

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

Five ways to register: **Phone:** (781) 449-4010 ext.101 or 102 **Email:** registration@LearningAndTheBrain.com
Fax: (781) 449-4024 **Postal mail:** PIRI - 35 Highland Circle, 1st Fl. Needham, MA 02494-3099
Web: LearningAndTheBrain.com

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

*Required (Don't abbreviate)

*Full Name _____	*Position/Title _____
*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 8:30 AM to 3:30 PM.

Register me for a workshop on March 30, 2012 \$ _____

General Registration is \$195 before Feb. 17 / \$225 after Feb. 17. Groups of 5 or more save \$25 per person.

- Constructing the Reading Brain: Using Research to Help Struggling Readers
- The Science of Learning and Teaching: What Science Can and Cannot Tell You about Teaching

Register me for a workshop on April 25, 2012 \$ _____

General Registration is \$195 before March 14 / \$225 after March 14. Groups of 5 or more save \$25 per person.

- Mathematics and the Brain: A Neurodevelopmental Approach to Number Sense
- Improving Memory in Students: How to Teach so Students Actually Remember

Please indicate the type of credits you need to receive:

- Educator MA
- Educator CT
- Educator Other State
- Certified Counselor
- APA
- NASW
- OTHER _____

For further information on credits, call 781-449-4010 ext. 102.

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: _____

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.

PO's will be invoiced if sent without a check and must be paid prior to conference. 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 three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.** Early bird registration ends six weeks before the seminar and is \$195 for individuals. General registration is \$225 for individuals from six weeks prior to the date of the seminar. There is a \$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 three weeks before the seminar. No cancellations can be after three 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® TRAINING SEMINARS

LEARNING & *the* BRAIN® has been bringing neuroscientists and educators together since 1999 to explore new research on the brain and learning and its implications for education. In this new, one-day training seminar format, participants will be able to earn more than 5 hours towards professional development focused on specific topics, such as reading or math. These courses are designed to provide educators and clinicians with practical knowledge to bring back to their schools. No previous coursework about the brain is required.

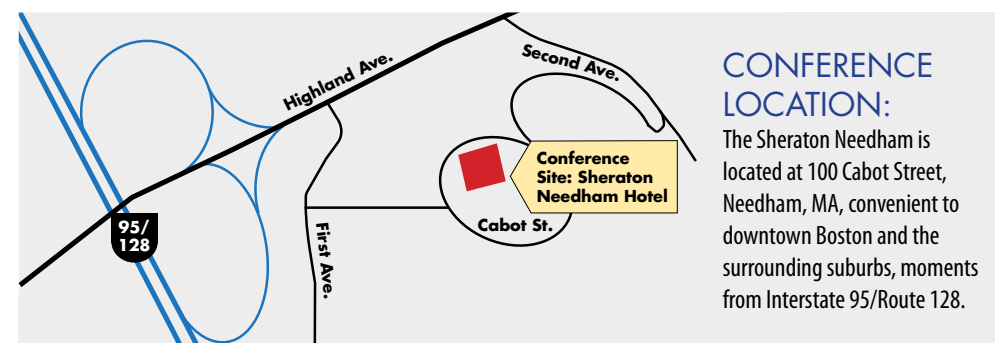


WHAT YOU WILL GAIN FROM ATTENDING

- Practical strategies that you can immediately use in your classroom
- Better understanding of how your students learn, read and remember
- Improve your teaching or clinical practice through the science of learning
- Knowledge about some of the latest neuroscience research on learning
- Rethink your teaching or intervention methods for individual learners
- Bring new ideas to your classroom to improve learning and retention

EARN PROFESSIONAL DEVELOPMENT CREDIT

Earn up to five and a half hours towards professional development credit for educators, psychologists and certified counselors. Please indicate the type of professional credit you are seeking on your registration form and we will have the certificates prepared for you to take home at the end of the seminar. For some professionals, you may have to submit an evaluation form in order to be eligible for credit and certificate of attendance. Access LearningAndTheBrain.com for more information on the availability of professional development credits, or call 781-449-4010 x102.



CONFERENCE LOCATION:

The Sheraton Needham is located at 100 Cabot Street, Needham, MA, convenient to downtown Boston and the surrounding suburbs, moments from Interstate 95/Route 128.

LOCATION AND DIRECTIONS

All seminars will take place at the Sheraton Needham Hotel in Needham, MA.

The Sheraton Needham is located at 100 Cabot Street, Needham, MA 02494. The hotel is convenient to downtown Boston and the surrounding suburbs, moments from Interstate 95/Route 128.

From the North or South, take Interstate 95/Route 128 to Exit 19A. Turn right at the first set of lights. Drive 200 yards and turn right before the blue and white Sheraton sign.

From the East or West, follow the Massachusetts Turnpike (Interstate 90) to Interstate 95/Route 128 South to Exit 19A. Turn right at first light onto 2nd Avenue. Drive 200 yards and turn right before the blue and white Sheraton sign.

Parking is free.



LEARNING & *the* BRAIN® ONE-DAY SEMINARS
 March 30, 2012 or April 25, 2012 • At the Sheraton Needham Hotel • Needham, MA



NEW! PROFESSIONAL DEVELOPMENT TRAINING SEMINARS FOR EDUCATORS AND CLINICIANS

Training Seminars are offered on the topics of:

CONSTRUCTING THE READING BRAIN

THE SCIENCE OF LEARNING AND TEACHING

MATHEMATICS AND THE BRAIN

IMPROVING MEMORY IN STUDENTS

Credits are available for:

Teachers

Administrators

School Psychologists

Certified Counselors

And more....

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

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Visit LearningAndTheBrain.com or call 781-449-4010 x 101 or 102 for more information.

Presented by:
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 Needham, MA 02494-3099

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NEW TRAINING SEMINARS

PRESENTED BY
 LEARNING & *the* BRAIN®

AT THE SHERATON NEEDHAM HOTEL
 NEEDHAM, MA

MARCH 30, 2012 OR APRIL 25, 2012

Early registration discounts and group rates available



EARN
 PROFESSIONAL
 DEVELOPMENT
 CREDITS

CONSTRUCTING THE READING BRAIN

Using Research to Help Struggling Readers

MARCH 30, 2012 • 8:30 AM – 3:30 PM • SHERATON NEEDHAM

You will learn about the relationship between the brain and reading development, from acquisition to expertise. Dr. Christodoulou will also discuss how readers who struggle with reading acquisition and development differ in their brain structure and function. She will explain how effective reading interventions can help to rewire the brain of struggling readers. In addition, you will learn about the differences and similarities between dyslexia and reading difficulty across languages. She will talk about the most recent advances in the field of neuroscience to predict who will be at highest risk of struggling to read and who may benefit from intervention. You will learn the limitations and progress of the field of education neuroscience as it relates to reading development, assessment and intervention. By the conclusion of the workshop, you will have had the opportunity to learn and discuss the role and contributions of neuroscience to understanding reading and dyslexia.

LEARNING OBJECTIVES

At this seminar, you will learn information about:

- Typical acquisition and development of reading skills in children and adults
- Atypical acquisition and development of reading skills in children and adults
- Definitions and characterizations of types of reading difficulties, including dyslexia
- Recent neuroscience research on readers with and without reading disabilities
- How neuroscience can predict reading outcomes
- How neuroscience informs us on reading difficulties across languages
- Resources for reading-related research and programs
- How to be a critical consumer of neuroscience information regarding the reading brain

WHO SHOULD ATTEND

This seminar will be applicable for professionals in education, including teachers, administrators, reading specialists, graduate students, college/university faculty training teachers and others with similar interests.



WORKSHOP LEADER

Joanna A. Christodoulou, EdD, works at the intersection of education and neuroscience with roles as a scientist (Gabrieli Lab, Department of Brain and Cognitive Sciences at MIT), clinician (Children's Hospital, Boston), instructor/professor (Harvard University; MGH Institute of Health Professions) and practitioner. She has led professional development sessions internationally for a range of audiences and topics related to education neuroscience. Her publications include a co-authored overview of reading research in *Mind, Brain, and Education: Neuroscience Implications for the Classroom* (2010) and a co-edited series in the *Mind, Brain, and Education Journal* (2009) titled "Usable knowledge in mind, brain, and education".

THE SCIENCE OF LEARNING AND TEACHING

What Science Can and Cannot Tell You about Teaching

MARCH 30, 2012 • 8:30 AM – 3:30 PM • SHERATON NEEDHAM

You will explore important issues related to integrating the latest research (including neuroscience and the science of learning) in the classroom and to policy. We will focus on cultivating the skills and perspectives to evaluate which potential classroom strategies are based on appropriate evidence from those that are not, in addition to developing a more active and productive role for educators in the learning process. While evidence-based strategies are desirable in the classroom, often little attention is given to what evidence and what level of analysis is optimal for this endeavor to be successful or to the role of behavioral and classroom research to maximize learning impact. Even less attention is given to how to effectively integrate research findings in a real classroom context. You will explore the evidence supporting some popular theories, elevate promising principles and unpack some common misconceptions with a focus on developing useable knowledge for actual classroom practice.

LEARNING OBJECTIVES

At this seminar, you will learn information about:

- What role neuroscience and other fields can/should/shouldn't yet have in classroom teaching
- Cautions associated with the packaging of pedagogical strategies in the guise of "brain-based" and "evidence-based"
- Some important questions that need to be directly addressed before adopting a curriculum or strategy based upon "evidence"
- The importance of understanding how strategies interact, and perhaps compete, with other classroom activities
- The need to prioritize the integrity and fidelity of the proposed intervention to maximize positive impact
- The importance of attending to the full spectrum of possible outcomes when evaluating and implementing curricular innovations
- What generally accepted findings are good candidates for classroom use

WHO SHOULD ATTEND

This seminar is designed to challenge and inform educators, administrators, policy makers, teacher educators and researchers on issues associated with developing strategies and curricula based upon scientific data.



WORKSHOP LEADER

David B. Daniel, PhD, is a professor in the Department of Psychology at James Madison University. His research areas include cognitive-developmental psychology, pedagogy, and Mind, Brain and Education with a strong focus on teaching and learning in context. Dr. Daniel seeks to build translational foundations between science and practice across multiple levels-of-analysis. He is also the managing editor of the journal *Mind, Brain, and Education*, incoming President of the International Mind, Brain, and Education Society (IMBES) and Former Chair of the Teaching Committee of the Society for Research in Child Development.

MATHEMATICS AND THE BRAIN

A Neurodevelopmental Approach to Number Sense

APRIL 25, 2012 • 8:30 AM – 3:30 PM • SHERATON NEEDHAM

You will explore, from a neurocognitive perspective, how young children acquire basic mathematical skills in the elementary years. There will be extended discussion of the three primary ways in which numbers are formatted in the brain and the central role of language to expand upon conceptually ordered number sets. Specific brain pathways that assist in recalling basic math facts, ordering numbers into sets, calculating multiple-step equations and tackling word problems will be critical features of the presentation. You will also examine the relationship between anxiety and mathematical performance, as well as two critical constructs, often overlooked when evaluating students with math difficulty: working memory and executive function. You should expect to come away with a better understanding of math disabilities in children along with some critical assessment techniques for these disabilities and more efficient ways to diagnose and remediate math disorders in children.

LEARNING OBJECTIVES

At this seminar, you will learn information about:

- Introducing a neurocognitive model of math by identifying three basic neural codes which format numbers in the brain
- Exploring the role of three primary neurocognitive processes: working memory, visual-spatial function, and executive function, with respect to math problem solving ability
- Introducing the 90-minute assessment model of mathematics as well as scores of interventions in order to more efficiently diagnose and remediate math disorders in children
- International trends in mathematics, and reasons why the United States lags behind most industrialized nations in math and science
- Learn about the relationship between anxiety and mathematical performance

WHO SHOULD ATTEND

This seminar will be applicable for special education teachers, elementary education teachers, school psychologists, math instructors, private psychologists, administrators and parents.



WORKSHOP LEADER

Steven G. Feifer, EdD, NCSP, ABSNP, is a nationally renowned speaker and author in the field of learning disabilities, and has conducted nearly 200 professional seminars for educators and psychologists. Dr. Feifer has authored six books on learning, reading and math disorders in children, and is a licensed school psychologist in the state of Maryland. He has 19 years of experience as a school psychologist and is currently director of assessment and neurofeedback at the Monocacy Neurodevelopmental Center in Frederick, MD. Dr. Feifer is also an adjunct professor at both [George Washington University](#) and [Philadelphia College of Osteopathic Medicine](#), as well as a clinical supervisor in the ABSNP school neuropsychology training program. Dr. Feifer was voted the *Maryland School Psychologist* of the Year in 2008 and awarded the 2009 *National School Psychologist of the Year*.

IMPROVING MEMORY IN STUDENTS

How to Teach so Students Actually Remember

APRIL 25, 2012 • 8:30 AM – 3:30 PM • SHERATON NEEDHAM

For years, the "cram today, forget tomorrow" paradigm of instruction and assessment has dominated the typical American classroom. No one likes it, and everyone involved—from administrators to teachers to students—knows that this approach doesn't work for true learning. So why does everyone play the game? Perhaps because those involved aren't aware that a better way exists.

The good news is that recent research into how the brain learns and retains information can guide us to much more effective practices that promote long-term retention of content knowledge. Forget the "cram today, forget tomorrow" approach. Attend this workshop and learn how the brain forms long-term memories and practical strategies for incorporating this vital information into your curriculum and instruction.

LEARNING OBJECTIVES

At this seminar, you will learn information about:

- The crucial role of prior knowledge for learning new content knowledge
- How increased relevance correlates with and leads to increased retention in students
- The challenges of limited working-memory space and how lesson design can be changed to increase processing of content knowledge
- Effective (and fun!) strategies for helping your students retain much more information than they've ever been able to before
- How to harness the power of multiple memory pathways for creating robust memory of academic content

WHO SHOULD ATTEND

This seminar will be applicable to all education professionals, including teachers of all grade levels and content areas, academic coaches, curriculum directors and administrators.



WORKSHOP LEADER

William Wood, MA, began his educational career as an English teacher, teaching high school and university level literature and writing classes for 14 years. He then served as the Communication Arts Consultant for the Missouri Department of Elementary and Secondary Education (DESE) for five years. Mr. Wood left the Department of Education in 2000 to become a full-time educational consultant and presenter. He now serves as President of Open Mind Technologies, Inc., an educational consulting firm. For the past eleven years, Mr. Wood has been deeply involved in the brain-compatible teaching field. He has trained with respected leaders in the field and has presented numerous workshops in school districts and at national and international conferences on the brain and teaching. His primary focus is on practical classroom applications extrapolated from that research.