

Saturday 19th April 2008
Imperial College, London

(South Kensington Campus)

Sir Alexander Fleming Building, Imperial College Road

▪ Conference delegates can choose to attend 2 of the 6 workshops listed

▪ Complete the Booking Form and return to the Patoss office

8.30 – 9.30	Registration & Coffee
9.30 – 9.45	Conference opened by Lynn Greenwold, Chief Executive, Patoss
9.45 – 11.00	Keynote Address
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

**Rhyme, Rhythm, Reading and Dyslexia:
A Cross-Language Analysis**

Professor Usha Goswami,
University of Cambridge.

Professor Goswami will provide a theoretical overview at the cognitive level of reading acquisition and developmental dyslexia across languages. I will develop the hypothesis that syllabic representation is basic to many languages, and that children's ability to recognise syllables and rhymes precedes learning a particular spelling system. I will argue that this developmental view can readily explain cross-language differences in reading acquisition and in the manifestation of developmental dyslexia. I will then suggest that some of the processes underpinning language acquisition are disrupted in developmental dyslexia, and that this leads to deficits in the development of phonological representation before literacy is acquired. I will argue that a plausible candidate process is basic auditory processing of the rhythmic structure of speech and nonspeech sounds. I will present evidence that rhythmic processing is impaired in dyslexic children from different languages, and suggest ways in which this might impair the adequate development of the phonological system.

Usha Goswami is Professor of Education at the University of Cambridge and a Fellow of St. John's College, Cambridge. She is also Director of the Cambridge Centre for Neuroscience in Education. She has published over 80 peer-reviewed articles on reading and related topics, five books, and is on the editorial board of 7 journals. Her research focuses on reading, dyslexia, phonological development and reasoning by analogy across languages. Her current research is funded by the MRC, ESRC and EU Framework VI. She is also leading a Foresight project on learning difficulties for the Department for Innovation, Universities and Skills.

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

Identifying and helping children with developmental coordination disorder (dyspraxia) in the classroom

by Carolyn Dunford, Senior Lecturer

Faculty of Health and Life Sciences, York St. John University

Age range: primary

Children with developmental coordination disorder (dyspraxia) are identified by applying the diagnostic criteria specified in the Diagnostic and Statistical Manual IV-TR 2000. These criteria require consideration of the child's motor skills, activities of daily living, learning ability and other possible medical diagnoses. Methods of identifying these children in the classroom are presented with particular reference to questionnaires available to teachers. The workshop will present specific and practical classroom based techniques to help these children overcome their difficulties. Methods of improving activities of daily living such as handwriting, cutting with scissors, dressing and PE skills are described. Writing individual education programme targets related to improving these activities of daily living are considered. The presentation is supported by reference to the current literature in the field.

Carolyn Dunford works as a senior lecturer at York St. John University. She has worked with children for over 19 years, mostly in Gwent in south Wales and also in Leeds. She has worked as a clinical specialist and researcher for children with developmental coordination disorder (DCD). She has a Masters in Community Child Health and a PhD in "Outcomes and Effectiveness of Occupational Therapy for Children with Developmental Coordination Disorder (Dyspraxia)". Her published work to date has investigated the appropriateness of referrals to occupational therapy for children with DCD, UK waiting lists and perceptions of children, parents and teachers of the impact of DCD on activities of daily living. Carolyn has presented her work at local, national and international meetings, workshops and conferences.

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Assessing Reading Skills across the Age Ranges

by Louise Green

Age range: all

This session will cover

- single word reading tests, both for word and non-word as well as timed versus untimed with analysis of actual mistakes
- sentence completion tests
- oral reading comprehension test with attendant problems caused by poor short term memory or poor processing skills in some tests when the reader cannot refer back. This brings into play accurate reader/poor processor and inaccurate reader/good processor
- silent reading comprehension tests when reader can refer back to the text

Tests include: Access Reading Test, Adult Reading Test, Diagnostic Reading Analysis, Edinburgh Reading Tests, Gray Oral Reading Tests, Gray Silent Reading Test, Nonword Reading Test, Spadafore Diagnostic Reading Test, Test of Word Reading Efficiency, Vernon-Warden Reading Test, Wiat-II-T, WRAT3, WRAT4, WRAT- Expanded (Group), WRAT - Expanded Individual, Wordchains

Louise Green became interested in SpLD when her eldest son was diagnosed as dyslexic in 1985 and Louise's discovery that she was herself dyslexic revolutionised her life, inspiring her to study for a MSc in Human Communications from UCL from 1999 - 2001. Louise has been assessing both students and adults since she gained her RSA Dip in 1999. She holds a practising certificate issued by Patoss and regularly writes reports for access arrangements at GCSE and GCE as well as assessing students applying for the Disabled Students' Allowance. She currently teaches at one independent secondary school and three state grammar schools.

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Requirements and Planning CPD for your Patoss SpLD Assessment Practising Certificate

by Dr Geraldine Price & Lynn Greenwold

Age range: all Assessors with APCs

This seminar will give an overview of the CPD requirements for updating your Patoss SpLD Assessment Practising Certificate.

There will be a discussion of

- minimum requirements of the range and content of CPD
- how to plan your CPD
- a sample of logging your CPD and maintaining a portfolio
- and how to provide evidence to renew your APC

Geraldine Price is a Fellow of Southampton University and an SpLD Consultant. She designed and ran an MSc in SpLD which is one of the few national dual accreditation courses offering professionals training in teaching and psychometric and diagnostic assessment processes. She has over thirty years experience of teaching and assessing a wide range of SpLD students. She is currently a member of two DfES Standing Committees which examine CPD for those holding Practising Certificates and review new and current tools for assessment. Geraldine is on the board of directors for PATOSS and a member of the international advisory board for Learning Disabilities Worldwide. Her research interest is the writing process and the dyslexic writer.

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 was also part of the team representing Patoss on the DfES Working Party on Dyslexia in Higher Education. Lynn was a Tutor at Evesham College from 1992 until 2004.

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The World of Dyscalculia

by *Jan Poustie* (B.Ed., (Dunelm), Cert Ed., Sharma Cert., R.S.A. Diploma SpLD, A.M.B.D.A., SpLD APC)

Age range: all

This interactive workshop makes it easy to understand why some children and adults struggle with learning and using mathematics and provides plenty of workable strategies to help overcome the problems.

- Qualitative and Quantitative Learners,
- The different forms of Dyscalculia and how they relate to different conditions (e.g. Dyslexia, Specific Language Impairment, Attention Deficits, Autism, Auditory Processing Disorder, Dyspraxia/DCD),
- Developing mathematical language.
- Prerequisite and basic sub-skills for mathematics,
- Understanding the concepts,
- Specific teaching tips for number,
- Sharma's levels of knowing mathematics

Jan Poustie's wealth of personal (50+ years) and professional (30+ years) experience provides valuable insights into Dyscalculia and the conditions that surround it. She has taught in pre-school, primary, secondary and further education including being a Special Needs HoD and is now the principal of Falcon Academy. She founded Next Generation (a SpLD consultancy and publishing house) where she teaches, assesses, designs teaching materials and lectures both nationally and internationally. She is the author of the highly acclaimed *Mathematics Solutions – An Introduction to Dyscalculia*.

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Assessing for Access Arrangements - update on JCQ Guidelines and Regulations for 2007/8

by *Caroline Read*

Age range: secondary

This presentation will cover the JCQ rationale for granting Access Arrangements to students, along with systems for the smooth running of applications and arrangements in schools. Caroline will examine the access arrangements that are available, looking at what is appropriate for certain needs, with recommendations for appropriate tests, making specific reference to the most recent changes which have been made in order to comply with the DDA.

Caroline Read is a Specialist Teacher who has practical experience in all areas of the Access Arrangements process and trains for LEAs, Universities and SEN Services. Her book 'Assessment Guidance for Access Arrangements: Preparing for KS2 and 3 National Curriculum Tests' published by nferNelson. She was a contributor to the PATOSS/JCQ publication 'Dyslexia: Assessing the need for Access Arrangements during Examinations', has written for a range of publications including the Times Educational Supplement, and has worked with Harcourt Assessment to develop tests.

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Understanding Educational Psychologists Reports

by *Dr Kate Saunders*

It is important for teachers working with SpLD/Dyslexic individuals to be able to extract information from psychologists' reports that will help them to understand the learning profile of the individual and design an appropriate teaching programme. The interpretation of the WISC/WAIS IQ test scores (including Indices scores) can provide useful information. The information gleaned about the profile of results on attainment and diagnostic tests is also crucial in enabling the SpLD teacher to identify potential effective learning strengths and understand any weaknesses. Case study examples of the way that this information can be turned into effective teaching strategies illustrate the importance of skilled interpretation. An understanding of the use of standardized scores and percentiles is crucial, particularly with regard to eligibility for access arrangements.

Dr. Kate Saunders is a Chartered Psychologist, SENCo and SpLD teacher with 25 years experience assessing, teaching and advising in the field. Dr. Saunders has lectured extensively on SpLD/Dyslexia, in the UK and abroad and recently delivered a Postgraduate course on SpLD/Dyslexia assessment at Evesham College. Dr. Saunders and Annie White are the authors of 'How Dyslexics Learn', published by PATOSS (2002). Dr. Saunders is passionate about helping teachers to understand the learning profiles of SpLD individuals and the teaching methods that work well for them.

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TRAVEL INFORMATION:

BY CAR

Car parking at the South Kensington campus is severely restricted. After 6pm, at weekends and during vacations there is limited parking open to the paying public in front of the Sir Alexander Fleming Building in Imperial College Road. Parking in the streets surrounding the College is at pay and display or parking meters for limited periods only.

BY UNDERGROUND

The most convenient underground station is South Kensington. From South Kensington station, the campus is approximately 10 – 15 minutes walk. Either follow the subway signposted to the museums or walk north up Exhibition Road, turning left into Imperial College Road. The Sir Alexander Fleming Building is on the left.

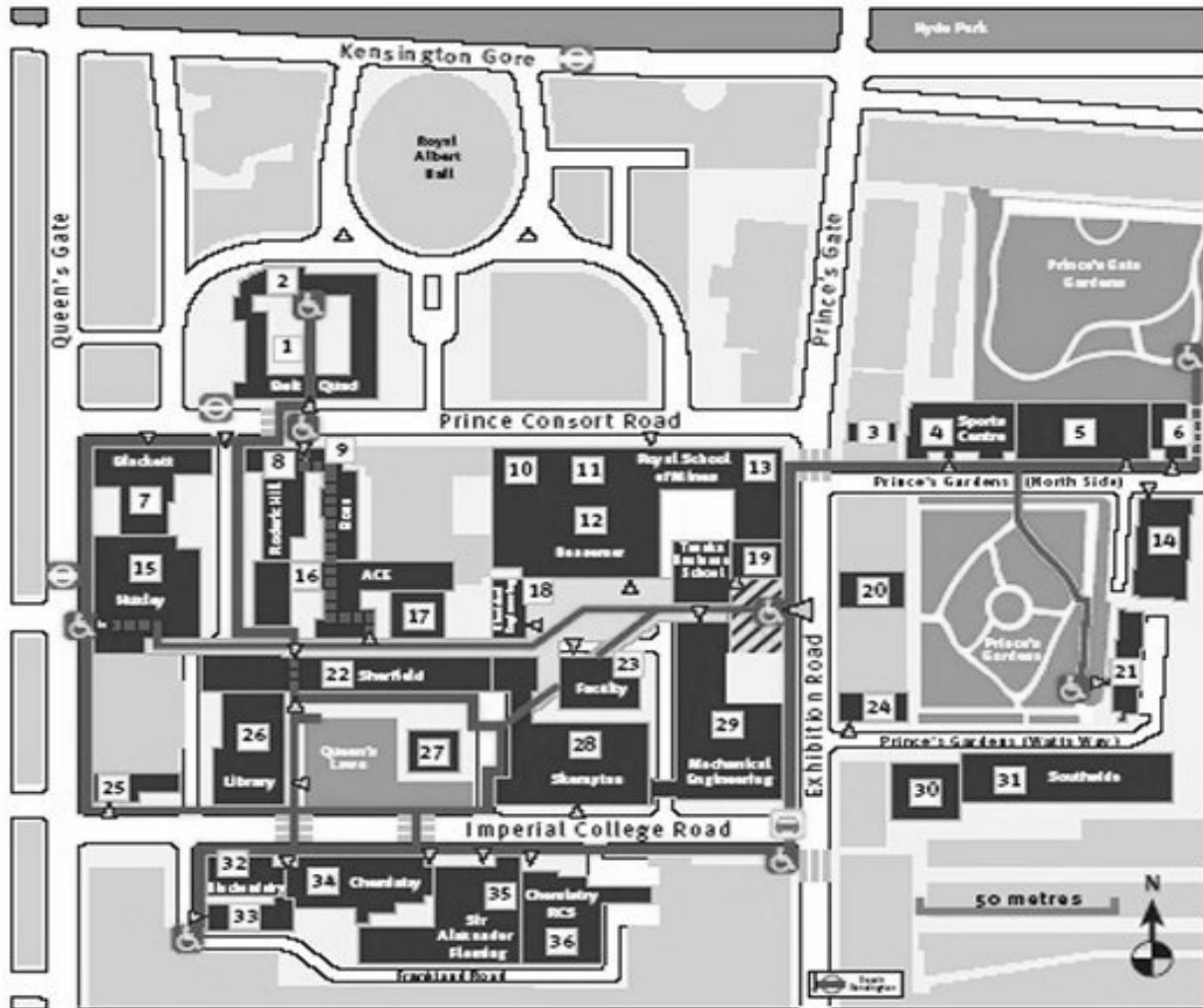
Site Map – Imperial College, London

Patoss Annual Conference – Saturday 19th April 2008

Imperial College, London (South Kensington Campus), Imperial College Road

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

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



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