of the services provided.
- Improve the coordination among all educational institutions and between them and other concerned governmental and non-governmental institutions and organizations to better serve the students with learning disabilities and/or ADHD.
- Improve the quality of diagnosis and teaching of individuals with learning disabilities and/or ADHD.
- Share experience and expertise in the areas of diagnosis and treatment of learning disabilities and/or ADHD.
- Discover the latest developments in the diagnosis and treatment of learning disabilities and/or ADHD.

Conference Themes

- Assessment and practical applications in the diagnosis of LD/ADHD (Targeted audience: Specialists and Teachers).
- Practical teaching practices for children with LD and/or ADHD (Targeted audience: Teachers, Specialists).
- Awareness for people working in the field of LDs and the individuals with LDs and ADHD and their parents (Targeted audience: Decision makers in different ministries, Heads of schools, Organizations working with people with disabilities, Parents, and Students).
- Support for individuals with LDs and ADHD and their families (Targeted audience: Parents, Students).
Charles Haynes is a Professor and Clinical Supervisor in the Graduate Program in Communication Sciences and Disorders at the MGH Institute of Health Professions. He received his doctorate in Reading Language and Learning Disabilities under Jeanne Chall at the Harvard Graduate School of Education. With Terrill Jennings and colleagues at Landmark School, he helped to develop the nation's first language based program tailored for children with dyslexia and expressive language disorders. He now teaches graduate level courses in spoken and written language disorders and in language, culture and cognition at the MGH Institute of Health Professions in Boston. In addition, he supervises graduate students in the Institute's Speech-Language and Literacy Center and is an Associate of the Institute's Hanson Initiative for Language and Learning (HILL). He served on IDA's Board from 1997-2007, chaired or co-chaired four IDA international conferences and now serves as Global Advisor to the Board's Global Partners' Committee. In addition to giving more than one hundred twenty presentations across the US, he has presented in Africa, South America, Japan, the Middle East and Canada.

Deputy Head of School of Literacy and Arts in Education, University of Canterbury. Prof. Everatt's work focuses on literacy acquisition and developmental learning difficulties, such as dyslexia. Prior to moving to the University of Canterbury, he was a lecturer in Psychology at the Universities of Surrey and Wales in the UK. His research takes an individual differences approach to education and ways of informing procedures aimed at supporting children and adults with educational problems.

Dr. Steven Chinn
Dyscalculia Expert
Maths LD


14 years in mainstream schools teaching science, 24 years as Head of three schools for dyslexic pupils, Head of Shapwick School, a secondary school for dyslexic boys, Head of Chatauqua Academy, Baltimore, USA, a co-ed high school for dyslexic pupils. He was founder and Principal of Mark College, Somerset. During his 19 years of setting up and running Mark College it was awarded Beacon School Status by the DfES, the Award for Excellence by the Independent Schools' Association, a Highly Effective School Certificate by the DfES, a National Training Award and a Sportsmark (with Distinction) out of 14 members of staff, six had books published on aspects of dyslexia.

Dr. Gavin Reid
LD Expert
Online Assessment of LDs in general

Chartered Educational Psychologist and Associate Fellow of the British Psychological Society and Member of Health Professionals Council (HPC) (Ph.D. M.A., M.App.Sci. M.Ed. B.Ed. PG. Dip. Counseling. AMBDA, Assoc. F. B.P.S). Dr. Gavin Reid is an international award winning author, educational psychologist and international seminar presenter. He has made over 800 conference and seminar presentations in over 65 countries. He has held visiting professor appointments at University of British Columbia in Vancouver and held external examiner appointments at 15 universities world wide. He has authored 25 books in dyslexia, SpLD, motivation and learning, literacy, learning styles. He developed the first Masters course in Dyslexia in the UK in 1993 and has recently written a BDA accredited Diploma course in SpLD for Kuwait. Many of his books are used as course texts in courses throughout the UK and in many other countries. He has held recent appointments as a Learning Difficulties Expert with the United Nations Development Program - UNDP in Special Education and as a consultant with the CCET in Kuwait. He has co-founded two schools for students with dyslexia and was a member of the British Dyslexia Association (BDA) Teacher Training Accreditation Board for ten years.

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Christine Macintyre is a Fellow of Edinburgh University. She was a senior lecturer in the dept. of teaching and child education at Moray House after teaching in schools and lecturing at Dunfermline College – a specialist college for physical education. Her first qualification was in physical education, followed by another in psychology and these merged to give the research background for a Doctorate in ‘The assessment of movement.’ She has taught children from 3–18 years as well as students in teacher education and currently is involved in the development of ‘The Child’s journey,’ looking particularly at movement development in the very earliest times. Her ‘movement background’ led to research and a very special interest in Dyspraxia and the implications for the wider field of living and learning. She has lectured at home and abroad – the last visit being a special one to Kuwait in May 2010. She prepares continuing development work for teachers and other practitioners and has contributed to ongoing work with Dr Gavin Reid especially for Kuwait.

Alan Hunter Bed (Hons), Dip. Ed, Dip Sp Ed, Cert Ed, ORC (Counselling) Cmgr. FCMI
Alan joined Creative Education in 1998 and was a director for 12 years. His work in schools and colleges over a period of twenty seven years has given him a true insight into how educational establishments work. He has been the Head teacher of three challenging schools in the London area and has lectured to both degree and Post Graduate students. His high level of inter-personal skills allied to his counselling training and experience of working in challenging communities has ensured that since his arrival he was one of Creative Education’s most consistently successful lecturers. He worked primarily in areas such as unusual behaviours special needs conflict resolution, behaviour, stress and anger management, child protection and all areas involving communication and management skills. Alan has worked overseas for Creative Education in the past and now works as an independent Trainer and Consultant. His current role as Principal Trainer for Creative Education International means that he is becoming very sought after in a variety of countries outside the United Kingdom.

Dr Gwynedd Lloyd is an Honorary Fellow at the University of Edinburgh.
She is very well known internationally for her research and writing on the issue of difficult behavior in school. She has written widely, and edited an award winning book, on ADHD. She has spoken and given workshops in many parts of the world and talks often about ADHD on radio and television in the UK

Dr. Gwynedd Lloyd
ADHD Expert

Shannon Green has a Bachelor of Arts degree from Simon Fraser University in British Columbia, Canada and an M.Ed. from the Open University, UK (September, 2011). Shannon has specialized in Difficulties in Literacy Development and English as a Second Language. Currently, she is a course tutor for the Institute of Child Education and Psychology Europe (ICEPE) in both the dyslexia parent’s course and teacher’s course. She is also a practicing, certified Orton-Gillingham (OG) Trainer for the Canadian Academy of Therapeutic Tutors OG (CATT–OG) and the Surrey College and a co-founder of a Learning Center in BC, Canada where she served as director for 5 years. Shannon has developed a considerable amount of teacher materials on teaching literacy to students with dyslexia and other specific difficulties. She has considerable experience in running workshops and presenting seminars for parents and teachers and has been invited to speak locally and internationally on dyslexia and teaching literacy.
Dr. Al-Natour is an associate professor of Special Education/Learning Disabilities at the University of Jordan. She received her doctorate from the University of Nebraska-Lincoln, USA. Currently, she is spending her sabbatical leave at the Arab Open University; she was assigned to her new position to facilitate the University's new bachelor program in Learning Disabilities. Dr. Natour worked as a consultant for the Ministry of Education in Jordan. Her research focuses on enhancing quality services for students with learning disabilities within inclusive settings. She gave speeches and implemented training workshops on learning disabilities in many countries including Saudi Arabia, Oman, Kuwait, UAE, Syria, Lebanon, Sweden, Germany and Spain.

Dr. Al-Shaibani is a faculty member at the University of Kuwait, Department of Educational Psychology. He has an extensive experience in research and practice in the fields of general psychological development, child abuse, ADHD, Down Syndrome, toxins and drugs, and special education. Dr. Al-Shaibani has participated in numerous conferences nationally and internationally and has published several articles and books in the aforementioned areas. He is an active member of many national and international organizations in the fields of educational psychology, child development and child psychological health.

Dr. Fatma Al Awadi
Consultant developmental pediatrician.

Bachelor of Medicine and Surgery (MBBch), Kuwait University 1987, Diploma in Child Health (DCH), National University of Ireland 1989, Membership of Royal College of Physicians (MRCP) London 1997, Fellowship training program in developmental pediatrics and neurodisabilities, University of Edinburgh 2000. Head of Developmental pediatrics 2000-2005, currently working as consultant developmental pediatrician and head of Fatma Clinic. Attended and participated in medical conferences and seminars, as well as different training programs in developmental pediatrics and neurodisabilities. Organized and lectured in training programs for professionals working with children with special needs.

Worked with Higher Council for the Disabled Affairs, Kuwait: head of developmental pediatrics medical committee and member of the higher medical committee 01-11, member of the higher education committee 03, member of the committee for the follow up of schools for children with special needs 05–11.

Member of American Academy of Cerebral Palsy and Developmental medicine, member of European Academy of Childhood Disability.

Dr. Mayada Al Natour
LD Expert

Dr. Badr Al Shibani
Educational Psychologist

Bachelor Degree of Psychology, Higher Diploma in Special Education, Master’s Degree of Special Needs, PhD in Behavioral Sciences and Psychological Treatment, and a Practitioner Member in General Authority of Arab Psychologists. Participated in specialized training researches of psychotherapy and behavior modifications in the Gulf Countries and Arab Republic of Syria as well in behavioral, cognitive and treatment programs at Psychological Medicine Hospital at State of Kuwait.

Participated in Learning Difficulties Programs in the United Arab Emirates, Saudi Arabia, Egypt, Tunis, Libya and Morocco. Implemented training workshops to diagnose learning difficulties and its treatments in Saudi Arabia, Oman and Jordan. Participated in Arab and international conferences in developing linguistics skills for children aging three to seven years in Tunis, Egypt, United Kingdom, France and Italy.
Dr. Nasser Al-Menaye is a faculty member at Kuwait University, Department of Psychology. He holds a PhD from the University of Surrey, UK. His research interests are in memory in normal and atypical populations.

Consultant in Pediatrics and Developmental Pediatrics, Developmental Pediatric Unit, Pediatric Department, Sabah Hospital, Kuwait. Bachelor’s degree in Medicine and Surgery–Kuwait University. American and Canadian Board of Pediatrics. Fellowship in Developmental Pediatrics –University Of Edinburgh, Scotland, United Kingdom. Head of the Developmental Pediatric Medical Committee at the Public Authority of the Disabled. Member of the Special Cases Review at the Public Authority of the Disabled. Member of the European Academy of Childhood Disabilities.

Dr. Hadeel Faras
Consultant in Pediatrics and Developmental Pediatrics


Dr. Huda Shaaban
LD / ADHD Expert

PhD(Special Education), M.A, BA in Clinical Psychology. Educational Consultant/Head of Growth and advancement Department at the Kuwait Association for Learning Differences–KALD. Associate Professor–Lebanese University. Chairperson–Learning Difficulties Professional Association–LDPA. Greater than 20 years of experience in Education worked with youth, young adults, families and professionals. Served as a High School Instructor, Educational Specialist, Program Coordinator, Researcher, Lecturer, School Superintendent. Currently, an Associate Professor at the Lebanese University. Recently, was appointed as a Learning Difficulties Expert with the United Nations Development Program–UNDP to work as a Special Educational Consultant/Head of Growth and Advancement Department at The Kuwait Association for Learning Differences–KALD. Presented many workshops in professional meetings and conferences on: Learning Disabilities, ADHD, Behavior Management, Learning methodologies, Classroom Practices, Learning Styles, Emotional Intelligence, and Learned Brain.
MR. Alrashdan is a member of the training unit at the [CCET] center for child evaluation and teaching since 2005 and he is now an Assistant to head of training unit. Holding a master degree on the Educational Psychology science and a high Diploma on learning disabilities. Received several training courses on L.D. in and outside the Arab world. In Jordan, worked as a coordinator of gifted students program. Moved to Princess Sarvath College, Jordan from 2002-2005 in Al-Balqa Applied University as an instructor in the intermediate diploma for female students at morning and as instructor in the high Diploma program of learning disabilities at evening. Delivered several lectures and workshops in several institutions and malty categories during his work in the [CCET]-KUWAIT. Also, delivered a lot of training courses in most of the Arabian countries. Had many published scientific researches in some of the Arabian scientific Magazines. Co-author of a book entitled 'Learning disabilities: Theory and practice' printed in 2005 – 2007- 2009.

Dr. Mowafak Al- Manabri holds a doctorate degree in special education from the University of Corllins –the United States of America. He obtained his bachelor's degree in mathematics from the University of Damascus. Currently, he is Assistant Executive Director for diagnosis and training. He provided many training courses and workshops in the field of mathematics learning difficulties, educational plans and educational diagnosis to a wide range of teachers, specialists, psychologists, and social workers. In addition, he participated in several Arab and international conferences with scientific papers, workshops and seminars. Along with his long experience he participated as a member and reporter of several educational committees in Kuwait including the committee on diagnostic tests in mathematics output of the end of primary school and a committee of assessment the academic achievement for both primary and intermediate stages for mathematics and Arabic language. He participated as a member at the higher advisory committee of the Kuwaiti center of dyslexia.

GUEST

Mrs. Adla Al Sharhan
Nutrition Consultant

BA in Eco-Psychology (minor Human Resources) ; MA in Restaurant Management; Cordon Bleu in Culinary Arts. She has a wide experience as a chef and manager in many prestigious restaurants. She has been a trainer and teacher of culinary arts and a nutrition consultant for years.
Day 1 First Sessions

Dr. Gavin Reid

Mind the Gap – Bridging Assessment and Teaching (English session)

This presentation will focus on the identification of literacy and learning needs of students with LD and highlight how these needs can be transferred from an assessment protocol to classroom teaching. There will be an emphasis on diagnostic criteria, barriers to learning and communication and collaboration as well as on reporting on assessment data and classroom accommodations.

Mrs. Shannon Green

Bridging the Gap: linking parents and schools – insights and strategies (English session)

The main purpose of this presentation is to highlight the importance of home-school links between parents and schools. The presentation will provide practical examples of how effective communication can be achieved and strategies that can be utilized by parents and by schools. Specifically there will be reference to:

- issues that determine parent satisfaction in the role they are playing in their child’s education,
- the kind of information that can be shared between teachers, parent (and tutors) to support students’ with dyslexia, and ‘protocols’ and proforma’s that can be developed to help to ensure that there are constructive and effective links between home and school.

Dr. Mayada Al Natour

Diagnosis and Assessment of LDs (Arabic session)

This workshop delivers a short description of techniques and assessment for diagnosing common learning difficulties, such as the discrepancy criterion and the response to intervention criterion and critique them. The workshop will focus on alternative methods of assessment, such as, formative assessment, curriculum-based, and informal assessment. The workshop aims at providing teachers with practical ways for monitoring the advancement of academic performance for LD students inside the classroom.

Prof. Charles Haynes

Let’s Catch Children Before They Fail!: Early Diagnosis and Teaching for Pre-Literacy Skills (English session)

This interactive session will explore preschool and kindergarten speech-language predictors of early school-age literacy skills. Strategies for teaching phonological awareness, letter awareness and early language comprehension skills will be discussed. If time allows, new directions in prediction research will be highlighted.

Simultaneous translation is available for all sessions
### Day 1: Second Sessions

#### Dr. Gavin Reid

**Curriculum Access, Differentiation and Metacognitive Approaches (English session)**

Curriculum access is a crucial factor in the successful outcome of any intervention. It is important that skills developed are transferred to the broader curriculum and that students with LD can transfer these skills to access different areas of the curriculum. Metacognitive approaches and techniques for this are important and this will be a feature of this presentation together with different forms of differentiation that can support the process of effective learning for students with LD.

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#### Mrs. Shannon Green

**Ideas into Action – Strategies for Classroom Learning: Muti-sensory structured language teaching 1 (English session)**

This presentation will provide a wide range of strategies that can be readily implemented to support children with learning disabilities in maximizing their potential. There will be a focus on literacy acquisition as well as comprehension development and monitoring. There will also be reference to different types of literacy difficulties, the challenges they present and how these challenges can be dealt with.

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#### Dr. Mayada Al Natour

**Dealing with LD/ADHD Students in the Classrooms (Arabic session)**

This workshop addresses ADHD in terms of its characteristics, diagnosis, causes and assessment. It also discusses the relationships between ADHD disorders and learning difficulties. It also focuses on how to deal with such students in different educational settings and provides useful tips and directions for parents about how to deal with ADHD children and how to communicate with their teachers.

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#### Dr. Mowafak Al Manabri

**Discalculia: Assessment and Intervention (Arabic session)**

The main objective of the workshop is to clarify the concept of dyscalculia as one of the learning difficulties and a major learning disability, and the importance of identifying types of dyscalculia and, and offer a range of strategies to assist the teacher. Although it primarily targets the teachers in the regular classrooms, this workshop will also benefit teachers and parents of special needs students.

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Day 1 Third Sessions

Dr. Gavin Reid

Effective Learning and Motivational Strategies for the Classroom (English session)

The needs of children with dyslexia can be met within the classroom. This can be achieved through effective learning and teaching and through motivational strategies to develop self-esteem and autonomy in learning. Emotional and social skills as well as lifelong skills in learning need to be considered. This workshop will aim to develop participants’ understanding of the needs of children with dyslexia and how to deal with these in an inclusive school provision. It will provide insights into how children with dyslexia learn and how to make learning more effective using motivational strategies as well as acknowledging learning differences.

Mrs. Shannon Green

Ideas into Action – Teaching to Automaticity: Multi-sensory structured language teaching 2 (English session)

This presentation will provide multisensory teaching methods for teaching literacy. It will look at barriers to learning and provide ideas to differentiate materials and put appropriate scaffolds in place. It will highlight strategies for consolidating learning in order for new learning to become established and secure. Consequently students will develop a strong foundation enabling them to link new material to prior knowledge and add new concepts to their knowledge bank.

Dr. Nahed Alateeqi/ Dr. Hadil Faras

Medication for ADHD Students: Is IT the Solution (Arabic session)

Attention Deficit Hyperactive Disorder (ADHD) is the most common neurobehavioral disorder in school aged children. Diagnosis is best made by skilled professionals using well established diagnostic criteria. Early recognition and appropriate treatment are important to minimize the core ADHD symptoms, which have an impact on the social and academic performance of the child as well as his/her self-esteem. In most cases, ADHD is best treated with a combination of medication and behavior therapy.

Prof. John Everatt

Reading comprehension in children and adults with LD (English Session)

This talk will consider the relationship between dyslexia and reading comprehension problems. Work that argues for differences between decoding and comprehension problems as well as similarities will be discussed. Assessment and intervention practices will be covered.

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Day 2

Keynote presentation

Day 2, Fourth Sessions

Dr. Steve Chinn

Diagnosing and assessing maths learning difficulties and dyscalculia (English Session)

Dyscalculia lies on a spectrum of maths learning difficulties. Research has identified the key factors that create learning difficulties in maths. This session will look at a definition of dyscalculia and how a test protocol can be structured to diagnose the difficulties that can lead to dyscalculia. The diagnostic protocol leads to guidance for intervention.

Dr. Christine Macintyre

Understanding Dyspraxia and Dysgraphia – Diagnosis and Assessment (English Session)

The focus of this talk is the diagnosis and assessment of two related learning disabilities: dyspraxia and dysgraphia. Both are diagnosed when children or adults have movement difficulties, i.e. when they cannot run and jump, cannot use a knife and fork, get dressed quickly enough or write legibly at the same time as their friends. As early intervention is possible and essential, parents and teachers will be initiated into the analysis of the language of movement.

Mr. Malek Al Rashdan

Mind Mapping as a Tool to Support Teaching Students with LD/ADHD (Arabic session)

This workshop will teach the audience how to draw mind maps and how to teach them to their students or children. It also seeks to provide them with both theoretical and practical knowledge to use mind maps as an educational tool with LD students, as well typical and talented students.

Mr. Alan Hunter

Classroom management of children with LDs and ADHD (English session)

This session will highlight the three main types of ADHD and consider the predominant symptoms. It will also explore a range of strategies for helping those with ADHD to manage their behaviour both in and out of the classroom environment, so it may be useful for parents and carers as well as teachers and support staff.

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### Day 2, Fifth Sessions

#### Prof. Charles Haynes

**Leverage Language to Support Literacy: Strategies for Supporting School Age Oral Language Skills (English session)**

This interactive session will explore effective strategies for supporting school-age language and literacy. Techniques for teaching vocabulary and discourse (multi-sentence level) skills will be described. Methods are appropriate for typically developing children in K-6 and students with language disabilities in grades K-9.

#### Dr. Christine MacIntyre

**Early Interventions to alleviate the difficulties of dyspraxia and dysgraphia (English session)**

This talk will focus on how to observe movement and analyze it. The analysis involves observing movement in terms of balance, coordination, body awareness and control to see exactly where the children’s difficulties lie. And as a movement is practised, ways of helping children understand the planning and sequencing (what comes first, then next and the distance and direction that is involved) will be an important part of the talk because children must appreciate the movement language that precedes or accompanies their action plan.

#### Dr. Huda Shaaban

**Emotional Intelligence: Developing Social and Emotional Skills for LD and ADHD Students (Arabic session)**

انكماض الأدوات: تنمية المهارات الاجتماعية والتفاعلية لطلبة صعوبات التعلم وتشتت الأذى/ فرط النشاط

أجريت الدراسات المتعددة التي تنأى مطالعنج والعديد من الدراسات الهامة التي بمكنها تعليم عملية اعمالية صعوبات "emootions بالفعل لا تتأثر بأعمالات". التعلم أن هذه الأدوات على أن عملية التعلم تتأثر بطرق تأثير "الأعمالات". الطالب على توجيه اتباعهم إلى ما هو ضروري، وتُتيحهم على تذكر الخبرات المأخوذة التي تتأثر عليهم، كما أنها تثير دافعيهم للتعلم. سوف تتناول هذه المحاضرة أفرض المستجاب في حل صعوبات التعلم والالتزام بهدف اتخاذ الفعالة والفعالة استخدام هذا النهج لفهال عملية التعلم.

Different studies that investigated the human mind had concluded many important findings that can activate the process of learning for LD students. This research affirms that the learning process is totally affected by emotions that accompany the learning process, as these emotional factors may help children to concentrate their attention to what is necessary and to help them remember the different experiences they can encounter. Also, this can motivate those students to work. This lecture will deliver the latest new findings in the field of learning difficulties and its association with emotional intelligence and will suggest how to use this kind of intelligence to activate the learning process.

#### Mr. Alan Hunter

**Memory strategies for children with LD and/or ADHD (English session)**

This session will consider the importance of the Hippocampus in relation to memory and will also cover the identification of possible signs and indicators of memory loss in young children. There will also be a variety of strategies for supporting young people with Learning Difficulties who struggle with the retention of information ideas and instructions.

استراتيجيات التذكر لمساعدة طلبة صعوبات التعلم وفرط النشاط تستند إلى الاعتقاد (أ. أ. كارتر)

تتناول هذه المحاضرة أهمية "فرز أوم " وهو جزء في الدماغ له علاقة بالذاكرة "فم عملية التعلم، كما تناقش تحديد العلامات والمؤشرات المعنوية لضعف الذاكرة لدى الأطفال الصغار. وتعترض لأخذ مجموعة من الاستراتيجيات لدعم الأطفال نوايا صعوبات التعلم الذين يعانون من مشكلة في ذكائهم والدراسة.
Day 2, Sixth Sessions

Dr. Gwynedd Lloyd
ADHD: A complex difficulty (English session)

This session will look at what we mean by ADHD, how this label has become so widespread and possible reasons for this. It will look at techniques of, and issues around, identification and diagnosis. It will discuss various approaches to the issue, including medication.

Dr. Steve Chinn
Addressing maths learning difficulties. An effective teaching structure (English Session)

Maths as a subject is built on concepts and connections. Consequently, gaps in understanding and knowledge can have a cumulative effect. This session will look at teaching how to understand maths rather than learning it as a series of unconnected facts and algorithms. Key research findings support the philosophy behind the structure of the teaching.

Dr. Hayat GhaZal
Coaching Students with ADHD (Arabic Session)

Some activities to improve memory for students with learning disabilities (Arabic Session)

This workshop will first discuss the cognitive components of memory and the factors that affect it, namely emotions and nutrition. The second part of the workshop will focus on the most effective activities to improve memory processes among students with learning disabilities.

Day 2, Seventh Sessions

Prof. John Everatt
Assessment of LD in bilingual Arabic/English children (English Session)

This talk will cover issues in the assessment of literacy learning difficulties amongst children from bilingual backgrounds. The work discussed will focus on studies of English as an additional language, particularly amongst Arabic first language children, but should inform the development of tools appropriate to support children from different language contexts.

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Management of ADHD: Strategies for parents and their children (English Session).

This session will explore the difficulties faced in families where children show ADHD type behavior. It will look at examples of interventions for parents, strategies for children, and discuss the challenges of inter-agency working to support them in a consistent way.

Dr. Badr Al Shibani

Risks of Neurotoxin Chemicals on our Children (Arabic session)

In this paper, I will summarize the major studies that focus on the effects of neurotoxin chemicals on children's health. These chemicals can cause serious health problems such as neurological disorders. International scientists warn of the risks and dangers of toxic chemicals as the source of these serious health issues.

Dr. Fatma Al Awadi

Cognitive Therapy for students with ADHD/ LD (Arabic Session)

The lecture will be about the best and worst foods for both typical children and those with learning difficulties and ADHD. It will review the good and bad foods that exist in our society and how these affect children with ADD/ADHD. Also, it will also talk about how to incorporate ten of the best foods that can enhance a child's diet and enhance cognitive functions.
تحفيز

ARABPSYNET PRIZE 2011
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لشبكة العلوم النفسية العربية 2011
آخر أجل للقبول الأعمال الطبيعية المرشحة للجائزة من 30 أكتوبر 2011


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آخر أجل للقبول الأعماض 30 - 12 - 2011
نحنا الزؤاء للمشاركين في اثراء ملتقى الأعماض البالغ

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المؤتمر الثالث للرابطة العالمية لعلماء النفس المسلمين


الجامعة الإسلامية العالمية/ كوالا لامبور- ماليزيا
6-8 ديسمبر 2011

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التسجيل