

# REGISTER ME FOR A LEARNING & *the* BRAIN® ONE-DAY SEMINAR

**Five ways to register:** **Phone:** (781) 449-4010 ext.101 or 102  
**Fax:** (781) 449-4024  
**Web:** LearningAndTheBrain.com

**Email:** registration@LearningAndTheBrain.com  
**Postal mail:** PIRI • 35 Highland Circle, 1st Fl.  
Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

\*Required (Don't abbreviate)

*Full Name	*Position
_____	
*School/Organization	_____
_____	
*Address	_____
_____	
*City	*State/Province
_____	_____
*ZIP/Postal Code	*Country
_____	_____
*Phone	Fax
_____	_____
*E-mail	_____

DEMAND IS HIGH AND SPACE IS LIMITED. PLEASE REGISTER EARLY.

All workshops run 8:15 AM to 2:30 PM.

Register me for a workshop

Registration is \$199 through March 7, 2014/\$229 after March 7, 2014/Groups of 5 or more save \$25 per person

## Numeracy and the Brain

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

4/11 in Dedham, MA       4/24 in Bristol, CT

## The Brain, Learning and Lesson Design

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

4/7 in Bristol, CT       4/8 in Dedham, MA

## Executive Function

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

4/7 in Bristol, CT       4/8 in Dedham, MA

## The Neuropsychology of Reading Disorders

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

4/8 in Dedham, MA       4/9 in Bristol, CT

## Memory and Classroom Learning

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

4/10 in Bristol, CT       4/11 in Dedham, MA

**GRAND TOTAL: \$ \_\_\_\_\_**

**PAYMENT METHOD**    Check enclosed    Purchase Order enclosed    Credit Card (Circle one: VISA   MC   AMEX )

Credit Card Number: \_\_\_\_\_ Exp: \_\_\_\_\_

Cardholder Name: \_\_\_\_\_

Cardholder Billing Address: \_\_\_\_\_ ZIP: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Make check or purchase order payable to **Public Information Resources, Inc. (PIRI)**, and mail it along with your registration form to:  
**PIRI, 35 Highland Circle, 1st floor, Needham, MA 02494-3099.**

P.O.s will be invoiced if sent without a check and must be paid prior to seminar. **Registrations without payment or purchase order will not be confirmed.**  
All prices are in U.S. dollars.

Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.

### REGISTRATION POLICIES

Registrations are taken and confirmed, on a first-come, first-served basis according to receipt of full payment or purchase order. **Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within two weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.** Early registration ends March 7, 2014 and is \$199 for individuals. General registration is \$229 for individuals after March 7, 2014 to the day before the seminar. There is an additional \$25 administrative fee for registration at the door. Groups of five or more who register together receive a \$25 discount per person.

### SUBSTITUTIONS AND CANCELLATIONS

Substitutions are permissible up to seven days before the seminar, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than two weeks before the seminar. No cancellations can be made after two weeks before the seminar. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person. Cancellations must be sent in writing to PIRI at: 35 Highland Circle, First Floor, Needham, MA 02494-3099 or faxed to PIRI at (781) 449-4024.

### SEMINAR PROGRAM CHANGES

Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in the seminar, location, and/or faculty should PIRI, in its sole discretion, deem any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any seminars entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of those fees. PIRI, the Cooperating Organizations and Sponsors are not responsible for (nor do they necessarily endorse) the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the seminar.

# ABOUT LEARNING & *the* BRAIN® ONE-DAY SEMINARS

LEARNING & *the* BRAIN® has been bringing neuroscientists and educators together since 1999 to explore new research on the brain and learning and its application to education. In this one-day seminar format, participants will be able to earn 5 hours toward professional development credit focused on specific topics, such as reading or math. These courses are designed to provide educators and clinicians with both an understanding of some of the latest research in how students learn and practical knowledge to bring back to their schools. No previous coursework about the brain is required.



## SLP PARTICIPANTS WILL BE ABLE TO:

- Explain the latest neuroscience findings on brains and learning
- Provide methods to improve student reading, memory and executive functions
- Identify ways that disorders can hamper the brain's ability to learn, read or think
- Apply strategies to improve your teaching or clinical practice through brain science
- Examine the brain science and theory behind disabilities and classroom interventions
- Explore new ideas to enhance your classroom instruction and interventions

## EARN PROFESSIONAL DEVELOPMENT CREDIT



The Association of Educational Therapists is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for up to .5 CEUs (Intermediate level; Professional area).

SEMINARS CO-SPONSORED BY ASSOCIATION OF EDUCATIONAL THERAPISTS (AET)

## LOCATIONS FOR ONE-DAY SEMINARS

### Bristol, CT

DoubleTree by Hilton Hotel Bristol  
42 Century Drive, Bristol, CT 06010

**APRIL 7, 2014 (The Brain/Lesson Design and Executive Function)**

**APRIL 9, 2014 (Reading)**

**APRIL 10, 2014 (Memory)**

**APRIL 24, 2014 (Numeracy)**

### Dedham, MA

Holiday Inn Boston - Dedham Hotel & Conference Center  
55 Ariadne Road, Dedham, MA 02026

**APRIL 8, 2014 (The Brain/Lesson Design, Executive Function and Reading)**

**APRIL 11, 2014 (Memory and Numeracy)**

Please check [LearningAndTheBrain.com](http://LearningAndTheBrain.com) for directions.



# LEARNING & the BRAIN® ONE-DAY SEMINARS

Selected dates in April 2014 in Bristol, CT and Dedham, MA



## PROFESSIONAL DEVELOPMENT WORKSHOPS FOR SPEECH-LANGUAGE PATHOLOGISTS AND CLINICIANS

*One-Day Seminars are offered on the topics of:*

**NUMERACY AND THE BRAIN**

**THE BRAIN, LEARNING AND LESSON DESIGN**

**EXECUTIVE FUNCTION**

**THE NEUROPSYCHOLOGY OF READING DISORDERS**

**MEMORY AND CLASSROOM LEARNING**

**Professional development credit is available for:**

**Teachers**

**Administrators**

**School Psychologists**

**Certified Counselors**

**And more....**

Send a team from your school to meet inservice training requirements.

**EARLY DISCOUNT AND GROUP RATES ARE AVAILABLE.**

Visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com) or call 781-449-4010 x 101 or 102 for more information.

Presented by:  
Public Information Resources, Inc.  
35 Highland Circle, First Floor  
Needham, MA 02494-3099

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## ONE-DAY SEMINARS

PRESENTED BY

LEARNING & *the* BRAIN<sup>®</sup>

**COMING TO A LOCATION NEAR YOU:**

- BRISTOL, CT
- DEDHAM, MA

**SELECTED DATES IN APRIL 2014**

Register by March 7<sup>th</sup> and Save!



**EARN  
PROFESSIONAL  
DEVELOPMENT  
CREDIT**

# THE BRAIN, LEARNING AND LESSON DESIGN: Applications of Neuroscience Research in the K-12 Classroom

April 7, 2014 • 8:15 AM – 2:30 PM • Bristol, CT

April 8, 2014 • 8:15 AM – 2:30 PM • Dedham, MA

You will examine how research on learning and the brain can support optimal lesson design and inform classroom instruction. In this highly interactive workshop, Dr. Armstrong will model key principles of effective lesson design (not just lesson plans) based on research on the brain and learning that will empower both teachers and learners. She will share findings from neuroscience related to memory systems, executive function, attention states, self-regulation and engagement of learners while looking through the lens of Common Core standards (as well as, other standards and competencies). Dr. Armstrong will highlight additional tools and strategies that focus on designing lessons that are differentiated for diverse learners. You will also learn strategies to activate visual memory systems for recall and to develop thinking skills. Educators will gain insights on how neuroscience research can be applied to daily practice with “use tomorrow” strategies that focus on teaching smarter, not working harder!

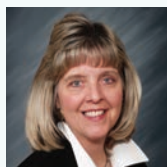
## LEARNING OBJECTIVES

At this seminar, SLP participants will be able to:

- Use research on the brain and learning to support lesson design
- Adapt lessons to support sustained attention and engagement of students
- Incorporate brain research to inform lesson design that meets the instructional needs of a wide-range of K-12 learners
- Activate visual memory systems to enhance recall
- Infuse lessons with tasks that develop critical thinking and assess executive function in students
- Discover an interactive, robust learning environment with modeled strategies

## WHO SHOULD ATTEND

This seminar is applicable for all professionals in education, including teachers Pre-K through graduate school, administrators, curriculum designers, professional development coordinators, speech-language pathologists, teacher educators and those preparing to teach.



### WORKSHOP LEADER

**Sarah Armstrong, EdD**, is Senior Director of K-12 Statewide Professional Development for the School of Continuing and Professional Studies, **University of Virginia**. She is also President of Leading and Learning Solutions, serving as a consultant on instructional improvement, specializing in the application of brain research and effective differentiation in the classroom. Dr. Armstrong has been a reading specialist, supervisor of gifted, elementary principal and assistant superintendent. She is the author of *Teaching Smarter with the Brain in Focus* (2008) and *A Practical Guide to Tiering Instruction in the Differentiated Classroom* (2010).

# EXECUTIVE FUNCTION: From Theory to Assessment and Effective Classroom Instruction

April 7, 2014 • 8:15 AM – 2:30 PM • Bristol, CT

April 8, 2014 • 8:15 AM – 2:30 PM • Dedham, MA

You will learn a comprehensive model of executive function (EF) that includes how the concept is related to observable behaviors, social-emotional skills and intelligence. Because the concept of executive function has considerable impact on learning and life success for all students, this concept should be well understood by all educational and psychological professionals. Dr. Naglieri will help you better understand how the various views of executive function(s) can be united into a research-based definition that has considerable implications for learning across the entire life span. He will review methods for evaluating executive function from ability tests, behavior rating scales, and measures of social-emotional skills. Dr. Naglieri will provide instructional strategies that are easily implemented. Emphasis will be placed on practical EF interventions to improve math and reading skills and academic success in general in all students including those with learning disabilities.

## LEARNING OBJECTIVES

At this seminar, SLP participants will be able to:

- Discuss an empirically supported definition of executive function
- Apply a measurement of executive function as seen by classroom behaviors or measured using ability tests
- Explore self-assessing your own personal executive function strengths and weaknesses as well as your students
- Examine the relationship between intelligence and executive function
- Apply research-based instructional strategies for addressing strengths and weaknesses in nine areas of executive function
- Define executive function similarities and differences for children with ADHD, autism, and specific learning disabilities

## WHO SHOULD ATTEND

This seminar will be applicable for special education teachers, elementary education teachers, school psychologists, reading and math instructors, speech-language pathologists, administrators and parents.



### WORKSHOP LEADER

**Jack A. Naglieri, PhD**, is Research Professor at the Curry School of Education at the [University of Virginia](#), Senior Research Scientist at the Devereux Center for Resilient Children and Emeritus Professor of Psychology at [George Mason University](#). He has more than 30 years of published research on theoretical and psychometric issues concerning

intelligence, cognitive interventions, executive function and resilience. Dr. Naglieri has authored more than 300 scholarly papers, book chapters, books and tests. Most recently, he published the *Comprehensive Inventory of Executive Function (2012)*, *Devereux Elementary Student Strength Assessment-Second Edition (2012)* and his book for teachers entitled *Helping Children Learn (2010)*.

# THE NEUROPSYCHOLOGY OF READING DISORDERS: Diagnosis and Intervention

April 8, 2014 • 8:15 AM – 2:30 PM • Dedham, MA

April 9, 2014 • 8:15 AM – 2:30 PM • Bristol, CT

You will examine reading from a cognitive science-based educational perspective and learn to classify reading disorders into four distinct subtypes. Dr. Feifer will discuss matching each reading subtype with specific evidence-based interventions. He will show how using neuropsychological assessment addressing multiple cognitive constructs including phonological processing, working memory, executive functioning and orthography can be used as the primary means to pinpoint specific reading disorders in children. This will be followed by a detailed discussion linking each learning disorder's subtype with evidence-based interventions. Dr. Feifer will present new research developments revealing that brain chemistry and neural pathways can actually be altered based upon effective interventions and four universal truths about reading research. Lastly, the 90-minute dyslexia evaluation will provide practitioners with a multi-method approach to both assessment and intervention.

## LEARNING OBJECTIVES

At this seminar, SLP participants will be able to:

- Explore four universal truths of reading research and explain why relying solely upon IQ scores, or a curriculum-based measurement, can be misleading when identifying reading disorders in children
- Develop a brain-behavior model of reading by examining specific neural circuits which underscore phonological development, orthographic development and comprehension skills
- Identify four subtypes of reading disabilities from a brain-behavioral perspective, and link scores of evidenced based interventions to address each subtype
- Examine a 90-minute dyslexia evaluation as a more viable means to assess and remediate reading disabilities in children from a brain-based educational perspective

## WHO SHOULD ATTEND

This seminar will be applicable for special education teachers, elementary education teachers, school psychologists, reading specialists, speech-language pathologists, private psychologists, administrators and parents.



### WORKSHOP LEADER

**Steven G. Feifer, EdD, NCSPP, ABSNP**, is an internationally renowned speaker and author in the field of learning disabilities, and has authored six books on learning, reading and math disorders in children. He has 19 years of experience as a school psychologist, was voted the Maryland School Psychologist of the Year in 2008 and was awarded the 2009 National School Psychologist of the Year. He is a diplomate in school neuropsychology, and currently works in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD. Dr. Feifer also serves as a consultant to a variety of school districts, and is a clinical supervisor in the ABSNP school neuropsychology training program.

# MEMORY AND CLASSROOM LEARNING: Applying Memory Research to Student Learning

April 10, 2014 • 8:15 AM – 2:30 PM • Bristol, CT

April 11, 2014 • 8:15 AM – 2:30 PM • Dedham, MA

You will explore the mental capacities we commonly refer to collectively as memory, including attention, short-term memory/initial registration, working memory and information storage and retrieval that are essential to classroom learning. Dr. McCloskey will discuss specific topics including how lesson content relates to the use of specific memory capacities; how presentation format and teacher presentation style can affect students' use of memory capacities; how the memory capacities of individual students can vary greatly and how good teaching can take this fact into account. He will describe instructional methods that can be used to help students with memory processing problems. These methods will focus on how to reduce excessive demands for memory processing; teach students specific strategies for increasing the effective use of their memory capacities and help compensate for memory processing deficits; and to increase students' memory capacities.

## LEARNING OBJECTIVES

At this seminar, SLP participants will be able to:

- Describe ways to think about memory as an interrelated system of multiple mental capacities
- Explain how students need to use these memory capacities to be effective learners
- Apply instructional methods that can be used to help students that exhibit memory difficulties
- Identify the memory capacities that are involved in different types of learning activities
- Examine how your teaching methods affect how students do or do not use their memory capacities
- Discover recently developed instructional programs and therapeutic approaches that can be used to improve students' memory capacities

## WHO SHOULD ATTEND

A wide range of specialists working with children will find this workshop relevant and skill-enhancing, including general and special education teachers, remedial teachers and other instructional specialists, educational therapists and speech-language pathologists, clinical and school psychologists and school administrators.



### WORKSHOP LEADER

George McCloskey, PhD, is Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine.

He frequently presents at national, regional and state meetings on cognitive and neuropsychological assessment and intervention topics. Dr. McCloskey is the lead author

of *Essentials of Executive Functions Assessment* (2012) and *Assessment and Intervention for Executive Function Difficulties* (2008). Dr. McCloskey directed the development of the WISC-IV Integrated and was a Senior Research Director and the Clinical Advisor to the Wechsler Test Development Group for The Psychological Corporation (now part of Pearson).