

KALD 7th International Annual Conference

Inclusive Education, Are We Ready?

29 & 30 of March 2019
@ the American University of Kuwait

Organizers
KALD

الجمعية الكويتية لاختلافات التعلم
Kuwaiti Association for Learning Differences

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In the midst of the rapid developments, following the direction of the General Authority for Persons with Disabilities to accept student with special needs in inclusive classrooms in public and private schools in the upcoming school year 2019-2020, Kuwait begins its route towards integration.

However, such a step requires having a general framework, policies and procedures followed by training and guidance for teachers on strategies and methods of teaching which enable them to approach and teach students with learning differences. As well provide the NGOs and the educational organizations with schemes adopted globally to assure a proper implementation and a successful move towards an inclusive system. This conference is designed to provide such a support to schools administration, teachers, parents, specialists and stakeholders

HIGHLIGHTS

Keynote speakers, Kara Loftin, M.B.A., M.Ed., A certified dyslexia therapist (International Dyslexia Association and Wilson Reading System) and the Assistant Head of School for Academic Support at Wasatch Academy.

Kara presents internationally and nationally on interventions and supports for high school students with co-occurrence of ADHD and learning disabilities.

Leslie Josel, MEd. is A respected resource on ADHD and executive functioning.

A successful entrepreneur, award-winning author, and internationally acclaimed speaker. She is the creator of the Academic Planner: A Tool for Time Management®, a planner that helps students develop and master time management skills, and the author of What's the Deal with Teens and Time Management (People Tested Media, 2015)

CONFERENCE OBJECTIVES

- Learn how to best apply educational integration in private and public schools.
- Enable teachers to use global resources and learning strategies to achieve a successful integration.
- Learn how to provide education services to all students in shared learning environments
- Learn best international practices to enable all students, especially those with special educational needs, to achieve high educational quality outcomes.
- Educating parents about the benefit of long-term educational integration.

TARGET AUDIENCE

This conference is tailored to meet the needs of general education teachers, special education, schools' administrators, counselors, psychologists, speech/language pathologists, consultants, occupational therapists, community therapists and physicians, educational organizations, others who live or work with children with Developmental Disabilities

SPEAKERS



Kara Scott Loftin

M.B.A., M.Ed., Wilson Dyslexia Therapist
Assistant Head of School for Academic Support

Working in private education for 21 years, Kara Scott Loftin, MBA, MEd, WDT, develops and facilitates interventions and learning services for secondary students. She is the Assistant Head of School for Academic Support at Wasatch Academy and a certified dyslexia therapist (International Dyslexia Association and Wilson Reading System). Almost 10 years ago she developed an executive function coaching program for high school students. Beginning with a group of five students and one staff member, it has expanded to over 110 students and 18 learning specialists.

She continues to implement and develop research-based interventions for students with co-occurring ADHD and learning disabilities. She earned an MBA in 2004 from University of Maryland University College and a MEd in Special Education, Dyslexia Specialist concentration from Fitchburg State University in 2017. She is currently a third year PhD student in special education at the University of Northern Colorado.

She presents internationally and nationally on interventions and supports for high school students with ADHD and learning disabilities.

SPEAKERS



Leslie Josel

Academic/Life Coach for Students with ADHD,
Principal, Order Out Of Chaos

Leslie Josel is a successful entrepreneur, award-winning author, and internationally acclaimed speaker. She is the creator of the Academic Planner:

A Tool for Time Management®, a planner that helps students develop and master time management skills, and the author of *What's the Deal with Teens and Time Management* (People Tested Media, 2015), a step-by-step guide to help parents teach their teens the time management skills they need to succeed in school, at home, and in life.

Josel brought Order Out of Chaos to life from a very personal mission. The mother of a time-and-organization-challenged teen diagnosed with ADD, Josel founded the company to provide professional organizing, time management, and coaching services—as well as family education, products, and resources—to help families and students bring order out of chaos to their lives.

A respected resource on ADHD and executive functioning, Josel speaks and conducts workshops internationally to parent and educator groups. She has been featured in national broadcast and print media such as the Hallmark Channel's *The Better Show*, *Forbes* magazine, the *Associated Press*, and *Family Circle* magazine. She also writes a weekly column for *ADDitude* magazine.

Josel is a graduate of the JST Coach Training Program for teens and college students with ADHD. She is a Golden Circle member of the National Association of Professional Organizers (NAPO) and earned her Chronic Disorganization and Hoarding Specialist certificates from the Institute for Challenging Disorganization (ICD).



PROGRAM

Friday, March 29th 2019

12:30 pm – 6:30 pm

12:30- 1:00

Registration, Sign in, badges collection.

1:00-1:15

Conference Welcome

1:15 – 2:15

Kara Loftin, MEd. Teens with ADHD: Academic Success and School Experience

Persisting into adolescence and adulthood, educational impairment impacts 50 to 80% of youth with ADHD (DuPaul, Stoner, & Reid, 2014). Critical skills for students in secondary schools include the ability to engage executive functions and self-regulatory behaviors, such as planning and organization, all predictive of future academic attainment. A large body of research exists exploring the role of behavior in academic attainment for elementary students as well as students in college. However, the cannon of literature exploring the experiences of teenagers with ADHD in relation to their acquisition of academic enablers leading to educational attainment as they navigate more autonomy, less parent, teacher, and school supports and structures, and increased independence are scant. Additionally, research shows that teenagers may be resistant to academic supports they view as stigmatizing or labeling. To inform understanding and

development of models for effective intervention that are accepted and readily adopted by teenagers with ADHD, a closer look at academic enablers from their position is presented. This presentation is unique in that the voices and perspectives of teenagers form the foundation of building school support for students with ADHD.

Participants will be able to:

- Describe, define, and classify risk factors for academic achievement among teens with ADHD.
- Examine attitudes and beliefs about effective teacher supports, desired teacher affect, and instructional strategies found beneficial by teens.
- Assemble a toolbox of school support and instructional strategies.



PROGRAM

Friday, March 29th 2019

12:30 pm – 6:30 pm

2:30 – 3:30

Leslie will break down the six pillars of executive functions, explain how they control EVERYTHING we do, provide insight on how to recognize students who present with executive dysfunction and detail specific scaffolding, strategies and systems to offer support for each one. She will explain how they affect students specifically and provide practical solutions to help strengthen their organizing, time management, and focusing weaknesses.

Participants will learn:

- The six pillars of executive functions and how they control how we do everything.
- How to recognize certain behaviors that might indicate executive functioning weaknesses in students.
- To implement specific strategies that help ALL students strengthen their organization, time management and focusing weaknesses."
- Why your student may know what to do BUT can't always do what they know!

3:30- 4:00

Break (Refreshments will be served)

4:00 – 5:00

Kara Loftin, MEd.. Developing Self-Regulation Using Self-Monitoring and the Daily Behavior Report Card

Parents and educators alike show concern regarding the educational impairment of students with ADHD alone or learning disability (LD) alone that continues to deepen its hold as students' progress through their school years. The staggering comorbidity rate of ADHD and LD, present in 45.1% of students with ADHD, adds to these predictors of educational impairment. However, regardless of a formal diagnosis for LD, a student with ADHD may have deficits in math and reading ability for a myriad of reasons, foremost of which is impairment to executive function. To address academic achievement difficulties in the school setting, behavioral modification interventions are recommended (CDC, 2018).



PROGRAM

Friday, March 29th 2019

12:30 pm – 6:30 pm

4:00 – 5:00

The Daily Behavior Report Card (DBRC) and self-monitoring (SM) are two school-based behavioral interventions proven effective across multiple between-groups and single-subject research design studies. In this presentation, we explore DBRC and SM tools to enhance self-regulation. self-regulation

Participants will be able to:

- Explore the intricacies associated with self-regulation and self-monitoring.
- Apply information through hands-on take-away activities, the self-monitoring checklist and the Daily Behavior Report Card.
- Synthesize research and practice and identify action steps.
- Evaluate evidence-based practices supporting self-regulation.

5:15 – 6:15

Leslie Josel, MEd. "A Teacher's Time "Toolbox": Time Management Strategies for Student Success

We will open the door to the world of time management for students, what it really means to be time challenged, why time management is a life skill and not just a school skill. We'll discuss the meaning of "future awareness", time travel and how to help your student "see" time in order to learn how to manage it. Learn techniques that provide guidance for parents and teachers looking to help their students understand and implement these essential skills.

Participants will learn:

- How to truly teach your student to build routines so they can create "time-awareness"
- How to get your student to "see time" so that they can learn to manage it.
- Why specific strategies such as "Fifteen/Five" and working "Time over Task" will increase your student's motivation.



PROGRAM

Saturday, March 30th 2019

8:30 am – 5:30 pm

8:00- 8:30

Registration, Sign in, badges collection.

8:30 – 9:30

Kara Loftin, MEd. "What's the Function? Moving Toward an Understanding of Classroom Behavior"

It is important for teachers to be able to define classroom behaviors in objective and measurable terms in order to move toward more effective classroom management procedures. A vague definition of behavior accompanied by erroneous assumptions hinder behavioral change in students. Having knowledge and tools to address behaviors transfers to working with students on the soccer field, in the dorms, during weekend recreation trips, and when the teacher meets with the student for experiential education programming, for example. In this presentation, we first build knowledge on positive and negative reinforcement, behavioral functions, and applied behavior analysis and then apply this to specific tools classroom teachers can implement in their classrooms today that support healthy classroom environments.

Participants will be able to:

- Understand the function of behavior, positive and negative reinforcement.
- Create an objective and measurable definition of an example behavior.
- Analyze a case scenario of a typical classroom behavior.

9:45 – 10:45

Leslie Josel, MEd. Raising Problem Solvers vs Direction Followers

How do we get our students/children to take ownership and responsibility of their time, tasks and priorities? How can we as educators and parents stop telling them what to do, how to do it and even when? Leslie's signature "coach approach" teaches YOU how to help your child/student develop individualized and achievable plans to build habits and learn strategies and techniques that foster independence and competency. We will explore some of the tools needed to help strengthen your child's brain so that they can learn to ask questions, develop routines and memory skills.



PROGRAM

Saturday, March 30th 2019

8:30 am – 5:30 pm

9:45 – 10:45

Participants will learn:

- The proper verbiage to use to help build routines, habits and memory skills.
- How to apply my “coach approach” when teaching children/students how to devise manageable steps to reach goals.
- A “toolbox” filled with strategies to use to in fostering independence and competency.
- Essential questions to ask to help develop independence and competency.

11:00-12:00

Kara Loftin, MEd. Beyond Word Problems: Math, Dyslexia, and Collaborative Strategies

Many people believe that dyslexia only poses a problem in math when it comes to word problems. However, there are many other challenges involved, particularly with working memory. If we only treat dyslexia as a reading disability we miss a lot of the other difficulties that a student faces in a math classroom. This presentation gives a more holistic approach to the problem; providing instructional strategies targeted toward helping students make connections to big ideas and fundamental knowledge, appropriately sequence complicated mathematical processes, and address deficiencies in working memory that are tied to dyslexia.

In this talk, teachers are exposed to practical tools used to mitigate the constraints of working memory in the math classroom.

Participants will be able to:

- Understand if a student's struggles in math courses may be due to working memory deficits.
- Apply instructional strategies to help students integrate new knowledge into their previously acquired math knowledge and improve working memory.
- Explore working memory and dyslexia specific struggles in the math classroom.



PROGRAM

Saturday, March 30th 2019

8:30 am – 5:30 pm

12:00-1:00

Lunch

1:00 – 2:00

Leslie Josel, MEd. “Understanding Procrastination: Tools to Get Your Students Unstuck and Started

Do you know the difference between a functional and dysfunctional procrastinator? We'll cover the different reasons why our students procrastinate and real solutions to overcome it. We'll discuss how “mood” is one of the leading causes of procrastination and how to get students unstuck and started. We'll explore how environment plays an enormous role in how and when we activate.

Participants will learn:

- How to use organizing and time management techniques to help your student get motivated.
- The difference between knowing what to do and understanding what to do, and why this is essential to conquering procrastination.
- A step-by-step process to strengthen the brain and build muscle memory.
- How our mood is a significant factor in our procrastination

2:15 – 3:15

Kara Loftin, MEd “Bullying Behavior Toward Students with Disabilities: Building Social-Emotional Competencies Across School Settings”

Students with disabilities experience two to three times as much bullying than their non-disabled peers (Marshall & Kendall, 2009). Potential outcomes from bullying include depression, anxiety, substance abuse, poor social functioning, decreased school performance, lower grades, lower standardized test scores, interpersonal violence, sexual violence, and poor school attendance (Kann et al., 2017). Factors impacting bullying happen on individual, family, community, and societal levels.



PROGRAM

Saturday, March 30th 2019

8:30 am – 5:30 pm

2:15 – 3:15

Shared in this presentation are recommendations for a proactive and preventative approach to a positive school climate.

Participants will be able to:

- Examine bullying in schools specifically comparing both bullying behavior toward and bullying behavior from students with disabilities.
- Identify risk factors for students with disabilities in regards to bullying.
- Investigate preventative practices for cultivating social-emotional awareness in schools.
- Identify proactive solutions to enhance positive and safe school climates.

3:30 – 4:30

Leslie Josel, MEd. "Strategic Study Skills: Smart Steps to Teaching Effective Study Habits students with ADHD"

Does your student know HOW to study? When you tell them to "keep reviewing for the exam" do they do it or just try to cram the night before? Does your student go into an exam confident only to find out later he performed poorly? Studying for exams is a REAL skill and for most students it's a skill that they have never learned down. Teach you the EXACT methods your student needs to LEARN HOW TO PREPARE for exams and tests.

Participants will learn:

- Rereading ISN'T the same as studying and what to do differently.
- The ONE mental mind shift that needs to happen to get your student to study.
- Anti-boring tools and methods for your student to use to do their homework.
- How to use a Study Guide...the RIGHT WAY!
- How to properly plan for exams and what tools to use.

4:30– 5:30

Panel Discussion (Inclusive Education, are we ready) Huda Shaaban, Ph. D. Facilitator

DATE: 29 & 30 February 2019
LOCATION: American University of Kuwait (Auditorium) SALMIYA

FEES: 60 KD
Simultaneous translation is available/ Lunch and refreshments are included.

FOR MORE INFORMATION:
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