

- Conference delegates can choose to attend 2 of the 6 workshops listed
- Complete the **Booking Form** and return to the Patoss office

Saturday 27th March 2010

Imperial College, London

(South Kensington Campus)

Sir Alexander Fleming Building

Imperial College Road, South Kensington SW7 5NH

8.30 – 9.30	Registration & Coffee
9.30 – 9.45	Conference opened by Lynn Greenwold, Chief Executive, Patoss
9.45 – 11.00	Keynote Address by Dr Tracy Packiam Alloway, Ph.D
11.00 – 11.30	Refreshments
11.30 – 12.45	First Seminar Session
12.45 – 2.15	LUNCH
1.30 – 2.00	AGM
2.15 – 3.30	Second Seminar Session
3.40 – 4.30	Discussion Groups for Networking
5.00	CLOSE

Tea & Biscuits will be available from 3.30 – 4.30 pm

Books, resources and software will be on display and for sale until 5.00 pm

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Keynote Address

Brain Training: Can it improve learning outcomes in struggling students?

by Dr Tracy Packiam Alloway, Ph.D

Working memory is our ability to remember and manipulate information. Working memory has important consequences for learning, particularly for those with learning difficulties, as well as in groups with Dyslexia, Dyscalculia, Specific Language Impairments, Development Coordination Disorder (motor disorder), and ADHD/ADD.

Can we increase our working memory space? Brain training is a growing and exciting new area in scientific research. In particular, there is a lot of evidence of our brain's plasticity: that it can actually change - shrink or grow - depending on what we do. This has powerful implications for learning. If our brains keep growing as adults, it is so much more important to train our children's brains while they are still developing. I will illustrate how the brain responds to training and provide the listener with key advice on the best brain training tools for students.

Dr Tracy Packiam Alloway, PhD, is the Director of the Centre for Memory and Learning in the Lifespan at the University of Stirling, UK. She is the author of over 75 scientific articles and books on working memory and learning, and has developed the world's first standardized working-memory tests for educators published by Pearson. Her research has received widespread international coverage, appearing in outlets such as the Guardian, Daily Mail, Scientific American, Forbes, US News, ABC News, and NBC. She is much in demand international speaker in North America, Europe, Asia and Australia. She provides consultancy to the World Bank on the importance of working memory.

She was recently awarded the prestigious Joseph Lister Award by the British Science Association for bringing her scientific discoveries to a wide audience.

Seminars

Delegates will be able to choose to attend up to 2 of the following 6 seminars

Please use the booking form to indicate your preferences

How Visual Differences Impinge on Literacy Development

Clyde Alexander D. Phil. Optom. SA, MC Optom. UK
Age range: All

The aim of this workshop is to gain a clear insight into the functioning of the human eye in the learning process. To then be able to recognise the symptoms of visual difficulties that impinge on literacy development, and to understand proven and scientific based treatment methods.

Recently there has been a greater understanding of the profound influence that the eyes have in a person's ability to learn and to read. This workshop will explain the following:

Firstly, how the eyes work, from the input of photons of light on the retina, to the visual perception of the world around us. We will then gain a clear understanding of the visual skills needed to help us to learn efficiently. This involves the ability to focus, align, superimpose and track the eyes.

The workshop will continue with an explanation of visual difficulties that impact directly on learning and literacy development. This refers to tasks such as copying from the board, reading, sequencing, fixating, visual processing and related perceptual skills.

Finally, therapy programs and courses of action to remediate difficulties will be discussed.

Clyde Alexander qualified as an optometrist in 1985 in South Africa. His academic interest in optometry continued by lecturing in clinical optometry, binocular vision, and paediatrics at Rand Afrikaans University in Johannesburg.

Clyde studied further to gain a Masters and then a Doctorate of Philosophy Degree in optometry. The subject of the research was the influence of vision in reading. This involved visual therapy programs aimed at helping a child to sequence and track the eyes more efficiently in order to develop good literacy skills.

Clyde is in full time practice in Hertfordshire and has a keen interest in the influence of binocular vision on learning skills. The work involves detecting and treating visual difficulties in people who have dyslexia and other learning difficulties.

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Brain Training: Can it improve learning outcomes in struggling students?

Dr Tracy Packiam Alloway, Ph.D

Age range: All

Dr Packiam Alloway will present this workshop to follow-up on the more practical aspects of her keynote address.

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Study Skills in Secondary School – helping dyslexic/dyspraxic children to flourish

Jenny Cogan and Mary Flecker

Age range: Secondary

The workshop will show, with practical examples, techniques which are highly adaptable to most school subjects - for example Science, History, and English.

Since foreign language-learning is a danger-zone to students with dyslexic strengths and weaknesses, and Special Needs teachers are called upon to help them, Jenny and Mary will focus on this area of study, particularly French, to describe techniques for memory, sequencing, visualizing, and phonological processing.

In this very practical workshop, and with the Keynote topic in mind, Jenny and Mary will illustrate that training students to an awareness of how their particular brain works can motivate and empower them in the school context. Once they appreciate that their brain with its connections is a flexible and plastic instrument, with strengths and weaknesses unique to the individual, students can learn how to adapt to the different aspects of school learning.

Jenny Cogan trained at the Hornsby Centre where she became a tutor and also introduced study skills courses. For ten years Jenny ran the Learning Support Department at Westminster School. She, and Mary Flecker, ran study skills courses and have lectured at many schools and Dyslexia Associations. Together, Jenny and Mary wrote 'Dyslexia in Secondary School' which was published in 2004.

Mary Flecker trained at the Dyslexia Institute (Dyslexia Action). She has taught at a prep school and tutored trainee teachers at the Dyslexia Institute. She ran the Learning Support Department at City of London School for Boys and then the Learning Support Department at Marlborough College. For many years she and Jenny have run study skills courses and have lectured on study skills at schools and Dyslexia Associations. Together they wrote 'Dyslexia in Secondary School a Practical Handbook for Teachers, Parents and Students'.

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Diagnostic assessment reports – Patoss guidelines on best practice

Lynn Greenwold and Anwen Jones

Age range: All

- Guidance on expected standards in report writing
- Criteria for submissions for renewal of your Assessment Practising Certificate

Lynn Greenwold has served on the Executive Committee and Board of Patoss since 1996. She is currently Vice-Chair of the Board and Chief Executive Office of Patoss Ltd. She is currently Chair of the Dyslexia-SpLD Trust and Chair of SASC. Lynn was also part of the team representing Patoss on the DfES Working Party on Dyslexia in Higher Education. She was a Tutor at Evesham College from 1992 until 2004.

Anwen Jones has recently joined Patoss as Programme Director, where one aspect of her role is to review APC applications. She also continues to work as a specialist SpLD teacher and assessor in further and higher education and is currently pursuing research interests in dyscalculia. Previously she has been an additional learning support co-ordinator in FE, a specialist teacher with responsibilities for access arrangements, and course leader for the OCR Certificate for Teachers of Students with SpLD.

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Applying technology to assist study skills development

Michael Pitcher, *Assistive Technology Specialist, iansyst Ltd*

Age range: All

It is widely recognised that assistive technology can be an invaluable tool to learners with Specific Learning Difficulties. However, there has been little focus on how assistive technology can be used to facilitate study skills development or on how to teach study strategies through the use of assistive technologies.

This workshop offers a taster of a new course, developed by iansyst, to provide the link between study skills support and assistive technology training delivered to students with dyslexia and other specific learning difficulties. Developed specifically for dyslexia/dyspraxia, study support and assistive technology professionals, the course provides participants with the opportunity to explore study skills strategies linked to technology solutions for reading, research and composition strategies through practical activities and independent learning materials.

This workshop will provide participants with the opportunity to experience a few of these activities along with the opportunity to discuss with their peers the challenges and benefits of using assistive technology within study skills provision.

Michael Pitcher has been helping people use computers since the early 90's and has specialised in dyslexia and special needs since joining iansyst in 1997. After over a decade of training students, individuals and trainers on the best applications for assistive technology, Michael now focuses on advising professions and organisations on its benefits. Over the past 12 months, Michael has worked with Charmaine McKissock (Specific Learning Difficulties Consultant) to develop the Technology Assisted Study Skills course for iansyst.

The Difference between Dyslexia and Dyspraxia

Angela Webb from the National Handwriting Association

Age range: All

In order to approach this topic we need to look at the history of the terms 'dyslexia' and 'dyspraxia', what they mean and to whom, and the reasons for giving children diagnostic labels, whether it is for research purposes, for the activation of support services or for guiding decisions on practical management in the classroom. It is also necessary to look at the incidence of co-occurrence of these and other developmental disorders within the individual, which might influence the child's performance and behaviour in school. We need to explore the implications for the child of having multiple difficulties, bearing in mind that whilst one condition may appear to be the primary concern, the impact of combined disorders may increase a child's vulnerability.

Having come to some common understanding of what the terms mean and the types of symptoms we might expect in children diagnosed as having dyslexia and/or dyspraxia, we will look at some practical strategies for supporting and/or intervening to help them maximize their potential in school and in life beyond, recognizing that the different disorders may respond to very different approaches.

The main focus of the approach will to consider not only *what* we teach but *how* we teach it, and be prepared to be constantly flexible in our thinking whilst remaining clear in our rationale for the approach.

Angela Webb spent many years teaching in mainstream primary classrooms before becoming an Infant Head. Having studied Movement for her first degree, she developed a particular interest in children who were poorly coordinated and has worked with this group since the mid 1980s. She currently sees children with Developmental Coordination Disorder (DCD)/Dyspraxia as part of a multi-disciplinary team at the Portland Hospital, and she lectures part-time at the Institute of Education, London University, in Motor Development and Handwriting. Her research interest is the relationship between the physical act of handwriting and written composition quality, on which she is currently writing her PhD thesis. She is Chair of the National Handwriting Association, a charity which promotes good practice in handwriting and supports those who work with children with handwriting difficulties.

Cancellation Policy - Please read carefully

Notification of all cancellations must be received in writing.
Cancellations 4 weeks or more prior to the event - full refund less £10 administration fee.
Cancellations between 4 and 2 weeks prior to the event - if the place is re-sold, full refund less £10 administration fee; if the place cannot be re-sold 50% refund.
Cancellations less than 2 weeks prior to the event - refund will only be given in exceptional circumstances. A £10 administration fee will be charged.

In the case of cancellation of the event Patoss bears no responsibility for any loss incurred by delegates for transport or accommodation relating to the event. The information contained in this leaflet is correct at the time of printing, however, Patoss reserves the right to make changes to the programme without prior notice.

TRAVEL INFORMATION

BY CAR

Car parking at the South Kensington campus is very restricted. At weekends there is limited parking open to the paying public in front of the Sir Alexander Fleming Building. *Please note the charge for the whole day is likely to be around £28.* Parking in the surrounding streets is at pay and display or parking metres for limited periods only.

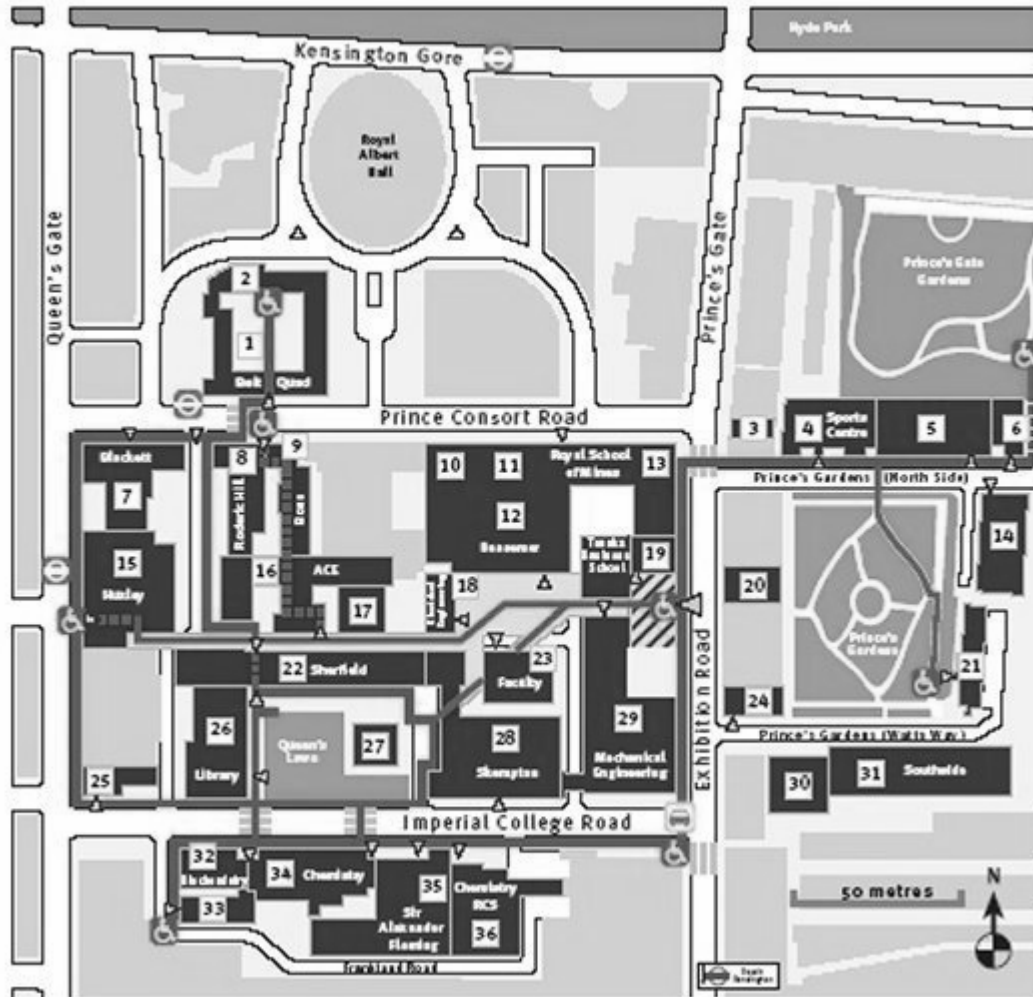
BY UNDERGROUND

The most convenient underground station is South Kensington. From South Kensington station, the campus is approximately 15 – 20 minutes walk. Follow the subway signposted to the museums and exit onto Exhibition Road. Turn left out of the subway, walk up Exhibition Road and turn left into Imperial College Road. The Sir Alexander Fleming Building is towards the far end on the left hand side.

Patoss Annual Conference - Saturday 27th March 2010 Site map - Imperial College, South Kensington campus

Registration, keynote Address and Seminars will be located in the Sir Alexander Fleming Building – 35

Lunch and Exhibition Stands will be located in the Sherfield Building - 22



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