



Alpha to Omega
Learning Centre



HELP 2011

**Holistic Enhancement
of Learning Potential**
9th International Conference

2nd & 3rd December, 2011

Asiana Hotel
1/238, Old Mahabalipuram Road (OMR)
Sembencherry, Chennai 600 119



HELP 2011 International Conference by Alpha to Omega Learning Centre
in Partnership with National Institute for Learning Development (NILD)





The Alpha to Omega Learning Center, Chennai, has been working in the field of learning difficulties for more than two decades. At present we have 140 students in our full time program. Apart from this, 60 students from various schools in the city receive one to one help after school hours. Our major service today is our full day school program with two centers- junior school at New Avadi Road and senior school at Kazhipattur on OMR on the outskirts of the city. These schools are structured on the pattern of mainstream schools with facilities for sports, music, drama and yoga.

The aim is to help, nurture and enhance the learning ability of the student through a holistic approach that uses several methods of instruction like the multi-sensory, cumulative and phonic based instruction-the Orton Gillingham Approach, NILD Educational therapy, the Strategies Intervention Model, Search and Teach and Feuerstein's Instrumental Enrichment (FIE) programme.

Our mission is to reach out to children with Learning Difficulties from all strata of society. Hence the focus is training programs, research and conferences to disseminate current research and developments in the field to therapists, teachers, parents and professionals. This helps to create pathways for a successful future for children. We believe that knowledge regarding learning disability will help people to demystify their prejudices and thus enable an inclusive environment for the children.



Alpha to Omega Learning Centre

Junior School : 58, New Avadi Road, Kilpauk, Chennai 600010 | Tel: 2644 3090, 2647 6257
Senior School: 37, Kazhipattur Village Road, Samathuva Nagar, Padur Post 603103 | Tel: 6745 8218
Email: atloc@deth.net | Website: www.alphatoomega.org

Letter from the Director

September 1, 2011

Dear Friends,

Welcome to the Ninth International Conference of the Alpha to Omega Learning Center. This is in partnership with National Institute for Learning Development (NILD), Norfolk.

The first conference was in 1990. Yes, we have grown and have added many feathers to our cap in the last two decades. The need to change is important as the field of learning disabilities is growing. So, it is now time to move from just decoding or reading difficulties to understanding the co-relating aspects.

Therefore, this year onwards we are incorporating the educational therapy from the National Institute for Learning Development (NILD). Our school and curriculum will be a lab model for trainees to acquire new techniques and thus help fulfill our mission to reach out to more children. This can be done only with the help of a large number of trained personnel. Our objective for this conference is to equip them with current information and in-depth knowledge in the field.

Join us in our prayers to make this conference a success and help those who need the services.

My sincere regards,

Lalitha Ramanujan
Director/Founder
Alpha to Omega Learning Centre



NILD

National Institute for Learning Development (NILD) was established in 1982 to assist schools, organizations, and individuals in the development of programs for students with specific learning disabilities.

The NILD Educational Therapy® model was developed in the 1960s by Deborah Zimmerman, a nurse and educator. Many of her techniques were encountered through her work with pioneers of the early research in learning disabilities, Drs. Archie Silver, M.D. and Rosa Hagin, Ph.D. In 1973, her techniques were introduced into a private school setting in Norfolk, Virginia. In 1982, the Norfolk Institute for Learning Disabilities was established as a charitable organization under the direction of Grace Mutzabaugh.

In 2002 conference Dr. Kathy Hopkins, NILD's Executive Director, launched the vision that by the year 2020, one million students will have been impacted by NILD's methods and intervention. VISION 2020 was approved to include the development of a community-based model to serve students outside a private school setting and in other schools and private settings. In 2007, significant changes, included research and development with group models of intervention, expansion of the community based model, and an online component to the courses. The name was changed to the National Institute for Learning Development to more accurately reflect the direction of the organization.

NILD Educational Therapy was developed to treat assumed, underlying causes of learning disabilities rather than simply treating the symptoms. It aims the intervention just above the student's level of functioning and raises expectations for performance. The goal of NILD Educational Therapy is to help students develop tools of independent learning in the classroom and in life thus enabling them to be competent confident learners.

Level I : Level I is an introduction to the general field of learning disabilities and provides foundational training in the philosophy and techniques of NILD Educational Therapy.

Level II : Level II provides a review of introductory NILD Educational Therapy techniques and introduces a series of techniques for advanced students to include mediated learning and questioning skills.

Level III : Level III develops mastery skills and provides an in-depth study of mediation, cognitive functions and information processing within NILD Educational

Address: National Institute for Learning Development
801 Greenbrier Parkway Ste B
Chesapeake, VA 23323
Phone: +1 757-423-8646
Website: www.nild.org



Speaker Profiles



Dr. Kathleen Hopkins

Dr. Kathy Hopkins has been involved in the field of education for over 40 years. She received her doctorate in education from the College of William and Mary, and since 1991 has been Executive Director of the National Institute for Learning Development (NILD) located in Chesapeake. NILD is a not-for-profit organization whose mission is to build competence and confidence in those who desire to improve their ability to learn. Dr. Hopkins presents workshops around the country as well as internationally on topics related to learning development. Currently she is giving faculty in-services on her new book to give encouragement and tools to teachers titled Teaching How to Learn in a What- to- Learn Culture.



Dr. Thambirajah

Dr. M.S. Thambirajah M.B.B.S., FRCPsych. is a Consultant Child and Adolescent Psychiatrist working in West Midlands, UK. He is also an Honorary Lecturer at the University of Birmingham and University of Keele. He is the Postgraduate Tutor for the West Midlands Training Scheme for Child and Adolescent Psychiatry. He works with children and young people with emotional and behaviour problems, including major mental disorders. He has a special interest in children with mild to moderate learning difficulties. He has written numerous papers and articles on the subject and has authored books in psychiatry and child mental health. The most recent book is 'Developmental Assessment of the School-aged Child with Developmental Disabilities'.



Bridget Wren

Bridget Wren is a NILD International Instructor. She has a teaching diploma, a bachelor's degree in psychometrics and a master's degree in Gestalt Play Therapy. She started working as a NILD Educational Therapist from 1997 after finishing her Level 1. Since 2001 she is the director of NILD in South Africa and has offered NILD training (Levels 1-3) locally and internationally since 2000. She is also involved in developing NILD Educational Therapy materials for use in South Africa.



Speaker Profiles



Dr. Meir Ben-Hur

Dr. Meir Ben-Hur, graduate of the Israel Institute of Technology and Columbia University, NYC, serves as a senior international leader for Feuerstein's Institutes around the world. He has led the development of ICELP's training centers in North America, and written books, book chapters, and articles on Feuerstein's Instrumental Enrichment (FIE), and recently the preparation of teachers and dissemination of the new version of FIE-B for early childhood. Meir's special interest is in bridging Feuerstein's learning theory and programs into mathematics education. His work on this relationship has been published in the series titled Pathways to Mathematics Achievement, a recent ASCD publication titled Concept-Rich Mathematics, and numerous articles. He leads iRI's development of the Math Achievement Advantage Program, and directs different teacher training programs.



Dr. R. Krishna Kumar

Dr. R. Krishna Kumar is currently the principal of Elite School of Optometry, India. He did his undergraduation, graduation and doctorate degree from Elite School of Optometry. He is also a graduate in psychology. He was heading optometry department of Sankara Nethralaya, India, between 1997 and 2004. He is holding the current position from 2004. His areas of research interest at present are optometric education, ocular features in dyslexic children and low vision care in special children. He is also working on children specific vision related qualitative research studies and setting vision standards for occupations like jewelry making and various jobs in Iron and Steel industry. He has more than 15 national and 6 international publications to his credit. He supervises graduate research works. He is the key person in the development of Common Minimum Optometry Curriculum in India and Indian Entry Level Optometry Competency Skill Standard document. He is the vice president of the Association of Schools and Colleges of Optometry (India) for the past one year. He is also the external examiner for BITS, Pilani affiliated optometry programme in Malaysia.

Speaker Profiles



Dr. Rakesh Odedra

Dr. Rakesh Odedra has received a doctorate in Applied Educational Psychology from University of Nottingham. Currently he is working as an educational psychologist in Southwark Integrated Child Support Services, London. He has also worked in Leicester City Psychology Service, Essex County Council Educational Psychology Service as educational psychologist. He started off his career as a mathematics teacher.



Dr. Jayesh V. Sanghvi

"Here is a wonderful science of healing that the world ought to know more about" – so believes Dr. Jayesh V. Sanghvi M.D. (Hom), the Founder & Director of – "Dr. Jayesh V. Sanghvi's Nature Clinic – Super Speciality Centre for Homeopathy & Alternative Therapy" located in Chennai, India. From his plunge into formal practice in around the year 1983, he has seen multitudes of patients globally. His 27 years of selfless dedication to the service of mankind have earned him an International reputation, more so for his work & intense clinical research on Human Mind & Nature and also for effective management in Emergency Cases & the treatment of Undiagnosed, Incurable & Chronic diseases, especially Cancer. He has presented numerous scientific papers on Homeopathy and for more than a decade has been actively involved in organising the Round Table Homeopathy [India] conferences, and the ABC-Cancer Awareness Exhibition. He has received numerous awards & recognition from various religious-heads, politicians, the society etc, the latest being the award for "Vocational Excellence – in the field of Homeopathy" by the Rotary Club of Madras South West. He is the Founder Member of Dr. Kopikkar's Foundation for Homeopathy, member of Special Committee on Clinical Research, Central Council for Research in Homeopathy [CCRH], Ministry for Health and Family Welfare, Govt. of India, National Advisory Board, MUKTI [International Charity Organisation for Physically Challenged], Core Committee, CANSTOP [Cancer Support group – Sundaram Medical Foundation], Ex-committee member of SNEHA [Suicide prevention organization] and Ex-Comm. Member: Jain Jagruti. He was also the Ex-director of Community Service [5yrs] Rotary Club of Madras S.W.

Abstracts

Dr. Kathy Hopkins

Finding the Skylights

Our concern about performance and test scores leaves no room for the skylights. Let's discover what they are in our desire to build cognitive competencies for all learners. Those who struggle can teach us much.

Handwriting: The Case for Instruction

This workshop will develop a rationale for teaching correct handwriting in the early grades and expecting cursive writing throughout the grades. Research and rationale for this important skill and its relationship to success in all the language arts will be presented. Attendees will be challenged to go beyond the idea that cursive writing is a skill of the past which is not useful in today's culture.

Moving Beyond Memorization

The role of memory in the learning process needs to be understood by all teachers. It is a part, not the whole of learning. In our high stakes testing climate we tend to rely too much on the brain's ability to remember facts. This workshop will take teachers beyond memorization into new avenues of creative teaching.

Dr. Meir Ben-Hur

Concept-Rich Mathematics Instruction

Concept-Rich Mathematics Instruction focuses on the students' conceptual understanding rather than memorization and rote learning. Such instruction prompts students to reflect upon and compare their experiences, analyze errors, and generate concepts. Following this approach, teachers are coached to:

- Identify core mathematics concepts in the mathematics units they teach
- Plan learning experiences that lead students to understand those core concepts
- Incorporate problem solving activities as instructional means
- Provoke thoughtful discussions about new concepts
- Use student errors as important sources of instruction
- Provide alternative concept representations
- Use a variety of formative assessment to reveal students' level of conceptual understanding

Investigating the big ideas of Arithmetic

The seminar will offer a concise review of the Big Ideas of Arithmetic, including identity, reciprocity and opposite, and examine the cognitive challenges they present to children. It will examine how the Big Ideas are associated with number sets, including natural numbers, integers, rational numbers, and irrational numbers and their field closure, and the relation of these ideas to the basic operations. The discussion will be extended to evaluate the cognitive challenges involved in understanding Arithmetic, and pedagogical implications in terms of multiple and effective representations that makes number sense.



Abstracts

Dr. Thambirajah

An overview of developmental disabilities in the School aged child

The talk will provide a synopsis of developmental disorders and focus specifically on mild learning disabilities. It offers a general account of the nature of various developmental disabilities including mild intellectual disability, dyslexia, dyscalculia, developmental coordination disorder and Autism Spectrum Disorders. Issues of overlap between disorders, their mental health implications and the effect on the developing personality of the young person will be highlighted. Findings from recent brain imaging studies have shed new light the neuroscience basis of these disorders while psychological research has been instrumental in identifying the neuropsychological deficits that underpin them. The discussion will also address some of the myths about this group of disorders and attempt to provide a better understanding based on recent research evidence.

The impact of learning disabilities on the child and the family

The child with a learning disability inevitably brings about irreversible changes in the family. Families cope with the challenges imposed on them by having a child with LD in various ways. An understanding of the family as a system that influences and is influenced by the child is important in optimising the outcome for the child as well as the well being of the parents. Equally, the impact of the disability on the child's self-identity is crucial for his or her future development. Parents and teachers have to learn to work with their poor motivation to learn, denial of problems and, often, rebellious behaviour. The talk highlights thoughtful ways of understanding the child's predicament and how parents can help in motivate the young person to achieve his or her potential.

Bridget Wren

Emotions and Learning: Emotional Intervention

Traditional remedial intervention programmes address academic and perceptual deficits, but seldom directly address emotional needs. Existing literature suggests that many children with learning difficulties have concomitant emotional, behavioural and social difficulties. The aim of this lecture is to highlight the types of emotional needs faced by children with learning difficulties and to discuss the implications for emotional intervention.

Reading Disability: A NILD Educational Therapy Approach

Approximately 85% of children diagnosed with learning difficulties have a primary problem with reading and related language skills. The aim of this lecture is to discuss the nature of reading disabilities, reading intervention suggested by research, and how the National Institute for Learning Development (NILD) implements research-based reading intervention in its educational therapy programme.



Abstracts

Dr. Rakesh Odedra

Cognitive Abilities Profile (CAP)

Educational Psychologists (EPs) in the UK work with children, parents and educational staff to promote the development and education of children. EPs engage in assessment, intervention and training, and can work at the individual, group and organisational level.

Assessing individual children is a necessary part of the role but increased demands on EP time has led to service delivery models based on consultation. This is a problem solving process utilising the skills of both the consultant (e.g. an EP) and the consultee (e.g. the teacher of a child with learning difficulties), the goal of which is to impart knowledge and skills to the consultee, to deal with their current professional issues and similar future ones.

Assessment practices are varied, each with issues around their use. The validity of psychometric tests with certain groups of children has been criticised. An alternative method is Dynamic Assessment (DA), in which assessment and intervention simultaneously interact through the guidance of a skilled mediator, to reveal information about the child's learning processes irrespective of social and cultural factors.

The Cognitive Ability Profile (CAP), developed by Deutsch and Mohammed 2010, is a consultative DA instrument, which aims to circumvent some of the above issues. Information to complete the CAP can come from a variety of sources including teachers, parents and other professionals involved with the child. The speaker implemented the CAP in a number of London schools as part of a wider current evaluative research project and will reflect upon this experience within the context of EP working.

Dr. R. Krishna Kumar

Learning and Vision Related Problems

The optometric clinical practice guideline on care of the patient with learning related vision problems will be discussed in detail in this presentation. Learning related vision problems represent deficits in two broad visual system components: Visual efficiency and Visual Information processing. Visual efficiency comprises the basic visual physiological processes of visual acuity, accommodation, vergences and ocular motility. Visual information processing involves higher brain functions, including the non motor aspects of visual perception and cognition and their integration with motor, auditory, language and attention systems. Signs and symptoms of ocular problems and its remedial measures will also be discussed. Interdisciplinary approach in delivering the optometric vision care in conjunction with professionals involved in the management of the learning problems will be highlighted.



Abstracts

Dr. Jayesh V. Sanghvi

Homeopathy & Other Alternate Therapies for Behavioural Disorders

As many as one in five children and adolescents have mental, emotional, and behavioural problems that are sources of stress for children, their families, schools, communities and they impair the children academically as well as in their social adaptability. They are caused by factors which include anxiety disorders, severe depression, ADD/ADHD, autism, learning disorders, conduct disorders, eating disorders etc. Now, more than ever before, apart from modern medicine, parents are exploring and opting to put their children on to various alternative medicinal & non-medicinal therapies and medical techniques - most of all Homeopathy which has been widely known for its efficacy of working on the human mind, emotions and at the psychosomatic levels to successfully treat all types of behavioural disorders. Clinical research, study and general observation has shown that persistent Homeopathic treatment helps in preventing or normalizing sudden emotional outbursts, hyperactivity, vulnerability, depression etc considerably that in turn improve the child's attention, memory retention span, social behaviour and the ability to cope with everyday activities better. The other alternative medicinal & non-medicinal therapies and medical techniques that help behavioural problems include: Ayurveda, Herbal/Natural medicine, Chinese medicine, Meditation & Yoga, Pranic Healing, Reiki, EFT



Tick your choice of Hall

DAY1

<input type="checkbox"/> Hall A	<input type="checkbox"/> Hall B
Dr. Thambirajah Developmental disabilities in the school aged child	Dr. Meir Ben Hur Concept-rich mathematic instruction
Bridget Wren Reading Disability: A NILD Educational Therapy Approach	

DAY 2

<input type="checkbox"/> Hall A	<input type="checkbox"/> Hall B
Bridget Wren Emotions and Learning: Emotional Intervention	Dr. Kathy Hopkins Moving beyond Memorization
Dr. Rakesh Odedra Cognitive Abilities Profile (CAP)	
<input type="checkbox"/> Hall A	<input type="checkbox"/> Hall B
Dr. Meir Ben Hur Investigating the big ideas of Arithmetic	Dr. Kathy Hopkins Handwriting: The case for Instruction

Please mail the form to:

Alpha to Omega Learning Centre, 58, New Avadi Road, Kilpauk, Chennai 600010, India
Tel: +91 44 2644 3090

Office use only

- DD No. _____ Drawn on _____
- Registration filled _____ Registration No. _____
- Receipt No. _____ Date _____
- Confirmation mailed date _____



About Chennai

Chennai, till very recently known as Madras, is a unique blend of tradition and modernity. It owes its genesis to two determined Englishmen, who despite their superior's pessimism, leased the site of Fort St George in the 17th century from the local Nayaks (governors) at Poonamalle and founded a 'factory' for the East India Company.

This settlement grew, and soon encompassed the villages of Chennaipattinam, Mylapattnam, Thiruvanniyur, Thiruvellikeni etc., all with a history of more than 2000 years. St Thomas, the Disciple of Jesus Christ, who brought Christianity to this part of the world, is said to have spent his last days in Mylapore.

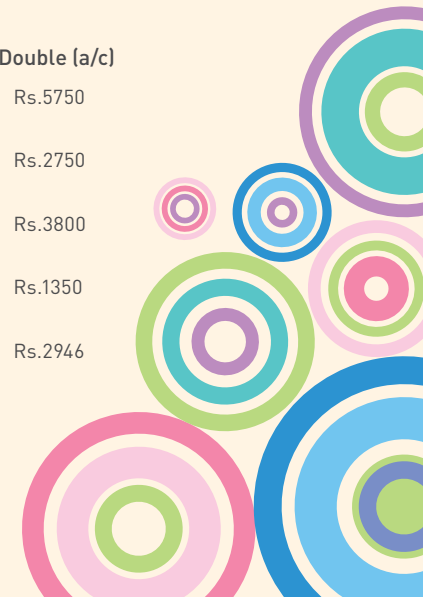
The ancient temples, the many, graceful red edifices built by the British in the Indo Saracenic style, the churches and mosques are all testament to the long history of Chennai. The performing arts of Chennai, as in its dance, drama and music are makes it a city with a strong, cultural character. The Music Festival held from mid December to mid January attracts devoted enthusiasts from all over the world.

The city is also a paradise for food with a wide range of restaurants catering to all palates and wallets. It is a shopper's paradise, famous for its silk, cottons, jewellery and handicrafts. Of all the silks in India, the Kancheepuram silk of Tamil Nadu is the most famous and is sought after by connoisseurs the world over.

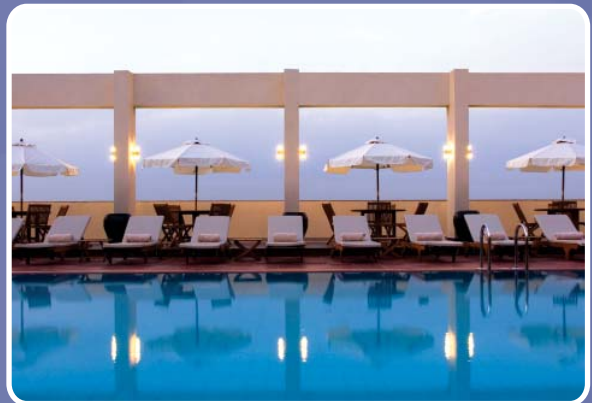
Hotel Information

Hotel	Single (a/c)	Double (a/c)
Sabari Classic Tel: 044 2362 0366, 99406 36884	Rs.5000	Rs.5750
Centre Point Hotel Tel: 96770 95576, 98943 86960	Rs.2000	Rs.2750
Gem Inn Resort Tel: 9176961719		Rs.3800
Angel's Nest Tel: 044 2450 2799, 90030 51620	Rs.900	Rs.1350
Nakshatra Serviced Apartments Tel: 044 24336294	Rs.2039	Rs.2946

All rates in Indian Rupees (INR) and subject to 12.5% tax



 *Asiana*
HOTEL



Dive into the World of Luxury