

*“Scientific research clearly shows that fostering friendships, joy and compassion in students furthers their success—both in school and in life.”*

**—Christine L. Carter, PhD  
University of California, Berkeley**

## **EDUCATING THE WHOLE STUDENT: USING BRAIN SCIENCE FOR SMARTER, HAPPIER AND HEALTHIER LEARNERS**

AT THE HISTORIC FAIRMONT HOTEL,  
ATOP NOB HILL, SAN FRANCISCO, CA

**FEBRUARY 16-18, 2012**

Pre-Conference Workshops: February 16  
**Early Discount Deadline: Dec. 2, 2011**



**31<sup>ST</sup> LEARNING & the BRAIN<sup>®</sup> CONFERENCE**



# LEARNING & the BRAIN® CONFERENCE

31<sup>st</sup> International Conference For Pre-K through University Educators, Parents and Clinicians

**February 16-18, 2012** • At The Historic Fairmont Hotel, Nob Hill • **San Francisco, CA**



## EDUCATING THE WHOLE STUDENT: USING BRAIN SCIENCE FOR SMARTER, HAPPIER AND HEALTHIER LEARNERS

*Explore the latest research on:*

- Promoting Positive Emotions**
- Teaching to the Whole Student**
- Increasing Wisdom and Intelligence**
- Enhancing Emotional and Social Skills**
- Raising Self-Regulation and Resiliency**
- Exercise, Play, Math and Achievement**
- Science of Happiness and Morality**
- Strategies for Smarter Students**
- Creating Caring and Moral Education**
- The Whole Child and School Reform**
- Teen Brains, Emotions and Stress**
- Early Childhood and Future Success**
- Dyslexia, Reading and Reasoning**
- Creating Safe, Mindful Classrooms**
- School/Community Collaborations**
- ADHD, Autism and the Social Brain**

For more, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com)

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**UPCOMING L&B CONFERENCES / SUMMER INSTITUTES** (See inside)

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# EDUCATING SMARTER, HAPPIER AND HEALTHIER LEARNERS

Cognitive and social science research is finding that the most successful students are those who are positive, self-regulated, social, intellectually stimulated, empathic, compassionate, mindful, moral, and physically healthy. [Discover the latest research on how to nurture happy, thoughtful, active, regulated, resilient and responsible students.](#)

## LEARNING OBJECTIVES

**You will gain knowledge about:**

- ✓ Ways to cultivate smarter, happier and healthier students
- ✓ Teaching the whole student in a complex, diverse world
- ✓ Strategies for enhancing social-emotional learning
- ✓ Promoting student self-regulation and resiliency
- ✓ How to create challenging, caring and moral classrooms
- ✓ Applying brain and social research to enhance student success
- ✓ Benefits of fitness, play and laughter for math and achievement
- ✓ Connections between reading, dyslexia, reasoning and IQ
- ✓ Importance of social skills and collaborations for LD students
- ✓ Effects of hormones, emotions and stress on children and teens
- ✓ Early childhood interventions and school readiness



## CO-SPONSORS

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

Department of Speech, Language & Hearing Sciences, **Boston University**

**Learning & the Brain Foundation**

**NASSP**

## WHO SHOULD ATTEND

Educators, Parents

Curriculum, Staff Developers

Speech-Language Pathologists

PS-12 Teachers and Administrators

Learning Specialists, Special Educators

Psychologists, Social Workers, Counselors

Reading, Language, PE, Science, Math Educators

Superintendents, Principals, School Heads

Early Childhood and Teen Professionals

Neuroscientists, Neuropsychologists

Occupational, Physical Therapists

College, University Professors

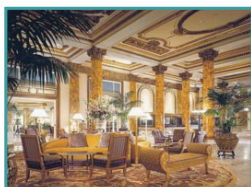
Researchers, Policy Makers

## EARN PROFESSIONAL DEVELOPMENT CREDIT

**Professional Credit:** Earn up to 16-20 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 credits, or call 781-449-4010 ext. 101. Certificates of attendance and credits are free via email. However, there is a necessary \$5 fee for shipping and handling, if mailed. Please add \$5 to the registration fee, if you wish to have them delivered by mail.

**Speech-Language Pathologists:** Please download your brochure from [LearningAndTheBrain.com](#) to learn more about available ASHA credits.

## STAY AT THE HISTORIC FAIRMONT HOTEL – SPECIAL RATES



Rooms start at \$209 per night (plus applicable taxes). **Call The Fairmont San Francisco Hotel (site of the conference) at 1-800-441-1414 or 415-772-5175 and refer to "Learning & the Brain."**

The discount rate will no longer apply when the block is full, or after January 26, 2012. If the hotel block is filled, access [LearningAndTheBrain.com](#) or call PIRI's reservations center at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located at the top of Nob Hill, The Fairmont Hotel provides a spectacular panoramic view of the "City on the Bay."

# CONFERENCE PROGRAM TOPICS

## WITH A DISTINGUISHED FACULTY

### EDUCATING THE WHOLE STUDENT: TEACHING HEARTS & MINDS

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#### Educating the Whole Student

**Nel Noddings, PhD**, Lee L. Jacks Professor of Child Education, Emerita, School of Education, [Stanford University](#); Editorial Board Member, *Greater Good Magazine*, Greater Good Science Center, [University of California, Berkeley](#); Author, *Critical Lessons: What Our Schools Should Teach* (2007), *The Challenge to Care in Schools* (2005, 2nd Edition) and *Happiness and Education* (2004)

#### Whole Brain Goes to School:

#### What Science Tells Us About Raising Smarter, Happier and Healthier Students

**David A. Walsh, PhD**, Psychologist; Faculty, [University of Minnesota](#); Founder, National Institute on Media and the Family; Founder, Mind Positive Parenting; Consultant, World Health Organization; Author, *Smart Parenting*, *Smarter Kids: The One Brain Book You Need to Help Your Child Grow Brighter, Healthier and Happier* (2011)

#### Whole-Brain Child: Nurturing Students' Developing Minds

**Daniel J. Siegel, MD**, Clinical Professor of Psychiatry, School of Medicine; Co-Director, The Mindful Awareness Research Center, [University of California, Los Angeles](#); Executive Director, MindSight Institute; Author, *Mindsight* (2010), *The Mindful Brain* (2007) and *The Developing Mind* (2001); Co-Author, *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind, Survive Everyday Parenting Struggles and Help Your Family Thrive* (2011)

#### The Whole Student in the Age of Globalization

**Yong Zhao, PhD**, Presidential Chair and Associate Dean for Global Education, College of Education, [University of Oregon](#); Director, Center for Advanced Technology in Education (CATE); Author, *Catching Up or Leading the Way: American Education in the Age of Globalization* (2009) and "China and the whole child" (2007, *Educational Leadership*)

#### The Mindful Child: Teaching the New ABCs of Attention, Balance and Compassion

**Susan K. Greenland, JD**, Founder/Executive Director, Inner Kids Foundation; Co-Investigator, Mindful Awareness Research Center, [University of California, Los Angeles](#); Research Collaborator, [University of California, San Francisco](#); Author, *The Mindful Child: How to Help Your Kid Manage Stress and Become Happier, Kinder, and More Compassionate* (2010)

#### The Brain-Targeted Teaching Model for the 21st Century

**Mariale M. Hardiman, EdD**, Co-Director, Neuro-Education Initiative, School of Education, [Johns Hopkins University](#); Former Principal, Baltimore City Public Schools; Author, *The Brain Targeted Teaching Model for 21st Century Schools* (2012), *Connecting Brain Research with Effective Teaching* (2003); Co-Author, "The science of education: Informing teaching and learning through the brain sciences" (2009, *Cerebrum*)

### HAPPIER MINDS: ENHANCING EMOTIONS & SELF-REGULATION

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#### Raising Happiness in Schools

**Christine L. Carter, PhD**, Director, Parenting Programs, Greater Good Science Center, [University of California, Berkeley](#); Blogger, *Psychology Today*; Founder, The Raising Happiness Project; Author, *Raising Happiness: 10 Simple Steps for More Joyful Kids and Happier Parents* (2011)

#### Executive Function, Adversity and Stress Reactivity: Implications for Education and School Readiness

**Jelena Obradovic, PhD**, Assistant Professor, Developmental and Psychological Sciences Program, School of Education, [Stanford University](#); Research Investigator, The Peers and Wellness Study (PAWS), [University of California, Berkeley](#); Co-Author, "Executive functioning and developmental neuroscience: Current progress and implications for early childhood education" (2011, *The Handbook of Early Education*) and "Biological sensitivity to context: The interactive effects of stress reactivity and family adversity on socio-emotional behavior and school readiness" (2010, *Child Development*)

#### Attention and Self-Regulation of Thoughts and Feelings

**Michael I. Posner, PhD**, Professor Emeritus, [University of Oregon](#); Former Adjunct Professor, Weill Medical College, [Cornell University](#); Author, *Attention in a Social World* (2012) and *Cognitive Neuroscience of Attention* (2011, 2nd Edition); Co-Author, "Toward a physical basis of attention and self regulation" (2009, *Physics of Life Reviews*) and *Educating the Human Brain* (2006)

#### Early School Success: Self-Regulation, Risk and Academic Achievement

**Megan M. McClelland, PhD**, Associate Professor, Hallie Ford Center for Healthy Children and Families, College of Public Health and Human Sciences, [Oregon State University](#); Author, "Self regulation and academic achievement in elementary school children" (2011, *New Directions in Child/Adolescent Development*) and "Behavioral regulation and early academic achievement in Taiwan" (2011, *Early Education and Development*)

#### Stressful Minds: Emotions' Impact on the Brain and Successful Learning

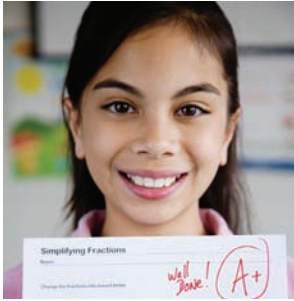
**Judy Willis, MD, EdM**, Board-Certified Neurologist; Adjunct Faculty, [University of California, Santa Barbara](#); Former Teacher; Author, *Learning to Love Math* (2010), *Inspiring Middle School Minds* (2009), *How Your Child Learns Best* (2008), *Teaching the Brain to Read* (2008) and *Research-Based Strategies to Ignite Student Learning* (2006)

#### Say Yes to No: The Importance of Self-Discipline for Success and Happiness

**David A. Walsh, PhD**, Psychologist; Faculty, [University of Minnesota](#); Founder, National Institute on Media and the Family; Founder, Mind Positive Parenting; Consultant, World Health Organization; Author, *No: Why Kids-of All Ages-Need to Hear It and Ways Parents Can Say It* (2007)



CONFERENCE BEGINS 1:15 PM, FEBRUARY 16



## SMARTER MINDS: RAISING IQ, REASONING & READING

### The Uncoupling of Reading and IQ in Dyslexics Compared to Typical Readers

**Emilio Ferrer-Caja, PhD**, Associate Professor, Department of Psychology, [University of California, Davis](#); Co-Principal Investigator, The Neurodevelopment of Reasoning Ability (NORA), [University of California, Berkeley](#); Co-Author, "Uncoupling of reading and IQ over time: Empirical evidence for a definition of dyslexia" (2010, *Psychological Science*) and "Fluid reasoning and the developing brain" (2009, *Frontiers in Neuroscience*)

### The Dyslexia Reasoning Advantage: Unlocking the Hidden Potential in Students

**Brock L. Eide, MD**, Co-Founder, Eide Neurolearning Clinic; Member of the Prestigious Alpha Omega Alpha Medical Honor Society; Co-Author, *The Dyslexic Advantage* (2011) and *The Mislabeled Child* (2007); and **Fernette F. Eide, MD**, Co-Founder, Eide Neurolearning Clinic; Clinical Assistant Professor of Neurology, School of Medicine, [University of Washington](#); Former Faculty in Neurology, [University of California, San Francisco](#); Co-Author, *The Dyslexic Advantage* (2011) and *The Mislabeled Child* (2007)

### Smarter Minds: Brains, Intelligence and Schools

**Dennis Garlick, PhD**, Postdoctoral Researcher, Department of Psychology, [University of California, Los Angeles](#); Author, *Intelligence and the Brain: Solving the Mystery of Why People Differ in IQ and How a Child Can Be a Genius* (2010) and "Understanding the nature of the general factor of intelligence: The role of individual differences in neural plasticity as an explanatory mechanism" (2002, *Psychological Review*)

### Engaging the Mind for Higher Intellectual Performance in All Students

**Yvette Jackson, EdD**, Visiting Lecturer, [Harvard University](#); CEO, National Urban Alliance for Effective Education, Former Director of Gifted Programs and Executive Director of Instruction and Professional Development, New York City Public Schools; Author, *The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools* (2011)

### Smarter Teaching Leads to Smarter Students: Lesson Designs for Optimal Learning

**Sarah Armstrong, EdD**, Adjunct Faculty Member, [University of Virginia](#); Consultant and President, Leading and Learning Solutions; Author, *Teaching Smarter with the Brain in Focus: Practical Ways to Apply the Latest Brain Research to Deepen Concentration, Improve Memory and Motivate Students to Achieve* (2008); Co-Author, *A Practical Guide to Tiering Instruction in the Differentiated Classroom* (2010)

## HEALTHIER MINDS: PROMOTING PLAY & PHYSICAL EXERCISE

### The Basic Science of Social Play and Joy: Implications for Mental Health and Education

**Jaak Panskepp, PhD**, Adjunct Professor, Department of Psychology, [Washington State University](#); Author, "Can play diminish ADHD and facilitate the construction of the social brain?" (2007, *Canadian Academy of Child and Adolescent Psychiatry*) and *Affective Neuroscience: The Foundations of Human and Animal Emotions* (2004); Co-Author, *The Archaeology of Mind: Neuroevolutionary Origins of Human Emotions* (2012)

### Connections Between Physical Exercise and Academic Achievement

**Kathryn L. King, MD**, Pediatric Resident, [Medical University of South Carolina](#); Researcher on physical activity program in classrooms; Author, "Implementing a physical activity program in a public elementary school and its effect on academic achievement" (2007, *Pediatric Academic Society*); **James T. McElligott, MD**, Pediatrician and Program Leader; Assistant Professor, College of Medicine, [Medical University of South Carolina](#); and **Dave Spurlock**, Director of Physical Education and Health, Charleston County School District

### Brain Fitness, Lifestyle and Life-Long Learning

**Kenneth S. Kosik, MD**, Co-Director, Neuroscience Research Institute; Harriman Chair and Professor of Neuroscience Research, Department of Molecular, Cellular and Developmental Biology, [University of California, Santa Barbara](#); Co-Author, *The Alzheimer's Solution: How Today's Care Is Failing Millions – and How We Can Do Better* (2010)

### Effects of Exercise on Overweight Children's Cognition and Academic Achievement

**Catherine L. Davis, PhD**, Professor, Institute for the Prevention of Human Disease and Accidents, [Georgia Health Sciences University](#); Author, "Exercise improves executive function and achievement and alters brain activation in overweight children" (2011, *Health Psychology*)

### The Power of Play to Enhance Learning, Build Social Connections and Encourage Curiosity

**Martha M. Kaufeldt, MA**, Educational Consultant; Former Teacher; Author, *Begin with the Brain* (2009, 2nd Edition) and *Teachers, Change Your Bait!* (2005); Co-Author, *Think Big, Start Small: How to Differentiate Instruction in a Brain-Friendly Classroom* (2011)

CONFERENCE SCHEDULE:	Pre-Conference Workshops	Thursday, February 16	8:30 AM – 12:30 PM
	Conference Day 1	Thursday, February 16	1:15 PM – 5:30 PM
	Conference Day 2	Friday, February 17	8:30 AM – 5:30 PM
	Conference Day 3	Saturday, February 18	8:30 AM – 5:00 PM

## TEEN/LD BRAINS: STRENGTHENING SOCIAL-EMOTIONAL SKILLS

### Adolescent Brains on Hormones: Social, Emotional and Motivational Changes and Opportunities

**Ronald E. Dahl, MD**, Professor, Community Health & Human Development and Joint Medical Program, School of Public Health, [University of California, Berkeley](#); Author, "The role of puberty in the developing adolescent brain" (2010, *Human Brain Mapping*) and "Pubertal development and behavior: Hormonal activation of social and motivational tendencies" (2010, *Brain and Cognition*)

### Reducing Teen Stress by Promoting Positive Emotions

**Judith T. Moskowitz, PhD, MPH**, Associate Professor in Residence, School of Medicine, [University of California, San Francisco](#); Researcher and Instructor, Coping and Emotional Development for Adolescents to Reduce Stress Pilot Program (CEDARS), Osher Center for Integrative Medicine, [University of California, San Francisco](#); Author, "Is benefit finding good for your health? Pathways linking positive life changes after stress and physical health outcomes" (2011, *Current Directions in Psychological Sciences*)

### Wired to Connect: Creating Classrooms that Nurture Social and Autistic Minds

**Sam Goldstein, PhD**, Assistant Clinical Instructor, Department of Psychiatry, School of Medicine, [University of Utah](#); School Psychologist; Editor-in-Chief, *Journal of Attention Disorders*; Co-Author, *Raising Resilient Children with Autism Spectrum Disorder: Strategies to Maximize Their Strengths, Coping with Adversity and Developing Social Minds* (2011) and *Raising a Self-Disciplined Child* (2009)

### Why Do They Act That Way?: A Guide to the Adolescent Brain

**David A. Walsh, PhD**, Psychologist; Faculty, [University of Minnesota](#); Founder, National Institute on Media and the Family; Founder, Mind Positive Parenting; Author, *Why Do They Act That Way?: A Survival Guide to the Adolescent Brain for You and Your Teen* (2005)

### Enhancing Social and Emotional Learning in Children and Teens: Implications for School Success

**Joseph A. Durlak, PhD**, Professor Emeritus of Psychology, [Loyola University Chicago](#); Co-Author, "The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions" (2011, *Journal of Child Development*) and "Promoting social and emotional development is an essential part of students' education" (2011, *Human Development*)

### Teen Brains, IQ and Beyond: The Different Ways of Being Smart

**Jeb Schenck, PhD**, Adjunct Professor, [University of Wyoming](#); Science Teacher of the Year, Tandy Scholar Teacher; Genentech Access Excellence Fellow; Einstein Finalist and Presidential Awardee; Author, *Teaching and the Adolescent Brain: An Educator's Guide* (2011) and *Learning, Teaching and the Brain* (2003)

## SOCIAL-MORAL MINDS: ENCOURAGING ETHICS & COLLABORATIONS

### Nice is Not Enough: Integrating Social and Moral Research into Classroom Practice

**Larry P. Nucci, PhD**, Research Educator, Institute of Human Development, [University of California, Berkeley](#); Adjunct Professor, Cognition and Development, Graduate School of Education, [University of California, Berkeley](#); Author, *Nice is Not Enough: Facilitating Moral Development* (2008) and *The Handbook of Moral and Character Education* (2008); Co-Author, *Parenting for Character* (2008)

### BrainTrust: How the Mind Makes Morals

**Patricia S. Churchland, BPhil**, Professor Emerita, Philosophy Department, [University of California, San Diego](#); Author, *Braintrust: What Neuroscience Tells Us about Morality* (2011), *Brain-Wise: Studies in Neurophilosophy* (2002) and *The Computational Brain* (1994)

### We Feel, Therefore We Learn: Implications of Social Emotions for Schools

**Mary Helen Immordino-Yang, EdD**, Assistant Professor of Education and Psychology, Rossier School of Education, Assistant Professor of Psychology, Brain and Creativity Institute, [University of Southern California](#); Author, "Implications of affective and social neuroscience for educational theory" (2011, *Educational Philosophy and Theory*)

### Effective Collaborations: Reframing Social Responsibility for Educating the Whole Child

**Carol A. Kochhar-Bryant, EdD**, Professor of Special Education, Graduate School of Education and Human Development, [George Washington University](#); Past President, Division on Career Development and Transition of the International Council for Exceptional Children; Co-Author, *Effective Collaboration for Educating the Whole Child* (2010) and *Pathways to Successful Transitions for Youth with Disabilities* (2008)

### Social Development as the Foundation for Effective Teaching and Learning

**Fay E. Brown, PhD**, Associate Research Scientist, Child Study Center, [Yale University](#); Director of Child and Adolescent Development, School Development Program, School of Medicine, [Yale University](#); Co-Author, *Child Development: The Foundation of Education* (2004)

### Directions for Mind, Brain and Education Collaborations: Methods, Models and Morality

**Kurt W. Fischer, PhD**, Charles Bigelow Professor; Director, Mind, Brain & Education Program (MBE), [Harvard Graduate School of Education](#); Past President, International Mind, Brain and Education Society (IMBES); Editor, *Mind, Brain & Education Journal*; Co-Author, "Research schools: Connecting research and practice at the Ross School" (2010, *Educating the Whole Child for the Whole World*) and "Directions for mind, brain and education: Methods, models and morality" (2011, *Educational Philosophy and Theory*)

### Empathy, Regulation and Prosocial Behavior in Children and Adolescents

**Nancy H. Eisenberg, PhD**, Regents' Professor of Psychology, College of Liberal Arts and Sciences, [Arizona State University](#); Co-Author, "Empathy, prosocial behavior and positive development in the schools" (2009, *Handbook of Positive Psychology in Schools*)

VISIT [LearningAndTheBrain.Com](#) for more information and additional speakers.

## PRE-CONFERENCE WORKSHOPS

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THURSDAY, FEBRUARY 16 8:30 AM – 12:30 PM

(Cost per person: \$185. By advance registration only. Select one of six. Add \$25 fee if you are not attending the conference.)

### 1. Teaching for More: Cultivating Thought, Wisdom and Creativity in the Classroom

Research identifies strong correlations between “nonacademic” abilities—such as thinking, creativity and “prescriptive knowledge” or “wisdom”—and success in and out of school. How can we cultivate these valuable capacities and fully equip students for success beyond the classroom? This workshop will explore how teaching can be designed to foster student growth in emotion, thought, wisdom and creativity. Examples and tools to support application of the workshop’s ideas will be provided.

**Kevin D. Washburn, EdD**, Executive Director, Clerestory Learning; Author, *Architecture of Learning: Design Your Teaching for How the Brain Learns* (2010)

### 2. Engaging the Whole Mind and Emotions: Interventions for Successful Students

Neuroscience and social psychology research has spotlighted the impact of emotion on academic, social and emotional neural processing. This workshop will explore how you can develop school-wide plans and implement classroom strategies that ignite and strengthen the whole brain and the whole student. Starting with helping students develop focused attention and extending to planning instruction to propel learning through the brain’s intake and emotional filters, your students can achieve the most essential skill sets for 21st century success.

**Judy Willis, MD, EdM**, Board-Certified Neurologist; Adjunct Faculty, [University of California, Santa Barbara](#); Author, *Inspiring Middle School Minds* (2009), *How Your Child Learns Best* (2008), *Teaching the Brain to Read* (2008) and *Research-Based Strategies to Ignite Student Learning* (2006)

**Marc A. Meyer, PhD**, Director of Educational Programs and Initiative, MindUP Program, The Hawm Foundation; Former Developer of integrated curriculum, The School at Columbia University; Author, *Mechanical Behavior of Materials* (2008)

### 3. Developing the Whole Child: The Role of Early Brain Plasticity

The human brain goes through an amazing growth period in the first five years of life. This workshop will focus on genetic and environmental factors during these years that strongly influence and shape not only cognitive development but emotional and social development as well.

**Patricia Wolfe, EdD**, Adjunct Professor, [North Idaho College](#); Former Teacher of K-12 students; Educational Consultant; President, Mind Matters, Inc.; Author, *Brain Matters: Translating Research into Classroom Practice* (2010, 2<sup>nd</sup> Edition)

### 4. Growing Up with ADHD: Risk, Self-Regulation and Resilience

Dr. Goldstein will provide an overview of current research on ADHD in children and teens. He will discuss the risk and the role of genes, self-regulation and resilience as protective factors that appear to best predict classroom functioning and lifetime outcomes for children who struggle with these challenges. Dr. Diller will discuss medication and lifetime outcomes for children with ADHD, including a film of how it has affected their lives.

**Sam Goldstein, PhD**, Assistant Clinical Instructor, Department of Psychiatry, School of Medicine, [University of Utah](#); School Psychologist; Editor-in-Chief, *Journal of Attention Disorders*; Co-Editor, *Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment* (2010)

**Lawrence H. Diller, MD**, Assistant Clinical Professor, Pediatrics, [University of California, San Francisco](#); Behavioral/Developmental Pediatrician and Family Therapist; Author, *Remembering Ritalin: A Doctor and Generation Rx Reflect on Life and Psychiatric Drugs* (2011) and *The Last Normal Child: Essays on the Intersection of Kids, Culture, and Psychiatric Drugs* (2006)

### 5. Teaching and the Adolescent Brain: Key Principles That Work

This workshop examines key principles of how the brain learns that can be effectively used in the classroom. Participants will experience a series of these principles and be able to discuss and share their own observations. This is a highly practical workshop based upon research from the book, *Teaching and the Adolescent Brain*, and strategies that has been successfully used in real teaching situations for years.

**Jeb Schenck, PhD**, Adjunct Professor, [University of Wyoming](#); Science Teacher of the Year, Tandy Scholar Teacher; Genentech Access Excellence Fellow; Einstein Finalist and Presidential Awardee; Author, *Teaching and the Adolescent Brain: An Educator’s Guide* (2011)

### 6. Smarter Learning and Leading with Habits of Mind

Habits of Mind are behavioral dispositions that help students and teachers successfully navigate the various challenges and problems they encounter in the classroom and in everyday life. These sixteen habits dovetail with the up-to-date concepts and research of what constitutes intelligence. These habits support teachers in creating “thought-full” classroom environments. Participants will develop an understanding of the sixteen Habits of Mind and make connections between the Habits of Mind and self-directed learning. The Habits of Mind serve as an internal compass to guide students and teachers in thriving in a complex world.

**Michele W. De Bellis, MA**, Training Associate, Center for Cognitive Coaching, the Center for Adaptive Schools and The Institute for Habits of Mind; Consultant and Former Director of K-12 Math and Science Partnership, Leadership Development and Literacy, El Paso Collaborative for Academic Excellence; Trainer, Cognitive Coaching Project, College of Education, [The University of Texas, Austin](#)

## EVENTS

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### MEETING OF THE MINDS – WINE & CHEESE RECEPTION

THURSDAY, FEB. 16 from 5:30 PM - 6:30 PM — Free & Open to All Attendees

Enjoy this opportunity to meet other attendees and some of the nation’s brightest minds.

Sponsored by **THE DANA ALLIANCE FOR BRAIN INITIATIVES**. Advance registration required on the registration form.

### CONFERENCE POSTER SESSIONS

Submit a summary of your poster session for review to [info@LearningAndTheBrain.com](mailto:info@LearningAndTheBrain.com). Proposal deadline is January 13, 2012.

For more information, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com), or call 781-449-4010 Ext. 101.

# FEBRUARY CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT [LEARNINGANDTHEBRAIN.COM](http://LEARNINGANDTHEBRAIN.COM)

**Five ways to register:** **Phone:** (781) 449-4010 ext.101 or 102

**Email:** [registration@LearningAndTheBrain.com](mailto:registration@LearningAndTheBrain.com)

**Fax:** (781) 449-4024

**Postal mail:** PIRI • 35 Highland Circle, 1st Fl.

**Web:** [LearningAndTheBrain.com](http://LearningAndTheBrain.com)

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Name	Position	
Organization		
Address		
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DEMAND IS HIGH AND SPACE IS LIMITED. PLEASE REGISTER EARLY.

## Please Register Me for the Conference(s)

\$ \_\_\_\_\_

**EARLY DISCOUNT RATE** (ENDS DECEMBER 2, 2011)

\$495 per person (\$460 for L&B Society Members)

**General Registration**

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\$580 per person (\$545 for L&B Society Members)

**SAVE MORE!** (BOTH FEBRUARY & MAY Conferences)

\$475 per conf. (\$450 for L&B Society members)

**Group Rates** (Five or more from one organization submitted together)

\$450 (ENDS DEC. 2)/\$475 (AFTER DEC. 2) per person x \_\_\_\_\_ registrants

## Please Register Me for a Thursday Pre-Conference Workshop on Feb. 16.

\$ \_\_\_\_\_

Add \$25 if not attending the conference. Please circle one;

- |  |                    |                  |
|--|--------------------|------------------|
| <input type="radio"/> Teaching for More: Cultivating Thought, Wisdom and Creativity in the Classroom | 8:30 am – 12:30 pm | \$185 per person |
| <input type="radio"/> Engaging the Whole Mind and Emotions: Interventions for Successful Students    | 8:30 am – 12:30 pm | \$185 per person |
| <input type="radio"/> Developing the Whole Child: The Role of Early Brain Plasticity                 | 8:30 am – 12:30 pm | \$185 per person |
| <input type="radio"/> Growing Up with ADHD: Risk, Self-Regulation and Resilience                     | 8:30 am – 12:30 pm | \$185 per person |
| <input type="radio"/> Teaching and the Adolescent Brain: Key Principles That Work                    | 8:30 am – 12:30 pm | \$185 per person |
| <input type="radio"/> Smarter Learning and Leading with Habits of Mind                               | 8:30 am – 12:30 pm | \$185 per person |

## Please Sign Me Up for Professional Development Credits\*

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Please send by email (FREE).

Please send certificate via USPS (Add \$5 for shipping & handling).

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## Conference Reception

FREE

Please register me for the February 16 Meeting of the Minds Reception.

All prices are in U.S. dollars.

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## LEARNING & the BRAIN® CONFERENCE **WEB-CONNECTED MINDS: HOW DIGITAL TECHNOLOGY IS ALTERING ATTENTION, INSTRUCTION AND INTERVENTION**

MAY 4-6, 2012 in ARLINGTON, VA

Held at Crystal Gateway Marriott Hotel (convenient to Reagan National Airport and the sites of Washington, DC)

**Co-sponsors include: JOHNS HOPKINS UNIVERSITY SCHOOL OF EDUCATION**

### **CHANGING TECHNOLOGY, ATTENTION AND LEARNING**

Neuroscientists are finding that digital technology is altering the attention, learning, communication, and socialization of today's iGeneration of students in positive and negative ways. Discover how schools and classrooms can incorporate the internet and new technologies to improve student attention, engagement, instruction and learning interventions.

#### **FEATURED SPEAKERS:**

**Paul Howard-Jones, PhD**, Researcher, Bristol Neuroscience Department; Senior Lecturer, Graduate School of Education, **University of Bristol**; Researcher who explores the benefits offered to education by emerging technologies; Author, *The Impact of Digital Technologies on Human Wellbeing: Evidence from the Sciences of Mind and Brain* (2011, Report by the Nominet Trust)

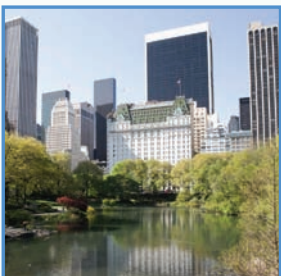
**Cathy N. Davidson, PhD**, Ruth F. DeVarney Professor of English, John Hope Franklin Humanities Institute; Professor of Interdisciplinary Studies, **Duke University**; Co-Founder, Humanities, Arts, Science and Technologies Advanced Collaboration (HASTAC); Author, *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work, and Learn* (2011); Co-Author, *The Future of Thinking: Learning Institutions in a Digital Age* (2009)

**Steven Yantis, PhD**, Professor and Chair of the Department of Psychological and Brain Sciences, **Johns Hopkins University**; Fellow of the American Psychological Association and the Association for Psychological Science; Co-Author, "Neural correlates of learning to attend" (2010, *Frontiers in Human Neuroscience*)

**Marc Prensky, MBA**, Founder/CEO, Games2train; Internationally-acclaimed Writer; Consultant; Futurist; Game Designer; Author, *Teaching Digital Natives: Partnering for Real Learning* (2010), *Don't Bother Me, I'm Learning* (2005) and *Digital Game-Based Learning* (2001)

**Register online at LearningAndTheBrain.com by Feb. 29, 2012 to receive a discounted rate or call 781-449-4010 ext. 101 or 102.**

Register jointly with the San Francisco conference and save even more.



## LEARNING & the BRAIN® SYMPOSIUM **EMOTIONAL BRAINS AND EDUCATION**

APRIL 19, 2012 IN NEW YORK CITY

Held at Alfred Lerner Hall

**Co-sponsors include: Dana Alliance for Brain Initiatives, NYC,**  
part of Dana's "Brain Awareness Week" Campaign

### **THE SCIENCE OF EMOTIONS AND LEARNING IN THE CLASSROOM**

This one-day Learning & the Brain® Symposium will bring neuroscientists and educators together to explore how emotions influence learning, memory, stress, and academic achievement. It will also provide strategies and methods for improving emotional regulation and behavior, memory and emotional intelligence in students.

#### **FEATURED SPEAKER:**

**Joseph E. LeDoux, PhD**, University Professor; Henry and Lucy Moses Professor of Science; Professor of Neural Science and Psychology, **New York University**; Director, Emotional Brain Institute, a collaboration between NYU and the Nathan S. Kline Institute for Psychiatric Research (NKI); Author, *Synaptic Self: How Our Brains Become Who We Are* (2003) and *The Emotional Brain: The Mysterious Underpinnings of Emotional Life* (1998)

**Register online at LearningAndTheBrain.com by Feb. 10, 2012 to receive a discounted rate or call 781-449-4010 ext. 101 or 102.**

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## THE POWER OF MINDSETS: PROMOTING POSITIVE SCHOOL CLIMATES AND MOTIVATION IN STUDENTS - JUNE 26-29, 2012



Harvard Square in Cambridge, MA

**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)

## INNOVATIONS BY DESIGN: INTENSIVE PROJECTS IN CLASSROOM TECHNOLOGY - JULY 17-20, 2012



Harvard Square in Cambridge, MA

**Workshop Leader: David Dockterman, EdD**, Adjunct Lecturer, **Harvard Graduate School of Education**; Author, *Easy Ways to Make Technology Work for You* (2003) and *Weaving Technology into Your Teaching* (2002)

## NEUROSCIENCE AND THE CLASSROOM: STRATEGIES FOR MAXIMIZING STUDENTS' ENGAGEMENT, MEMORY AND POTENTIAL - JULY 24-27, 2012

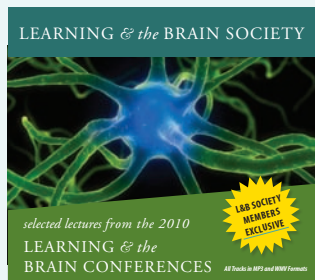


Santa Barbara, CA

**Workshop Leader: Judy Willis, MD, EdM**, Board-Certified Neurologist, Former Teacher, Author, *Research-Based Strategies to Ignite Student Learning* (2006); Contributing Author, "Current impact of neuroscience in teaching and learning" (2010, *Mind, Brain & Education*)

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