

## THE 1ST INTERNATIONAL CONFERENCE ON LEARNING DISABILITIES AND ATTENTION DEFICIT /HYPERACTIVITY DISORDER

**Schedule:** [www.arabpsynet.com/Congress/CongJ32-33ConfLearnDif&ADHDSchedule-Kw.pdf](http://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).

## FEATURED SPEAKERS



**Prof. Charles Haynes**  
**Dyslexia / Speech and**  
**Language**

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.



**Prof. John Everatt**  
**Research and Intervention**

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**

PhD (Applied Physics) University of Leeds, Postgraduate Certificate in Education (PGCE) University of Bristol, Dip Ed Man Bristol Polytechnic. Associate Membership of the British Dyslexia Association (AMDBA).

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 Chataqua 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.



**Dr. Christine McIntyre**  
**Intervention: Dyspraxia**

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.



**Mr. Alan Hunter**  
**Educational Consultant**

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**  
**ADHD Expert**

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



**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. Mayada Al Natour**  
**LD Expert**

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. 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. Badr Al Shibani**  
**Educational Psychologist**

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. Hayat Ghazal**  
**Psychologist  
/Consultant**

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**  
Psychologist



**Dr. Naheda Alateeqi**  
Consultant in Pediatrics  
and Developmental  
Pediatrics

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

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. Canadian Fellowship in Developmental Pediatrics– McGill University. Member of the Royal College of Physicians of Canada– Pediatrics and Developmental Pediatrics. Fellow of the American Academy of Pediatrics. Member of the Developmental Pediatric Medical Committee at the Public Authority of the Disabled.

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 Kuwaiti 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. Malek Rashdan**  
**LD Expert**

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**  
**Discalculia: Expert**

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

### 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.

##### تحقيق التكامل بين التشخيص وتدريب طلبة صعوبات التعلم (د. جافن ريد)

تركز هذه المحاضرة على كيفية تشخيص صعوبات القراءة والكتابة واحتياجات التعلم لدى الطلاب ذوي صعوبات التعلم، كما تبين كيف يمكن نقل نتائج عملية التشخيص واحتياجات الطلاب المحددة من البروتوكول الخاص بالتقييم إلى الصفوف الدراسية من خلال استراتيجيات التدريس في الصف. وسوف تركز المحاضرة على المعايير التشخيصية والمعوقات التي تواجه عملية التعلم والتواصل والتفاعل، بالإضافة إلى كيفية نقل بيانات التشخيص والتسهيلات التي يمكن أن تقدم ل هؤلاء الطلاب داخل الفصل الدراسي..

#### 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.

##### استراتيجيات تفعيل التواصل بين أولياء أمور طلبة صعوبات التعلم والمدارس (السيدة شانلون غرينيث)

تهدف هذه المحاضرة إلى إبراز أهمية التواصل بين البيت والمدرسة، وبين أولياء الأمور والمعلمين، وتقدم أمثلة عملية لكيفية تحقيق التواصل الفعال والاستراتيجيات التي يمكن أن يستفيد منها كل من أولياء الأمور والمدارس. وتتناول المحاضرة بشكل خاص إلى القضايا الآتية: (1) المسائل المتعلقة بمدى رضى أولياء الأمور عن دورهم في مسيرة أولادهم التعليمية (2) نوعية المعلومات التي يمكن تبادلها فيما بين المعلمين وأولياء الأمور والموجهين لدعم الطلاب ذوي العسر القرائي (3) البروتوكولات والمبادئ التي يمكن تطويرها للمساعدة في ضمان فاعلية التواصل البناء بين البيت والمدرسة.

#### Dr. Mayada Al Natour

#### د. ميادة الناطور

##### Diagnosis and Assessment of LDs (Arabic session)

##### تشخيص وتقييم صعوبات التعلم

تقدم الورشة وصفا مختصرا لأساليب ومحاكات تقييم وتشخيص صعوبات التعلم الشائعة كمحك التباين ومحك الاستجابة للمعالجة، وتتناول جوانب القصور في تلك الأساليب والمحاكات. وتركز الورشة على طرق التقييم البديلة مثل التقييم البنائي والتقييم المبني على المنهاج والتقييم الحقيقي للأداء والتقييم غير الرسمي، وتهدف الورشة إلى تزويد المعلمين بالوسائل العملية لمراقبة تقدم الأداء الأكاديمي للطلبة ذوي صعوبات التعلم داخل الغرف الصفية.

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.

##### الكشف المبكر وتدريب مهارات القراءة والكتابة ما قبل المدرسة (البروفيسور شارلز هاينز)

هذه المحاضرة التفاعلية تستكشف المؤشرات الخاصة بالكلام واللغة في فترة ما قبل المدرسة ورياض الأطفال والتي تؤثر على مهارات تعلم القراءة والكتابة في سنوات التعليم المبكرة. كما تناقش المحاضرة استراتيجيات تدريس الوعي الصوتي والوعي بأسماء الحروف وأشكالها والمهارات المبكرة لفهم اللغة.

## 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.

**تعديل وتكييف المناهج بما يتلاءم واحتياجات طلبة صعوبات التعلم (د. جافن ريد)**  
إن توفير الفرصة للطلاب للاستفادة من المنهج أمر مهم لنجاح أي نوع من أنواع التدخل التربوي لطلبة صعوبات التعلم، فمن المهم أن تنتقل المهارات التي اكتسبها الطلبة لتطبيق في مختلف جوانب المناهج الدراسية. تعتبر بالتالي الطرائق والتقنيات المبتكرة هامة في هذه المحاضرة إذ أنها تساعد في عملية التفريد التي تدعم التعلم الفعال للطلبة من ذوي صعوبات التعلم.

**Mrs. Shannon Green**

### Ideas into Action – Strategies for Classroom Learning: Multi-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.

**استراتيجيات فعالة لتدريس ذوي صعوبات القراءة والكتابة -1 (السيدة شانون غرين)**  
تعرض هذه المحاضرة لعدد كبير من الاستراتيجيات التي يمكن تطبيقها لمساعدة الأطفال ذوي صعوبات التعلم في زيادة قدراتهم على التعلم. وتركز المحاضرة على كيفية اكتساب مهارات القراءة والكتابة بالإضافة إلى تطوير قدرتهم على الاستيعاب. كما تتطرق المحاضرة لأنواع مختلفة من صعوبات تعلم القراءة والكتابة والتحديات التي تفرضها ووسائل مواجهة هذه التحديات.

**Dr. Mayada Al Natour**

**د. ميادة الناطور**

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

**طرق التعامل مع طلبة صعوبات التعلم وفرط النشاط/ تشتت الانتباه في المواقف التربوية**  
تتناول هذه الورشة الطلبة المصابين باضطراب عجز الانتباه المرافق للنشاط الزائد من حيث الخصائص والتشخيص وأسباب الاضطراب وطرق التعامل معهم. وتركز الورشة بشكل خاص على العلاقة بين هذا الاضطراب وصعوبات التعلم والخصائص المشتركة بين الاضطرابين وطرق التعامل معهم في المواقف التربوية. كما تقدم الورشة توجيهات لأولياء أمور الطلبة في كيفية التعامل مع تلك الاضطرابات والتواصل مع المعلمين.

This workshop addresses ADHD in terms of its characteristics, diagnosis, causes and assessment. It also discuss 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.

**Dr. Mowafak Al Manabri**

**د. موفق المنابري**

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

**الدسكالكوليا (عسر الحساب) في اللغة العربية: التشخيص والتدخل العلاجي**  
تهدف المحاضرة إلى توضيح مفهوم عسر الحساب (الدسكالكوليا) بوصفها إحدى صعوبات التعلم وإحدى الإعاقات التعليمية الهامة، وأهمية التعرف على الدسكالكوليا وأنماطها، وعرض مجموعة من الاستراتيجيات لمساعدة المدرس في تدريس المعسرين رياضياً، وعلى الرغم من أن المقصود في ورشة العمل المعلمين في الفصول الدراسية العادية، فإنها ستفيد أيضاً معلماً ذوي الاحتياجات الخاصة وأولياء الأمور.

وسيمكن من حضر الورشة أن يفهم تعريف صعوبات التعلم في الرياضيات، وأهمية التعرف على ذوي صعوبات تعلم الرياضيات، والتعرف على قلق التحصيل في الرياضيات، والتعامل مع استراتيجيات عامة في الرياضيات والاستراتيجيات التي تتعلق بالمفاهيم والمهارات وحل المشكلات في الرياضيات بالإضافة لأمثلة تعليمية مناسبة

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.

## 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.

**التعلم الفعال واستراتيجيات تحفيز طلبة صعوبات التعلم داخل الصف (د. جافن ريد)**

تهدف ورشة العمل هذه إلى تسليط الضوء على أهمية الجانب الانفعالي والاجتماعي لنجاح الطلاب ذوي صعوبات التعلم وذلك من خلال توضيح كيفية تعلم الطلبة الذين يعانون عسر القراءة وكيفية مساعدتهم على التعلم بأكثر فاعلية من خلال استخدام استراتيجيات التحفيز مع مراعاة اختلافاتهم في طرائق التعلم.

**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.

**استراتيجيات فعالة لتدريس ذوي صعوبات القراءة والكتابة – 2 (السيدة شانون غرين)**

تتناول ورشة العمل هذه موضوع استخدام استراتيجيات تعدد الحواس لتدريس القراءة والكتابة وتركز بالتحديد على محاور ثلاث هي: (1) تعرف العوائق التي تعرقل التعلم وتوفير التفريد اللازم للمادة لتناسب مستوى كل طالب، (2) استراتيجيات تعزيز ما تم تعلمه، (3) واستراتيجيات ربط المعلومات الجديدة بالمعارف السابقة.

**Dr. Nahed Alateeqi/ Dr. Hadil Faras**

**د. ناهد العتيقي/ د. هديل الفرس**

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

**العلاج الدوائي لطلبة فرط النشاط/ تشتت الانتباه: هل هو الحل؟**

اضطراب فرط الحركة و قلة الانتباه (ADHD) هو اضطراب عصبي بيولوجي يتم تشخيصه وفقاً لمعايير تشخيصية عالمية. إن التشخيص الصحيح والدقيق مهم لبدء العلاج المناسب لأن هذا الاضطراب يؤثر على الطفل نفسياً واجتماعياً ودراسياً. علاج ال ADHD يشمل العلاج الدوائي والعلاج السلوكي والتربوي، وكل منهما مكمل للآخر للتقليل من أعراض هذا الاضطراب ومنح الطفل فرصة للإنتاج والتكيف مع المجتمع.

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.

**فهم المقروء عند الأطفال والبالغين من ذوي صعوبات التعلم (البروفيسور جون إيفيريت)**

يتناول هذا العرض العلاقة بين عسر القرائي ومشكلات فهم المقروء ومناقشة نقاط التشابه والاختلاف بين فك الرموز ومشكلات الفهم، كما تناقش المحاضرة استراتيجيات التدخل العلاجي.

## 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.

تشخيص وتقييم صعوبات الرياضيات وعسر الحساب (د. ستيفن تشين)  
الدسكالوليا ( عسر الحساب ) تتموضع في طيف صعوبات تعلم الرياضيات وقد حددت الأبحاث العوامل الهامة التي تسبب صعوبات تعلم الرياضيات، وتتناول هذه الجلسة تعريف الدسكالوليا وكيفية إجراء بروتوكول الاختبارات لتشخيص هذه الصعوبات التي تؤدي إليها، وكيف يؤدي التشخيص إلى إرشادنا في عملية التدخل.

#### 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.

تشخيص وتقييم اضطراب الحركة النمائي وعسر الكتابة (د. كريستين ماكنتاير)  
تركز هذه المحاضرة على تشخيص وتقييم نوعين من أنواع إعاقات التعلم: الدسبراكسيا والدسغرافيا، وكلاهما يتم تشخيصه عندما يعاني الأطفال أو الكبار من صعوبات في الحركة بمعنى أنهم لا يستطيعون الركض أو القفز أو استعمال الشوكة أو السكين، أو ارتداء الملابس بالسرعة المطلوبة، أو الكتابة المفهومة مثل أقرانه وأصدقائه، وكلما كان التدخل مبكراً كان مفيداً. وفي هذه الورشة سوف يتعرف المعلمون وأولياء الأمور على أساسيات فهم صعوبات الحركة.

#### Mr. Malek Al Rashdan

#### أ.مالك الرشدان

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

الخريطة الذهنية كاستراتيجية تعليمية وتعليمية لذوي صعوبات التعلم  
تهدف هذه الورشة إلى إكساب المتدربين مهارة رسم الخرائط الذهنية ومهارات تعليمها لطلابهم أو أبناءهم، وكذلك تزويدهم بالمعرفة النظرية والعملية اللازمة لاستخدامها كاستراتيجية تعليمية مع طلابهم من ذوي صعوبات التعلم والعاديين والموهوبين وذلك لكي تكون هذه التقنية أداة فعالة في مواجهة التحديات المعاصرة للتعليم الجامع الذي ينادي به العالم.

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.

استراتيجيات تعديل سلوك طلبة فرط النشاط/تشتت الانتباه في الصف (أ. آلان هانتر)  
هذه المحاضرة تلقي الضوء على ثلاث أنواع من اضطرابات نقص الانتباه وفرط النشاط وأعراضها السائدة كما تبحث أيضاً في مجموعة من استراتيجيات لمساعدة هؤلاء الأطفال وإدارة سلوكهم داخل الصف الدراسي وخارجه. فهي بذلك تستهدف أولياء الأمور والمعلمين وفريق العمل المساند.

## 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.

تكيف اللغة لمساعدة تعلم القراءة والكتابة لطلبة المدارس (البروفيسور تشارلز هاينز)  
هذه المحاضرة التفاعلية تستكشف الاستراتيجيات الفعالة لدعم تعلم اللغة والقراءة والكتابة، وتقنيات تدريس المفردات اللغوية والمحادثة (في مستوى الجمل المتعددة) والتطرق إلى الطرائق المناسبة لتطوير الأطفال من رياض الأطفال وحتى الصف السادس وكذلك الطلاب ذوي صعوبات تعلم اللغة من رياض الأطفال وحتى الصف التاسع.

### Dr. Christine Macintyre

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

This talk will focus be 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.

التدخل المبكر للحد من مشكلات اضطراب الحركة النمائي وعسر الكتابة (د. كريستين ماكنتاير)  
تركز المحاضرة على كيفية ملاحظة الحركة وتحليلها وينطوي التحليل على ملاحظة الحركة وخاصة التوازن والتأزر والوعي بأجزاء الجسم المختلفة والتحكم، وذلك لمعرفة أين تكمن الصعوبة. وعند ممارسة الحركة يجب أن تتوفر وسائل لمساعدة الطفل على فهم تخطيط الحركة (الخطوات التي يبدأ بها وسياق وتتابع الحركة، وتقدير المسافات والاتجاهات) لأن الطفل يجب أن يقدر لغة الحركة التي تسبق أو تصاحب خطة العمل.

### Dr. Huda Shaaban

### د. هدى شعبان

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

الذكاء الوجداني: تنمية المهارات الاجتماعية والانفعالية لطلبة صعوبات التعلم وتشتمل الانتباه/ فرط النشاط  
أتاحت الدراسات المتعددة التي تناولت الدماغ العديد من الاكتشافات الهامة التي بإمكانها تفعيل عملية تعلم طلبة صعوبات التعلم. أكدت هذه الأبحاث على أن عملية التعلم تتأثر تأثيراً كبيراً "بالانفعالات emotions" التي ترافقها، كونها: تساعد الطلاب على توجيه انتباههم إلى ما هو ضروري، وتحثهم على تذكر الخبرات المتعددة التي تُعرض عليهم، كما أنها تُثير دافعيتهم للعمل. سوف نتناول في هذه المحاضرة آخر المستجدات في حقل صعوبات التعلم وارتباطه بالذكاء الانفعالي وكيفية استخدام هذا الذكاء لتفعيل 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 تشتمل الانتباه (أ. آلان هانتر)  
نتناول هذه المحاضرة أهمية "قرن أمون" (وهو جزء في الدماغ له علاقة بالذاكرة) في عملية التعلم، كما نتناقش تحديد العلامات والمؤشرات المحتملة لضعف الذاكرة لدى الأطفال الصغار. وتعرض لمجموعة من الاستراتيجيات لدعم الصغار ذوي صعوبات التعلم الذين يعانون من مشكلة في تذكر المعلومات 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.

أبعاد اضطراب تشتت الانتباه/ فرط النشاط (د غوين لويدي)  
هذه المحاضرة تبحث في معنى اضطرابات نقص الانتباه وفرط النشاط ، وكيف أن هذه التسمية قد أصبحت شائعة وأسباب حدوث هذا الاضطراب والتقنيات الخاصة بالتعرف على هذه الحالة وتحديدها وتشخيصها، كما تناقش مختلف الطرائق للعلاج بما في ذلك الجانب الطبي.

### 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.

أساليب التدريس الفعالة لعلاج صعوبات الرياضيات (د. ستيفن شين)  
الرياضيات مادة مبنية على مفاهيم وارتباطات وبالتالي فإن أي خلل في الفهم وفي معرفة هذه المفاهيم قد يكون له آثار تراكمية. تتطرق هذه المحاضرة إلى التدريس وكيفية فهم الرياضيات بأسلوب يختلف عن دراستها كحقائق غير مترابطة ولوغاريتمات، كما تعرض للنتائج البحثية الهامة التي تقوم عليها الفلسفة وراء هذه الطريقة المنظمة في تدريس الرياضيات.

### Dr. Hayat Ghazal

#### د. حياة غزال

#### Coaching Students with ADHD (Arabic Session)

دور المعالج (المدرّب) مع أطفال صعوبات التعلم

### Dr. Nasser Al Menai

#### د. ناصر المنيع

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

بعض التمارين لتقوية الذاكرة لذوي صعوبات التعلم  
تتناول ورشة العمل هذه في شقها الأول مفهوم الذاكرة والجوانب المؤثرة فيها بخاصة الجوانب العاطفية والغذاء وفي الشق الثاني تركز على التمارين الأكثر فعالية لتقوية الذاكرة عند الطلاب الذين يعانون صعوبات التعلم.

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.

تشخيص صعوبات التعلم عند الطلبة العرب ثنائيي اللغة (البروفيسور جون إيفرات)  
تغطي هذه المحاضرة تقييم صعوبات تعلم القراءة والكتابة فيما بين الأطفال ثنائيي اللغة وسوف تركز المحاضرة على دراسة اللغة الإنجليزية كلغة ثانية إضافية، وخاصة بين الطلاب الذين يتحدثون العربية كلغة أولى، كما تركز على تطوير الأدوات التي تدعم الأطفال في مختلف السياقات اللغوية.

## Dr. Gwynedd Llyod

### 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.

تعديل سلوك طلبة فرط النشاط/تشتت الانتباه في المدرسة والصف (د. غوينيد لويدي)  
تستكشف هذه المحاضرة الصعوبات التي تواجه الأسرة عندما يظهر الطفل سلوكيات اضطرابات نقص الانتباه وفرط النشاط ADHD، وأمثلة من التدخلات لأولياء الأمور واستراتيجيات للأطفال ومناقشة التحديات التي تواجههم لمواجهتها بأسلوب ثابت.

## Dr. Badr Al Shibani

## د. بدر الشيباني

### Risks of Neurotoxin Chemicals on our Children (Arabic session)

#### مخاطر السموم الكيميائية على الأطفال

يواجه أطفالنا اليوم تحديات كبيرة في جهمهم للنجاح في عالم يزداد تعقيداً في مطالبه، ويعرف الوالدين والمعلمين وعلماء النفس وأفراد الخدمات الاجتماعية حق المعرفة أن في سياق محتوى تكنولوجي عالي وعالم سريع التقدم يفشل العديد من الأطفال في مواجهة تحديات أساسية في الحياة اليومية خاصة فيما يتعلق بتوقعات التعلم وضبط النفس والمشاركة بشكل مقبول في الجماعات الاجتماعية حيث أصبحت تمثل العديد منهم تحدياً رهيباً. ويوصف هؤلاء الأطفال أحياناً بمضطربي إعاقات التعلم أو نقص الانتباه والإفراط الحركي أو التوحد أو بواحد من مجموعة اضطرابات النمو الأخرى بناء على شدة وتداخل أعراضها. لقد دق علماء العالم بمختلف تخصصاتهم ناقوس الخطر لمدي إسهامات المواد الكيميائية السامة إلى أصل اضطرابات الطفولة، وسوف أقدم لكم في هذه الورقة مختصراً لأهم ما يواجهه أطفالنا ومجتمعنا وبيئتنا المحيطة ( الجو والماء والتربة ) من تحديات تصر على أن يكون لنا دور في تعديلها وتقليل أخطارها.

Our children face huge challenges to achieve success in a very complicated and demanding world. Parents, teachers, psychologists and social workers know well that our advanced world in its technological context consists of many obstacles for our children to satisfy the basic needs of everyday life. In particular, the expectation of learning, self-control and participating in communities present huge challenges. Those children are often called learning-disabled, ADHD, autistic or any other development disorders according to the severity and co-morbidity of their conditions. International scientists warn of the risks and dangers of toxic chemicals as the source of these children's disorders. In this paper, I will summarize the most important environmental factors (air, water and soil) that we need to have a role in adjusting and alleviating their risks.

## Dr. Fatma Al Awadi

## د. فاطمة العوضي

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

#### العلاج المعرفي لطلبة صعوبات التعلم واضطراب فرط النشاط / تشتت الانتباه

الأطفال الذين يعانون المشكلات المختلفة أثناء الدراسة يمتلكون نقاط قوة حقيقية ونقاط ضعف ضمن مهارات التعلم المتاحة لهم، وحيث أن الأنواع المختلفة من المهام الدراسية تتطلب مهارات تعلم محددة فإن هؤلاء الأطفال قد يعانون من الحيرة وعدم الثبات في الأداء ومهما تلقوا من تدريس خاص فالنتيجة لا تتغير ولكن هؤلاء الأطفال لا ينبغي أن يظلوا أسرى لهذه المشكلة، والخبر السار هو أن الدماغ يمكن أن يتغير! ففي الوقت الذي لا يحتمل فيه أن تتغير مهارات التعلم الهامة وتحصح نفسها بنفسها، إلا أن التنظيم أو حتى التدريس الخاص يمكنه أن يعيد تدريب الدماغ لكي يعالج المعلومات بطريقة أكثر كفاءة وفاعلية، كما يمكن تطوير مهارات التعلم البارزة من خلال تدريب خاص مكثف بحيث يتمكن الطالب الذي يعاني من هذه الصعوبات من النجاح والاستقلالية، ويمكن لهؤلاء الأطفال أن يتمكنوا من التخلص من المشكلة وينالوا المكانة التي يستحقونها بالفعل.

Children who struggle in school typically have real strengths and weaknesses within their underlying learning skills. Since *different* types of tasks or activities are supported by *different* sets of learning skills, these students can easily show perplexing inconsistencies in their performance. These children get tutoring, yet things DON'T change!!! These children DON'T have to live with their problem!!!!

The good news is that the brain can change. While weak or inefficient underlying learning skills are not likely to self-correct with time, discipline, or even tutoring, the brain can be retrained to process information more effectively. Underlying learning skills can be developed through specific and intensive training so the underachieving and struggling learners can gain the success and independence they are capable of and deserve.

## Mrs. Adla Al Sharhan

## أ. عادلة الشهران

### Nutrition and LDs and ADHD: Tips for parents and students ( Arabic session)

نصائح لأولياء الأمور والطلاب حول التغذية و اضطراب تشتت الانتباه وفرط النشاط تناول المحاضرة أفضل وأسوأ الأطعمة بالنسبة للأطفال عامة ، والأطفال ذوي صعوبات التعلم وكذلك ذوي اضطرابات نقص الانتباه وفرط النشاط، وسوف تستعرض بالتالي الأطعمة الجيدة وغير الجيدة المنتشرة في مجتمعاتنا، وكيف تؤثر على الأطفال الذين يعانون من هذه الصعوبات والاضطرابات وسوف تتناول أيضاً كيفية إدراج أفضل الأطعمة التي تعزز التغذية المناسبة للطفل وتحسن من الوظائف المعرفية لديه .

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.

## تذكير

### ARABPSYNET PRIZE 2011

جائزة البروفيسور محمد أحمد النابلسي

لشبكة العلوم النفسية العربية 2011

آخر أجل لقبول الأعمال الطنفسية المرشحة للجائزة من 30 أكتوبر 2011

<http://www.arabpsynet.com/Documents/APNprize2011.pdf>

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المجلة العربية للعلم النفس

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العلوم النفسية في التراث العربي إسلامي

المشرف: د. محمد توفيق الجندي

أخصائي الطب النفسي بمستشفى الأمل - جدة ، السعودية

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آخر أجل لقبول الأبحاث 30 - 12 - 2011

ندعموا الزملاء للمشاركة في اثناء ملقات الأعداد التالية

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المؤتمر الثالث للرابطة العالمية لعلماء النفس المسلمين

أسامة وتوطين العلوم النفسية

[www.arabpsynet.com/Congress/CongJ29-30ConfIAMP.Malaysia.pdf](http://www.arabpsynet.com/Congress/CongJ29-30ConfIAMP.Malaysia.pdf)

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التسجيل

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