

Attention Deficit Hyperactivity Disorder (ADHD)
Hyperactivité - Aufmerksamkeitsdefizit-/Hyperaktivitätsstörung (ADHS)
Asperger Syndrome - Syndrome d'Asperger - Autism - Autisme - Autismus
Dyslexia - Dyslexie - Dyspraxia - Dyspraxie



ASK SEMINAR SERIES

2011 - 2012

2011 – 2012 ASK SEMINAR SERIES

AGENDA

1	Zurich	Tuesday 27 Sept 2011 18h30-21h30	31 Signs of Dyscalculia & Math for Catch up By Dr. Steve Chinn - AMBDA Key Stage 1 to 4
2	Geneva	Saturday 15 Oct 2011 9h30 – 16h	Too many on the Special Needs Register? Time for " Total Teaching " By Neil MacKay - M.Ed. Dip.Sp.Ed. AMBDA Key stage 1 to 4
3	Geneva	Monday 7 Nov 2011 18h30-21h30	Teacher & Learner: Proactive Teaching & Receptive Learning By Fintan O'Regan - MA, PGCE BSc Key Stage 1 to 4
4	Zurich	Tuesday 8 Nov 2011 18h30-21h30	Teacher & Learner: Proactive Teaching & Receptive Learning By Fintan O'Regan - MA, PGCE BSc Key Stage 1 to 4
5	Geneva	Tuesday 20 Mar 2011 18h30-21h30	Provision Management: Create a tool that manages, deploys and evaluates Resources for Inclusion By Anita Devi - MA (Ed), BSc (Hons), Mont. Dip. QTS, Cert in Education, Adv. Dip. (Human Values Education) Key Stage 1 to 4
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31 Signs of **Dyscalculia** & Math for Catch up

Dr. Steve Chinn

BSc PhD DipEdMan PGCE AMBDA
Independent Maths Learning Difficulties Consultant

Tuesday, 27 September 2011 - 18h30-21h30 (ZURICH)

Venue: ZIS – Lower School, Steinacherstrasse 140, 8820 Wädenswil

Fees: ASK members CHF140, Non-members CHF190, Door CHF250

31 Signs of Dyscalculia (Key stage 1 to 4)

Objectives for Participants:

- To review 31 indicators of maths learning difficulties/dyscalculia
- To analyse the inability to rote learn basic facts
- To examine the impact the 31 indicators have on learning maths

Maths for Catch-up (Key stage 1 to 4)

Objectives for Participants:

- To review the core developmental/sequential structure of arithmetic
- To examine the teach strategies for students with the characteristic traits of dyscalculia and maths LD

Who is Steve Chinn?

Dr Steve Chinn taught for 40 years, mainstream and special education. He was the first Head of Shapwick School, a specialist school for dyslexics and founded Mark College, the only specialist dyslexia school to be awarded Beacon School status by the Government. He was a co-founder and then Chair of the Council for the Registration of Schools for Teaching Dyslexics (CReSTeD), Chair of the 3rd BDA International Conference, a member of the Government committee on partnerships between independent and State schools and an expert advisor for a major AchieveAbility project. Steve designed the first AMBDA (Numeracy) course.

2011 – 2012 ASK SEMINAR SERIES

Too Many on the Special Needs Register? Time for “Total Teaching”

Neil MacKay

M.Ed. Dip. Sp. Ed. AMBDA
Action Dyslexia Training and Consultancy

Saturday, 15 October 2011 – 9h30-16h (GENEVA)

Venue: Webster Uni, LLC Hall, Commons Rm, Genthod

Fees: ASK members CHF220, Non-members CHF270, Door CHF320

This solution driven session shows how many strategies currently thought to be the domain of SENCOs and specialist teachers are easily delivered by classroom teachers. Inclusive classroom strategies will be presented, which equip teachers with “just enough” of the skills of a specialist teacher to meet a range of additional learning needs and so reduce the number of pupils on the SEN Register. Participants will be guided to deliver training in their own schools to support busy teachers to help more individuals without always needing to give individual help.

Objectives for Participants:

- To review the reasons behind the “unproductive behaviours” of vulnerable learners
- To examine classroom based responses which support teachers to help more individual without always giving individual help
- To establish and promote strategies to address issues with spelling, reading for meaning and getting ideas down on paper

(Key stage 1 to 4)

Who is Neil MacKay?

Previously Senior Teacher/SENCO in a large secondary school in North Wales and now an independent consultant and trainer, Neil MacKay originated the phrase and the concept “Dyslexia Friendly Schools. As a consultant specialising in Dyslexia and other inclusion issues Neil has worked with Education Departments in Hong Kong, Singapore, Jersey and Malta on teacher training and awareness initiatives and delivered training to international school teachers in Hong Kong, Bangkok and Singapore. He is the International Consultant for the Dyslexia Foundation of New Zealand.

2011 – 2012 ASK SEMINAR SERIES

Teacher and Learner: **Proactive Teaching and Receptive Learning**

Fintan O'Regan

MA, PGCE BSc

Behaviour and SEN consultant of the Special Schools and Academies Trust

Monday, 7 November 2011 – 18h-21h30 (GENEVA)

Venue: Webster Uni, LLC Hall, Commons Rm, Genthod

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Venue: ZIS – Lower School, Steinacherstrasse 140, 8820 Wadenswil

Fees: ASK members CHF140, Non-members CHF190, Door CHF250

Course Outline:

This presentation will explore the issues of **Proactive** teaching and **Receptive** learning by outlining the following:

- The **PR** principle of teaching and learning
- The 5 key **Ps** of **Product, Place, Promotion, Price** and **People**
- The 5 vital **Rs** of **Rules, Rituals, Rapport, Relationships** and **Risk**
- Other **Ps** and **Rs**

PR will create and maintain the **Reality** of **Personalised** teaching and learning.

Key Stage 1 to 4

Who is Fintan O'Regan?

Fin O'Regan is a former science teacher and has taught both in the UK and the USA in both mainstream and specialist schools. He was the Headteacher of the Centre Academy from 1996-2002. Centre Academy was the London branch of a number of specialist schools for children with ADHD and co-morbidities based in Florida USA. He is currently a SEN and Behaviour Consultant for the SSAT and an associate lecturer for Leicester University, the National Association of Special Needs and the Institute of Education. He is also currently the Chairperson of the European ADHD Awareness Taskforce.

2011 – 2012 ASK SEMINAR SERIES

Provision Management: Create a tool that manages, deploys & evaluates

Resources for Inclusion

Anita Devi

MA (Ed), BSc (Hons), Mont. Dip. QTS, Cert in Education, Adv. Dip. (Human Values Education)

Tuesday, 20 March 2012 – 18h-21h30 (GENEVA)

Venue: Webster Uni, LLC Hall, Commons Rm, Genthod

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Provision Management is a **strategic** management tool which provides an ‘at glance’ overview of how the needs of learners are being met.

Objectives for Participants:

- To know what provision management and provision mapping is and how it could be applied in your setting to promote and support inclusion
- To equip attendees with the skills to facilitate a dialogue, using Appreciative Inquiry (AI) in order to develop a provision map back at their respective settings

Who is Anita Devi?

Anita Devi’s core educational philosophy is rooted in encouraging the ‘joy of learning’. She strongly believes in and promotes the correlation between achievement, progress and joy. 😊 Anita is a published author, speaker and researcher having taught children (of all ages) and trained professionals in the UK, Australia, Europe, China, India, Sri Lanka, Kenya, Vietnam & Zambia. Within the SEN arena, Anita has a wealth of experience in school leadership, local authority advisory work and consultancy. She is an online SEN Tutor. Anita is a member of the EY/Primary advisory board for the National Association of Special Educational Needs (nasen), an Educational Advisor for Epilepsy Action as well as a member of The National Children’s Bureau (NCB). As a founder member of BATA, she has a keen interest in the effective use of technology to support learning. Currently Anita works part-time Senior Lecturer for Northampton University (The Centre for Special Needs Education and Research - CeSNER), and an independent SEN/Education Consultant and trainer for other organisations and institutions.

2011 – 2012 ASK SEMINAR SERIES

How can Sam have Special Needs and be Gifted and Talented?

Anita Devi

MA (Ed), BSc (Hons), Mont. Dip. QTS, Cert in Education, Adv. Dip. (Human Values Education)

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Pupils who are gifted whilst they also have a learning difficulty or physical disability, a visual, hearing or speech impairment, autistic tendencies or emotional disabilities can be considered to have 'dual or multiple exceptionality' (DME). In this session participants will have the opportunity to explore what DME means and consider the implications for classroom practice and whole school provision.

Objectives for Participants:

- What is dual multiple exceptionality?
 - The importance of talking to Pupils & Parents
- Whole School Provision
- Key issues
- Classroom Practice

This session is not about QUICK FIX-IT solutions...though practical strategies will be interwoven into the discussions.

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ONLINE REGISTRATION

Please follow the below link to register online. Or contact info@allspecialkids.org
http://www.allspecialkids.org/ask.php?x=Events_Seminar

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Make an appropriate payment using the below bank information.

Account name: ASK - All Special Kids

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Please use reference – "SEM" and include your name and the seminar you are attending.

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ASK – C.A.R.E. Center

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