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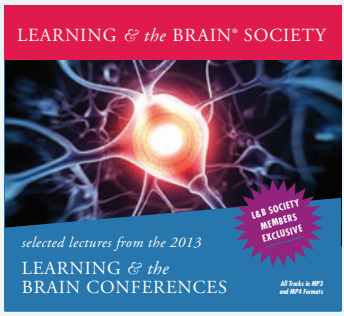

Join our online community and receive an exclusive CD sampler of lectures from last year's LEARNING *& the* BRAIN® conferences, monthly e-newsletters on brain news, monthly chat sessions with neuroscientists and authors, **member discounts on upcoming LEARNING *& the* BRAIN® conference registrations and online store purchases** and access to the members-only website with our neurolibrary of selected talks from past *L&B* Conferences. This year's CD sampler includes seven talks in both MP3 and MP4 formats. The MP4 format allows you to watch slide presentations from the conference while listening to the talk.

Visit LearningAndTheBrain.com for more information and to join.

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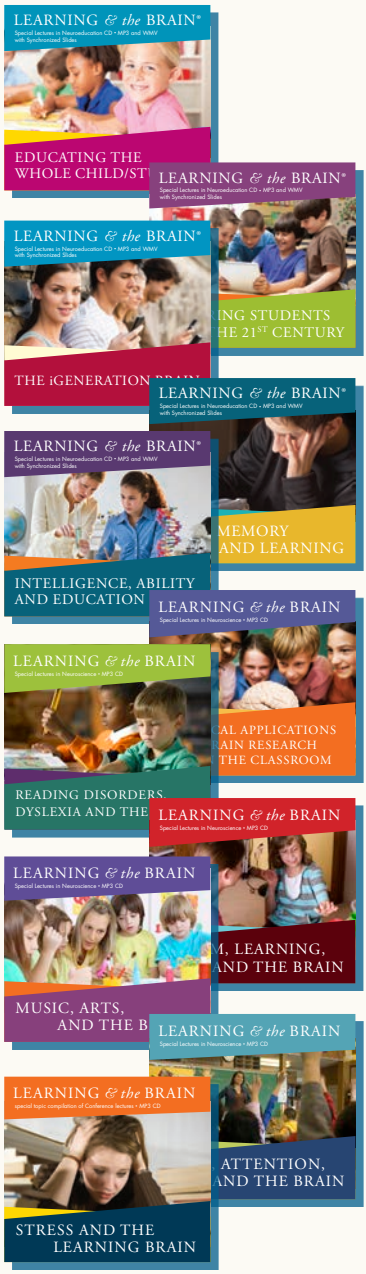

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- NEW! The Creative and Innovative Brain
- NEW! Executive Skills and School Success
- Educating the Whole Child/Student
- Preparing Students for the 21st Century
- The iGeneration Brain
- Mind, Memory and Learning
- Intelligence, Ability and Education
- Practical Applications of Brain Research in the Classroom
- Reading Disorders, Dyslexia and the Brain
- Autism, Learning and the Brain
- Music, Arts and the Brain
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- *and more....*

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MORE L&B LEARNING EXPERIENCES: SUMMER INSTITUTES

LEARNING *& the* BRAIN® Summer Institutes extend the L&B conferences and provide personalized training and practical applications for educators. The workshops below are limited to no more than 40 participants and include room and board. Register early to reserve your space. **For more information and to register,** visit LearningAndTheBrain.com or call 781-449-4010 ext. 101 or 102.

THE POWER OF MINDSETS: PROMOTING POSITIVE SCHOOL CLIMATES AND MOTIVATION IN STUDENTS

JULY 15-18, 2014

At the Sheraton Boston Hotel, Boston, MA

Discover the concepts of student engagement, motivation and resilience through the lens of "mindsets." You will develop an understanding of the relationship among these concepts that will allow you to design and implement strategies to help create a positive school climate. Lectures, case studies and problem-solving activities will be used to facilitate discussion of the various concepts and arrive at realistic, practical interventions for reinforcing a "motivating environment" in the school setting.

Workshop Leader: Robert Brooks, PhD, Assistant Clinical Professor of Psychology, Harvard Medical School; Author, *Raising a Self-Disciplined Child (2007)* and *Understanding and Managing Children's Classroom Behavior (2007)*

THE NEUROSCIENCE OF READING: USING RESEARCH TO UNDERSTAND READING ACQUISITION AND DISORDERS

JULY 22-25, 2014

At the Massachusetts Institute of Technology, Cambridge, MA

Discover how neuroscience is providing insights on how children learn to read and the underlying causes of reading disabilities such as dyslexia. Participants will gain the skill to evaluate at-risk children that might benefit from specific kinds of intervention to improve reading.

Workshop Leader: John D. E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences; Associate Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, Massachusetts Institute of Technology; Co- Author, "Brain basis of phonological awareness for spoken language in children and its disruption in dyslexia" *(2012, Cerebral Cortex)*

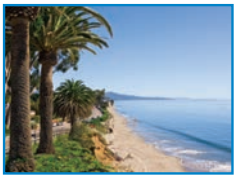
NEUROSCIENCE & THE CLASSROOM: STRATEGIES FOR MAXIMIZING ENGAGEMENT, MEMORY AND POTENTIAL

JULY 21-25, 2014

At the University of California, Santa Barbara, CA

Come and explore the latest findings from the neuroscience of learning and what you can now do in your classroom to ignite student learning. You will dive deeper into the structure and function of the brain to learn how memories are formed and how skills are learned. Application of these neuro-*logical* strategies will help build students' confidence, independence and resilience to persevere through challenges as they reconnect with the joy of learning and discovery they experienced in childhood.

Workshop Leader: Judy A. Willis, MD, EdM, Board-Certified Neurologist; Former Teacher; Author, *Learning to Love Math: Teaching Strategies That Change Student Attitudes and Get Results (2010), Inspiring Middle School Minds: Gifted, Creative, & Challenging (2009)* and *How Your Child Learns Best (2008)*



ADVANCED APPLICATIONS OF NEUROSCIENCE TO EDUCATION

JULY 28-AUG. 1, 2014

At the University of California, Santa Barbara, CA

This Institute is for participants who have had an introductory background in the neuroscience of learning and the brain. The topics will include advances in research, theory and applications in areas of attention, emotional stressors, memory consolidation and transfer. Participants will learn about areas of increasing promise for stimulating neural networks of developing executive functions from early childhood through adulthood along with implications for education.

Workshop Leader: Judy A. Willis, MD, EdM, Board-Certified Neurologist; Former Teacher; Author, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension (2008)* and *Research-Based Strategies to Ignite Student Learning (2006)*

For more details about these and other summer institutes, visit www.LearningAndTheBrain.com.

EDUCATING STUDENTS TO THINK, CREATE AND INNOVATE

A June 2013 report called "Recovery: Job Growth and Education Requirements Through 2020," found that 96 percent of all occupations will require critical thinking skills. New Common Core and Next Generation Science Standards also stress critical thinking and creative problem solving. Research in the fields of brain, cognitive and mind sciences are providing new insights into critical and creative thinking and intelligence. Explore ways to use the science of "smarter minds" to teach the skills students need to meet today's new standards, curriculum and careers.

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The need for schools to create creative problem solvers
- ✓ How to develop smarter thinking in students and classrooms
- ✓ Ways to promote critical and creative thinking skills in students
- ✓ Strategies to improve math and scientific thinking and learning
- ✓ The science behind thinking, reasoning, insight, art and creativity
- ✓ Linking the Arts, tinkering and spatial skills to future innovations
- ✓ Cognitive tools for improving insight, reflection and imagination
- ✓ Using "smart" machines with smart students for problem solving
- ✓ Connections between intelligence, memory, genes and IQ tests
- ✓ Combining Common Core, deep thinking, reading and writing
- ✓ Why teens make risky decisions and why humans are irrational

CO-SPONSORS

Neuroscience and Education Program, **Teachers College, Columbia University**

Mind, Brain & Education Program, **Harvard Graduate School of Education**

Comer School Development Program, **Yale University School of Medicine**

The Dana Alliance for Brain Initiatives, **The Dana Foundation**

The Neuroscience Research Institute, **University of California, Santa Barbara**

National Association of Elementary School Principals **(NAESP)**

National Association of Secondary School Principals **(NASSP)**

The John F. Kennedy Center for the Performing Arts

Center for Childhood Creativity

Center for Curriculum Redesign

LEARNING *&the* BRAIN® Foundation

WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
School Psychologists, Counselors
PreK-12 Teachers and Administrators
Learning Specialists, Special Educators
Reading, Math, Science, STEM Teachers
Superintendents, Principals, School Heads
College, Career Readiness Professionals
Gifted Educators, IQ Test Coordinators
Common Core Administrators
College, University Professors
Researchers, Policy Makers
Adolescent, Adult Educators
Arts, Innovation Professionals

EARN PROFESSIONAL DEVELOPMENT

Professional Credit: You may earn up to 17-20 hours toward professional development credit for educators, psychologists, speech-language professionals, social workers, special education professionals and certified counselors. Access **LearningAndTheBrain.com** for more information on the availability of professional development credit or call (781) 449-4010 ext. 102. Certificates of attendance and credits are free if emailed. However, there is a necessary $5 fee for shipping and handling if mailed. Please add $5 to the registration fee if you want certificates to be delivered by mail.

Speech-Language Pathologists: Please download your brochure from LearningAndTheBrain.com for more information on ASHA credits.

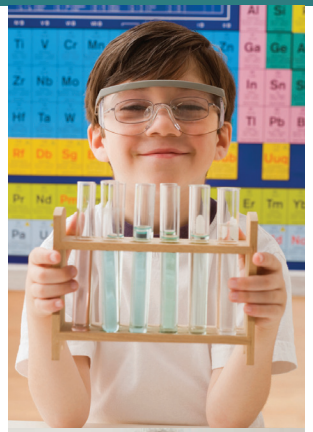
STAY AT THE SHERATON NEW YORK TIMES SQUARE HOTEL – SPECIAL RATES

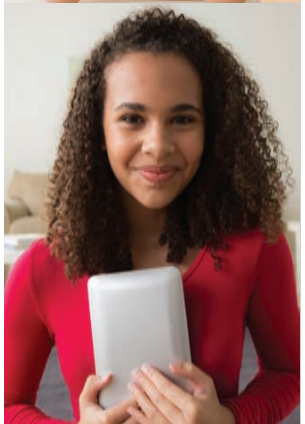
Pay only $255 per night (plus applicable taxes). **Call the Sheraton New York Times Square Hotel (site of the conference) at 1-888-627-7067 and refer to "LEARNING & the BRAIN."** The discounted rate will no longer apply when the block is full, or after April 16, 2014. If the hotel block is filled, access LearningAndTheBrain.com or call our office at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located in Midtown Manhattan a few blocks from the Theater District, Rockefeller Center, Carnegie Hall and Central Park, the hotel is ideally located to see the sights of NYC.

LEARNING & the BRAIN® CONFERENCE

38th International Conference for PreK through University Educators, Parents and Clinicians

May 8-10, 2014 • At the Sheraton New York Times Square Hotel • **New York, NY**





THE SCIENCE OF SMARTER MINDS: TEACHING TO THINK, CREATE AND INNOVATE FOR SCHOOL AND CAREERS

Explore the latest research on:

- **Science of Thinking, Creativity and Art**
- **Benefits of Art on Future STEM Success**
- **Teaching Critical and Creative Thinking**
- **Student Creating, Making and Tinkering**
- **Using Reasoning and Problem Solving Skills**
- **Insights into Intelligence and Assessment**
- **Smart Students Using "Smart" Technology**
- **Adolescent Thinking and Teaching**
- **Intelligence, Memory and Brain Mapping**
- **Ideas to Improve Insight and Innovation**
- **Educating Tomorrow's Problem Solvers**
- **Learning from Gifted and Geniuses**
- **Creative Technology for Innovative Schools**
- **Benefits of Spatial Reasoning for Careers**
- **Thinking in Math, Science and Writing**
- **Cognition, Reading and the Common Core**

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SUMMER INSTITUTES (See inside)

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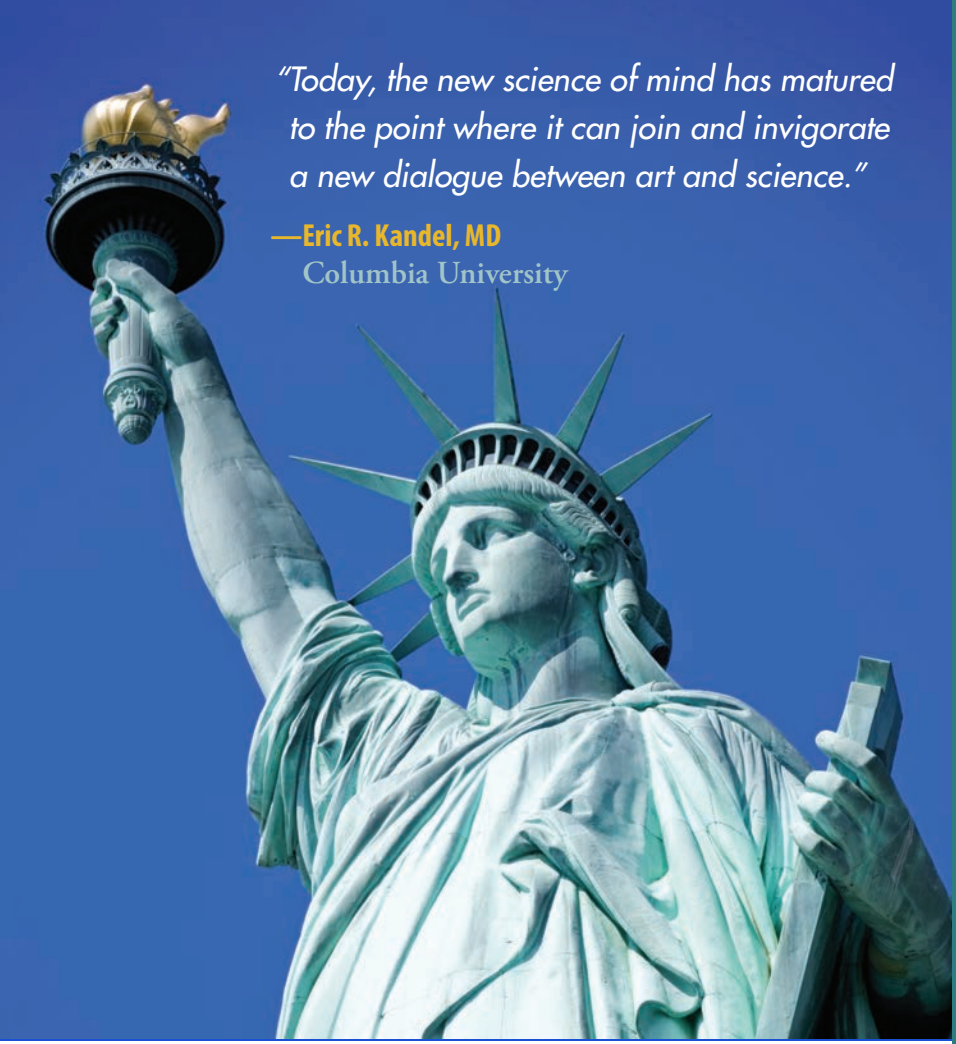

THE SCIENCE OF SMARTER MINDS:
TEACHING TO THINK, CREATE AND INNOVATE FOR SCHOOL AND CAREERS

AT THE SHERATON NEW YORK TIMES SQUARE HOTEL
NEW YORK, NY

MAY 8-10, 2014

Pre-Conference Workshops: May 8
Early Registration Discount Deadline: FEBRUARY 28, 2014

38TH LEARNING & the BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

TEACHING TO THINK: THE SCIENCE OF THINKING AND REASONING

Smart Thinking: Helping Students Solve Problems, Innovate, Create and Learn

Arthur B. Markman, PhD, Annabel Iron Worsham Centennial Professor, Department of Psychology, The University of Texas at Austin; Executive Editor, *Cognitive Science*; Author, *Smart Change: Five Tools to Create New and Sustainable Habits in Yourself and Others (2014)* and *Smart Thinking: Three Essential Keys to Solve Problems, Innovate, and Get Things Done (2012)*; Co-Author, *Tools for Innovation: The Science Behind the Practical Methods That Drive New Ideas (2009)*

Making Students Smarter: Strengthening Thinking, Reasoning and Learning

Sandra B. Chapman, PhD, Founder/Chief Director, Center for BrainHealth; Dee Wyly Distinguished Chair; Professor of Behavioral and Brain Sciences, The University of Texas at Dallas; Co-Author, *Make Your Brain Smarter: Increase Your Brain's Creativity, Energy, and Focus (2013)* and "Higher-order Strategic Gist Reasoning in Adolescence" *(2011, The Adolescent Brain: Learning, Reasoning, and Decision Making)*

Developing Thought-Full Minds and Schools for the 21st Century and Beyond

Arthur L. Costa, EdD, Emeritus Professor of Education, California State University, Sacramento; Co-Director of the Institute for Intelligent Behavior; Former President of ASCD; Former Director of Educational Programs, NASA; Editor, *Habits of Mind Across the Curriculum (2009)* and *Developing Minds (2001)*; Co-Author, *Cognitive Capital (2013)* and *Thinking-Based Learning (2010)*

Sparks of Genius: Cognitive Thinking Tools for the Student Mind

Michele M. Root-Bernstein, PhD, Adjunct Assistant Professor, Department of Theatre, Michigan State University; Co-Author, "Thinking Inside the Box" *(2009, Psychology Today)* and *Sparks of Genius: The Thirteen Thinking Tools of the World's Most Creative People (2001)*

The Rational Mind: Is It Separate from Intelligence?

Keith E. Stanovich, PhD, Canada Research Chair of Applied Cognitive Science, Department of Human Development and Applied Psychology, University of Toronto; Author, *How to Think Straight About Psychology (2012, 10th Ed.), Rationality and the Reflective Mind (2010)* and *What Intelligence Tests Miss: The Psychology of Rational Thought (2010)*

Critical Thinking and 21st Century Skills

Daniel T. Willingham, PhD, Professor of Psychology, University of Virginia; Blogger, *Science and Education*; Writer, "Ask the Cognitive Scientist" column for *American Educator*; Associate Editor, *Mind, Brain, and Education*, Author, *When Can You Trust the Experts? (2012)* and *Why Don't Students Like School? (2010)*; Co-Author, *Cognition: The Thinking Animal (2006, 3rd Ed.)*

TEACHING TO CREATE: THE SCIENCE OF ART AND CREATIVE THINKING

The Age of Insight: Art, Brain and the Creative Beholder

Eric R. Kandel, MD, Nobel Prize Winner; University and Fred Kavli Professor; Director, Kavli Institute for Brain Science, Columbia University; Founding Director, Center for Neurobiology and Behavior, Columbia University College of Physicians and Surgeons; Author, *Age of Insight (2012)* and *In Search of Memory (2007)*; Co-Author, *Memory: From Mind to Molecules (2008)*

Promoting Motivation and Creativity in the Classroom: A Toolbox for Teachers

Beth Ann Hennessey, PhD, Professor of Psychology, Wellesley College; Collaborator/Developer with Massachusetts Institute of Technology on a cutting-edge curriculum for the new International Design Center (IDC) at Singapore University of Technology and Design; Author, "Nurturing Creative Mindsets Across Cultures" *(2012, Cultures of Creativity)*

The Neuroscience of Creative Thinking

Rex E. Jung, PhD, Assistant Research Professor, Departments of Neurology and Neurosurgery, Health Sciences Center; Assistant Research Professor, Department of Psychology, University of New Mexico; Co-Author, "The Structure of Creative Cognition in the Human Brain" *(2013, Frontiers in Human Neuroscience)* and "Cortical Thickness Correlates of Specific Cognitive Performance Accounted for by the General Factor of Intelligence in Healthy Children Aged 6 to 18" *(2011, Neuroimage)*

Developing Creative Thinking Skills Through Art

Diane B. Jaquith, MA, K-5 Art Teacher; Co-Founder, Teaching for Artistic Behavior; Co-Author, *The Learner-Directed Classroom: Developing Creative Thinking Skills Through Art (2012)* and *Engaging Learners Through Artmaking (2009)*

How to Boost Student Creativity — and Your Own

James C. Kaufman, PhD, Professor of Educational Psychology, Neag School of Education, University of Connecticut; Author, *Creativity 101 (2009)*; Co-Author, *Being Creative Inside and Outside the Classroom: How to Boost Your Students' Creativity – and Your Own (2012)*; Co-Editor, *Neuroscience of Creativity (2013), Nurturing Creativity in the Classroom (2011)* and *The Cambridge Handbook of Creativity (2010)*; and **Ronald A. Beghetto, PhD**, Associate Professor, Neag School of Education, University of Connecticut; Associate Professor of Education Studies, University of Oregon; Author, *Killing Ideas Softly? The Promise and Perils of Creativity in the Classroom (2013)*; Co-Editor, *Nurturing Creativity in the Classroom (2011)*

The Benefits of the Arts for Critical and Creative Thinking

Ivonne Chand O'Neal, MA, Director of Research and Evaluation, The John F. Kennedy Center for the Performing Arts, which is conducting research on whether various aspects of arts integration instruction affect student engagement and creative ability

CONFERENCE BEGINS 1:00 PM, MAY 8



TEACHING TO INNOVATE: SMART KIDS WITH "SMART" TECHNOLOGY

Creating Innovators

Tony Wagner, MAT, EdD, Expert in Residence, Innovation Laboratory, Harvard University; Founder/Co-Director, Change Leadership Group, Harvard Graduate School of Education; Author, *Creating Innovators: The Making of Young People Who Will Change the World (2012)*

The Anti-Education Era: Creating Smarter Problem Solvers Through Digital Learning

James Paul Gee, PhD, Mary Lou Fulton Presidential Professor of Literacy Studies, Arizona State University; Member, National Academy of Education; Author, *The Anti-Education Era: Creating Smarter Students through Digital Learning (2013)*

Learning to Learn Through Invention, Tinkering and Making

Sylvia L. Martinez, MA, President of Generation YES, a non-profit with a mission of empowering young people to improve their schools and communities with modern technology; Designer of Math Blaster and Maurice Ashley Teaches Chess; Developer of the award-winning website Math.com; Co-Author, *Invent to Learn: Making, Tinkering and Engineering in the Classroom (2013)*

"Man and Machine": Impact of Technology on Innovation, Creativity and Learning

Charles K. Fadel, MBA, Founder/Chairman, Center for Curriculum Redesign; Visiting Practitioner, Harvard Graduate School of Education; Senior Fellow, The Conference Board, P21.org and Innovate Educate; Co-Author, *21st Century Skills: Learning for Life in Our Times (2009)*

Preparing Future Innovators: Lessons from Studying the Development of Math and Science Talents for 35 Years

Camilla P. Benbow, EdD, Patricia and Rodes Hart Dean of Education and Human Development, Peabody College, Vanderbilt University; Co-Director of the Study of Mathematically Precocious Youth (SMPY); Co-Author, "Creativity and Technical Innovation: Spatial Ability's Unique Role" *(2013, Psychological Science)*

Transforming Education: Using "Smart" Machines That Think, Innovate and Teach

Roger Azevedo, PhD, Professor of Human Factors and Ergonomics; Member, Digital Transformation of Education Group, North Carolina State University; Co-Editor, *International Handbook of Metacognition and Learning Technologies (2013)*; and **Robert Plotkin, Esq**, Adjunct Faculty, Boston University School of Law; Blogger, *Automating Invention*; Author, *Computers and Creativity (2011)* and *The Genie in the Machine: How Computer-Automated Inventing Is Revolutionizing Law and Business (2009)*

ASSESSING SMART THINKING: STANDARDS AND LITERACY

Think Smart: Applying Brain Science to Instructional Practices That Empowers Learners

Kathleen M. Kryza, MA, CEO, Infinite Horizons; Co-Author, *Developing Growth Mindsets in the Inspiring Classroom (2011)* and *Winning Strategies for Test Taking - Grades 3-8 (2009)*; and **Jack A. Naglieri, PhD**, Research Professor, Curry School of Education, University of Virginia; Emeritus Professor of Psychology, George Mason University; Co-Author, *Handbook of Executive Functioning (2013)* and *Comprehensive Inventory of Executive Function (2012)*; Co-Editor, *Practitioner's Guide to Assessing Intelligence and Achievement (2009)*

Cognitive Skills, Student Achievement Tests and Schools

John D.E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences; Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, Massachusetts Institute of Technology; Co-Author, "Failure of Working Memory Training to Enhance Cognition or Intelligence" *(2013, Plos One)*

Teaching Students to Think Like Scientists: Integrating Science and Literacy Instruction for Common Core and Next Generation Standards

Maria C. Grant, EdD, Associate Professor; Director, Secondary Teacher Education Program, Department of Secondary Education, College of Education, California State University, Fullerton; Co-Author, *Teaching Students to Think Like Scientists (2014)*

Think Smart: Using Brain Science to Redefine Intelligence for 21st Century Learners

Jack A. Naglieri, PhD, Research Professor, Curry School of Education, University of Virginia; Emeritus Professor of Psychology, George Mason University; Developer of the Cognitive Assessment System; Co-Author, *Helping Children Learn (2010, 2nd Ed.), Helping Gifted Children Learn (2009)* and *Essentials of Wechsler Nonverbal Assessment (2008)*; Co-Editor, *Practitioner's Guide to Assessing Intelligence and Achievement (2009)*

CONFERENCE SCHEDULE:

Pre-Conference Workshops	Thursday, May 8	8:45 AM – 11:45 AM
Conference Day 1	Thursday, May 8	1:00 PM – 5:15 PM
Conference Day 2	Friday, May 9	8:30 AM – 5:00 PM
Conference Day 3	Saturday, May 10	8:30 AM – 5:00 PM

TEACHING STEM: MATH/SCIENCE THINKING AND PROBLEM SOLVING

How Children Learn Mathematics and How to Help Them Learn More

Robert S. Siegler, PhD, Teresa Heinz Professor of Cognitive Psychology, Carnegie Mellon University; Founder, The Siegler Center for Innovative Learning (SCIL), Beijing Normal University; Co-Author, *How Children Develop (2014, 4th Ed.), Children's Thinking (2004, 4th Ed.)* and "Taking It to the Classroom: Number Board Games as a Small Group Learning Activity" *(2012, Journal of Educational Psychology)*

Connecting Science and Creativity

Stephanie Rafanelli, MEd, Director of Research and Curriculum Development, Center for Childhood Creativity; Former Math and Science Teacher; Founder/Former Director, Sally Ride Science Camp for Girls and Menlo Summer Explorations; **Elizabeth Rieke, MBA**, CEO/Executive Director, Center for Childhood Creativity; Former Chief Marketing Officer, California Academy of Sciences; and **Erica Fortescue, MA**, Lead Program Developer, Center for Childhood Creativity; Expert at directing STEM, College Access and out-of-school learning programs

Benefits of Arts and Crafts for Math and Science Learning

Robert S. Root-Bernstein, PhD, Professor of Physiology, Michigan State University; Co-Author, "The Art and Craft of Science" *(2013, Educational Leadership)*, "The Importance of Early and Persistent Arts and Craft Education for Future Scientists and Engineers" *(2012, National Science Foundation SEAD)* and *Sparks of Genius (2009)*

Engaging Deeper Thinking in Math and Science

John T. Almarode, PhD, Assistant Professor, College of Education, James Madison University; Co-Author, *Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12 (2013)* and "For the Love of Learning Science" *(2010, Physics Education Research)*

Mind Over Math: The Neuropsychology of Mathematics and Practical Instructional Applications

Christopher Kaufman, PhD, Licensed Psychologist and Certified School Psychologist; Co-Founder, Kaufman Psychological Services; Author, *Executive Function in the Classroom: Practical Strategies for Improving Performance and Enhancing Skills for All Students (2010)*

Aha! Moments: Problem Solving, Creativity and the Brain

John Kounios, PhD, Professor of Psychology; Director, Program in Applied Cognitive & Brain Sciences, Drexel University; Co-Author, "The Cognitive Neuroscience of Insight" *(2013, Annual Review of Psychology)* and "The Aha! Moment" *(2009, Current Directions in Psychological Science)*

SMARTER MINDS: THE SCIENCE OF INTELLIGENCE

Redefining Intelligence and Potential

Scott Barry Kaufman, PhD, Adjunct Assistant Professor of Psychology, New York University; Co-Founder, *The Creativity Post*; Blogger, "Beautiful Minds," *Scientific American Mind*; Author, *Ungifted: Intelligence Redefined (2013)*; Editor, *The Complexity of Greatness: Beyond Talent or Practice (2013)*; Co-Editor, *The Cambridge Handbook of Intelligence (2011)*

If There Are Genes for Intelligence, Why Haven't We Found Them Yet?

Christopher F. Chabris, PhD, Associate Professor of Psychology; Co-Director, Neuroscience Program, Union College; Adjunct Associate Professor of Neurology, Albany Medical College; Co-Author, *The Invisible Gorilla: How Our Intuitions Deceive Us (2011)* and "Most Reported Genetic Associations With General Intelligence Are Probably False Positives" *(2012, Psychological Science)*

Flexible Thinking: Understanding Cognitive Control and Intelligence in the Brain

Michael W. Cole, PhD, Director, Cole Neuroscience Laboratory; Assistant Professor, Center for Molecular and Behavioral Neuroscience, Rutgers-Newark University; Co-Author, "Rapid Instructed Task Learning: A New Window into the Human Brain's Unique Capacity for Flexible Cognitive Control" *(2013, Cognitive, Affective, & Behavioral Neuroscience)* and "Global Connectivity of Prefrontal Cortex Predicts Cognitive Control and Intelligence" *(2012, Journal of Neuroscience)*

Mapping of Human Intelligence

Aron K. Barbey, PhD, Assistant Professor and Director, Decision Neuroscience Laboratory, Beckman Institute for Advanced Science and Technology, University of Illinois at Urbana-Champaign; Associate Editor, *Frontiers in Human Neuroscience*; Co-Author, "Architecture of Fluid Intelligence and Working Memory Revealed by Lesion Mapping" *(2013, Brain Structure and Function)*

The BRAIN Initiative: Mapping Minds and Intelligence

Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Professor of Neuroscience Research, Department of Molecular, Cellular and Developmental Biology, University of California, Santa Barbara; Co-Founder, *Learning & the Brain*; Co-Author, *The Alzheimer's Solution (2010)*

PRESENT A POSTER SESSION AT THE MAY CONFERENCE

PROPOSAL DEADLINE: APRIL 11, 2014 • For more information and details, visit LearningAndTheBrain.com or call 781-449-4010 ext. 102.

Submit a summary of your poster session for review to info@learningandthebrain.com.

Scan QR Code for more information

PRE-CONFERENCE WORKSHOPS

THURSDAY, MAY 8 8:45 AM–11:45 AM

(Cost: $169 per person . By advance registration only. Select one of six. Add $25 fee if you are not attending the conference.)

1. Designing Learning with Thinking Dispositions in Mind

We prepare students for a life of tests, but do we prepare them for the tests of life? While many cite the need for critical and creative thinking, collaboration and communication, do we align our curriculum with those thinking dispositions? This workshop will define dispositions, describe their place in the curriculum and offer ways to assess their growth over time. Designing a curriculum focused on dispositional thinking requires a different mindset. Drs. Costa and Kallick will challenge and help re-frame your mental maps to focus on the real purposes of 21st Century education.

Arthur L. Costa, EdD, Emeritus Professor of Education, California State University, Sacramento; Editor, *Habits of Mind Across the Curriculum (2009)* and *Developing Minds (2001)*; Co-Author, *Becoming an Emotionally Intelligent Teacher (2013)* and **Bena Kallick, PhD**, International Consultant; Vice President, Professional Development Services, Performance Pathways; Co-Author, *Habits of Mind Across the Curriculum (2009)* and *Using Curriculum Mapping and Assessment to Improve Student Learning (2008)*

2. The Reading Brain and the Common Core

Dr. Kaufman will examine the brain bases of reading skill acquisition, with emphasis given to the development of skills related to the Common Core State Standards. Dr. Kaufman will feature 'neurological role plays' in the first half of the workshop to illustrate key cognitive process elements associated with receptive and expressive literacy. He will devote the second part of the workshop to best practice strategies targeting the development of reading skills across regular and special education domains. This workshop is appropriate for regular and special educators, school- and community-based clinicians, educational administrators, physicians and parents of dyslexic children.

Christopher Kaufman, PhD, Licensed Psychologist and Certified School Psychologist; Co-Founder, Kaufman Psychological Services; Author, *Executive Function in the Classroom: Practical Strategies for Improving Performance and Enhancing Skills for All Students (2010)*

3. Motivating Minds via Critical Thinking and Writing

This workshop will focus on critical thinking and writing skills, which are inherent within the new Common Core Standards. The workshop leaders will explore teaching strategies that enhance these skills to prepare students for increased learning and academic performance. You will gain time saving strategies and creative ideas for developing engaging activities that you can connect to both your students and your curriculum.

Scott Hobson, MA, Former Principal; Assistant Principal; Master Teacher; Author, *Breakfast for the Brain (2012)*; and **Nathan Levy, PhD**, Principal; Coordinator for Gifted Programs; Author, *Stories With Holes (2005)*; Co-Authors, *Creativity, Day By Day (2012)* and *THINKology: Engaging Activities to Enhance the Creative Mind (2012)*

4. From STEM To STEAM: Strategies to Integrate the Arts into STEM Learning

Dr. Sousa will examine the cognitive and social neuroscience findings showing how the Arts enhance creativity, problem solving, memory systems and analytical skills — all critical to achieving success in the STEM (Science, Technology, Engineering and Mathematics) subjects. You will explore teacher-tested lessons at all grade levels that have successfully integrated the Arts into STEM lessons, turning them into STEAM lessons by adding Arts instruction in ways that are much more fun and interesting to students.

David A. Sousa, EdD, Educational Consultant; Member of the Cognitive Neuroscience Society; Author, *How the Brain Learns Mathematics (2011)*; Co-Author, *From STEM to STEAM: Using Brain-Compatible Strategies to Integrate the Arts (2013)*

5. Building Blocks of Creative Thinking: (Applications to the Common Core)

In this active and experiential workshop, you will learn about the major brain structures associated with creative thinking and will explore pedagogical, curricular and environmental means of advancing creative thinking. You will create a model of the brain while gaining insight into important research around neuroscience and cognitive development. While diving deeply into neural research, you will also learn a simple framework around which to organize research-based best practices connected with learning and creative thinking. The workshop leaders will link research with feasible classroom practice, highlighting alignment with the many threads of the Common Core State Standards that strive to support complex thinking. You will walk away a newly enriched understanding of the brain, a framework for understanding creative thinking and and several immediately usable strategies to advance creative thinking in children. The focus will primarily be on K–8 learning environments.

Stephanie Rafanelli, MEd, Director of Research and Curriculum Development, Center for Childhood Creativity; Founder, Sally Ride Science Camp for Girls and Menlo Summer Explorations; **Elizabeth Rieke, MBA**, CEO/Executive Director, Center for Childhood Creativity; Former Chief Marketing Officer, California Academy of Sciences; and **Erica Fortescue, MA**, Lead Program Developer, Center for Childhood Creativity; Former Teacher; Developer of inquiry-based science programs

6. Engaging Adolescent Minds: How They Think, Reason and Learn

Drs. Reyna and Almarode will review recent neuroscience discoveries about how the brain develops in adolescence, with implications for how we teach young people and how we prepare them to make decisions. This two-part workshop will address issues such as mathematical cognition, deeper engagement and thinking and why teens make risky decisions.

Valerie F. Reyna, PhD, Co-Director, Magnetic Resonance Imaging Facility and of the Center for Behavioral Economics and Decision Research; Professor of Human Development and Psychology, Cornell University; Co-Editor, *The Adolescent Brain: Learning, Reasoning and Decision Making (2012)*; and **John T. Almarode, PhD**, Assistant Professor, College of Education, James Madison University; Co-Author of study, *Future of Education for STEM Talented Adolescents (2013)*

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❍ **The Reading Brain and the Common Core**	8:45 am – 11:45 am	$169 per person
❍ **Motivating Minds via Critical Thinking and Writing**	8:45 am – 11:45 am	$169 per person
❍ **From STEM to STEAM: Strategies to Integrate the Arts into STEM Learning**	8:45 am – 11:45 am	$169 per person
❍ **Building Blocks of Creative Thinking (Applications to the Common Core)**	8:45 am – 11:45 am	$169 per person
❍ **Engaging Adolescent Minds: How They Think, Reason and Learn**	8:45 am – 11:45 am	$169 per person

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