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## THE POWER OF MINDSETS:
Promoting Positive School Climates and Motivation in Students
JUNE 28-JULY 1, 2016 or JULY 12-15, 2016

**Boston, MA**

**Workshop Leader: Robert B. 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 NEUROPSYCHOLOGY OF LEARNING DISABILITIES:
Developing Interventions to Help Struggling Students
JULY 5-JULY 8, 2016

**Boston, MA**

**Workshop Leader: Steven G. Feifer, DEd, NCSP, ABSNP**, Neuropsychologist; Winner of the 2008 Maryland School Psychologist of the Year and the 2009 National School Psychologist of the Year Awards; Co-Author, *Integrating RTI with Cognitive Neuropsychology: A Scientific Approach to Reading (2007)* and *The Neuropsychology of Written Language Disorders (2002)*

## NEUROSCIENCE AND CLASSROOM ENGAGEMENT:
Strategies for Maximizing Students' Attention, Focus and Potential
JULY 18-22, 2016

## NEUROSCIENCE AND EXECUTIVE SKILLS:
Strategies for Executive Functions, Memory and Classroom Learning
JULY 25-29, 2016

**Santa Barbara, CA**

**Workshop Leader: Judy A. Willis, MD, MEd**, Board-Certified Neurologist; Former Teacher; Author, *Research-Based Strategies to Ignite Student Learning (2006)*

## THE NEUROSCIENCE OF READING:
Using Research to Understand Reading Acquisition and Disorders
JULY 25-28, 2016

**Cambridge, MA**

**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 Bases of Reading Fluency in Typical Reading and Impaired Fluency in Dyslexia" *(2014, PloS One)*

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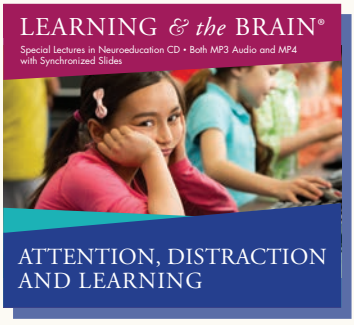


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# REGISTER FOR THE SPRING 2016 L&B CONFERENCE


## THE SCIENCE OF IMAGINATION:
## CULTIVATING CURIOSITY, CREATIVITY AND COLLABORATION IN SCHOOLS

APRIL 7-9, 2016 IN ORLANDO, FL
At the DoubleTree Hotel By Hilton
at the Entrance to Universal Orlando

Co-sponsors include: **Center for Childhood Creativity**
**The Dana Alliance for Brain Initiatives**

### IMPROVING EDUCATION THROUGH CHILD CURIOUSITY AND CREATIVITY

In an age of standardized testing, the most important elements for learning have been overlooked: the desire to learn in the first place through children's imagination, curiosity and creativity. Brain research has shown that imagination, creativity and curiosity are essential for us to learn. New brain research has also shown that reading imaginative literature, such as the Harry Potter series, can actually make children more creative, empathetic and curious. Discover the importance of curiosity, creativity and collaboration to learning, ways to develop these skills in our students and how we can use imagination and innovation to change our schools.

### FEATURED SPEAKERS:

**Sir Ken Robinson, PhD**, is an internationally recognized authority in creativity and innovation in education and one of the world's leading speakers. Videos of his famous talks to the prestigious TED Conference are the most viewed in the history of the organization and have been seen by an estimated 300 million people in over 150 countries. Called "one of the world's elite thinkers on creativity and innovation" by *Fast Company* magazine, Sir Ken has received numerous awards and recognitions for his groundbreaking contributions. His 2009 book, *The Element: How Finding Your Passion Changes Everything*, was a *New York Times* best seller and has been translated into 21 languages. The 10th anniversary edition of his classic work on creativity and innovation, *Out of Our Minds: Learning to be Creative*, was published in 2011. His latest book, *Creative Schools: The Grassroots Revolution That's Transforming Education (Viking, 2015)*, written with Robinson's trademark wit and engaging style, includes groundbreaking research and tackles the critical issue of how to transform the nation's educational system.

**Scott Barry Kaufman, PhD**, Cognitive Scientist; Scientific Director, The Imagination Institute, Positive Psychology Center, University of Pennsylvania; Creator of the *Psychology Podcast*; Blogger, "Beautiful Minds" at *Psychology Today*; Co-Author, *Wired to Create: Unraveling the Mysteries of the Creative Mind (2015), The Philosophy of Creativity (2014)* and *Complexity of Greatness: Beyond Talents or Practice (2013)*

**Susan L. Engel, PhD**, Senior Lecturer in Psychology, Department of Psychology; Founding Director, Program in Teaching, Williams College; Author, *The Hungry Mind: The Origins of Curiosity in Childhood (2015), Your Child's Path: Unlocking the Mysteries of Who Your Child Will Become (2013)* and "Harry's Curiosity" *(2007, Psychology of Harry Potter)*

**Todd B. Kashdan, PhD**, Professor of Psychology; Senior Scientist, Center for the Advancement of Well-Being, George Mason University; Author, *The Power of Negative Emotions (2015)* and *Curious? Discover the Missing Ingredient to a Fulfilling Life (2010)*; Co-Author, "How Are Curious People Viewed and How Do They Behave in Social Situations?" *(2013, Journal of Personality)*

**Helen Hadani, PhD**, Developmental Psychologist; Head of Research, Center for Childhood Creativity; Former Instructor, University of California, Davis and San Francisco State University; Former Product Developer for Hasbro, Apple, Leapfrog and Lego; Author of the Center's Report: *Inspiring a Generation to Create: Critical Components of Creativity in Children (2015)*

**Register online at LearningAndTheBrain.com by February 10, 2016 to receive a discounted rate or call 781-449-4010 ext. 101 or 102.**

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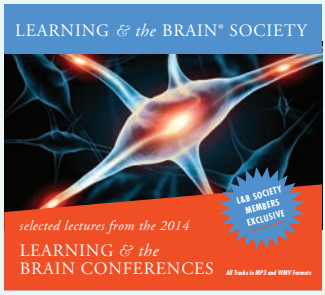


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# HOW MINDSETS MOTIVATE ACHIEVEMENT

Psychology and neuroscience have shown that changing mindsets (students' beliefs and attitudes about their abilities) can motivate students to work harder, be more persistent and achieve more. Research by Carol Dweck, PhD, at Stanford University, has shown that students who believed they can change their brains and abilities had a "growth mindset" (a belief that their success is based on effort and not talent or IQ) and were more likely to succeed in school and life. **Discover the science behind mindsets and how to create growth mindsets to boost motivation, persistence and achievement in students.**

## LEARNING OBJECTIVES

**By attending this conference, you will be able to:**

- ✓ Explore the psychological science of student mindsets and persistence
- ✓ Use strategies to increase student motivation, learning and performance
- ✓ Apply mindsets research to change student attitudes, goals and achievement
- ✓ Teach students about their brains and how this can help them be successful
- ✓ Use research and interventions to combat bias, prejudice and stereotype threats
- ✓ Achieve classroom goals by using effort, mistakes and failure to improve learning
- ✓ Increase student performance through self-efficacy, self-regulation and affirmation
- ✓ Explore ways mindsets and motivation can help teach math, science and technology
- ✓ Examine teen social relationships and ways to foster a better sense of belonging
- ✓ Apply strategies to increase scientific thinking, reasoning and problem solving
- ✓ Discover strategies for reducing stress and strengthening academic persistence
- ✓ Connect social-emotional learning, relationships and resilience

## CO-SPONSORS

School of Education, **Stanford University**

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

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

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

Edutopia, **The George Lucas Educational Foundation**

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## WHO SHOULD ATTEND

Educators, Parents

Curriculum, Staff Developers

Speech-Language Pathologists

PreK-12 Teachers, Administrators

Learning Specialists, Special Educators

Psychologists, Social Workers, Clinicians

Math, Science, Technology, Reading Teachers

Superintendents, Principals, School Heads

Occupational, College, Career Counselors

College, University, Teen Educators

Educational Therapists, Consultants

Academic Achievement Specialists

College Persistence Managers

## EARN PROFESSIONAL DEVELOPMENT CREDIT

**Professional Credit:** Earn up to 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals, social workers and educational therapists. Access **LearningAndTheBrain.com** for more information on the availability of professional development credit, or call 781-449-4010 ext. 102. Certificates of attendance and credit 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.

**University Graduate Credit:** You can earn three academic graduate credits through the University of North Dakota. For details on the course and to register, visit **LearningAndTheBrain.com**.

**Speech-Language Pathologist Credits:** Please visit **LearningAndTheBrain.com/ASHA43** for information on available ASHA credit.

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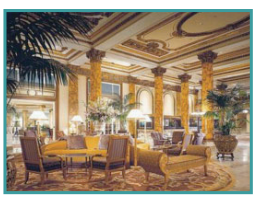

Pay only $229 per night, single or double (plus applicable taxes). **Call The Fairmont San Francisco Hotel (site of the conference) at 1-800-441-1414 or 415-772-5175 and refer to "Learning & the Brain."** The discounted rate will no longer apply when the block is full, or after January 22, 2016. If the hotel block is filled, access LearningAndTheBrain.com or call our office at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located at the top of Nob Hill, The Fairmont Hotel provides a spectacular panoramic view of the "City on the Bay."

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## SHAPING STUDENT MINDSETS: PROMOTING ACADEMIC ATTITUDES, PERSISTENCE AND PERFORMANCE

**FEATURED SPEAKER:**
**Carol S. Dweck, PhD**
Lewis and Virginia Eaton
Professor of Psychology,
Stanford University;
Author, *Mindset (2006)*

*Explore the latest research on:*

- **The Psychological Science of Mindsets**
- **Battling Bias, Prejudice and Stereotypes**
- **Strategies to Promote Student Motivation**
- **The Science of Stress, Grit and Persistence**
- **Improving Teen Belonging and High Schools**
- **Raising Achievement Among All Students**
- **Benefits of Effort, Mistakes and Failure**
- **Shaping Brains to Promote Success**
- **Teaching Thinking and Reasoning Skills**
- **Training Self-Control and Self-Affirmation**
- **How Beliefs Shape Academic Performance**
- **Promoting Resilience and Persistent Practice**
- **Supporting Social-Emotions and Connections**
- **Developing Growth Mindsets in Students**
- **Math, Science and Reading Motivation**
- **Helping Students Persist in College**

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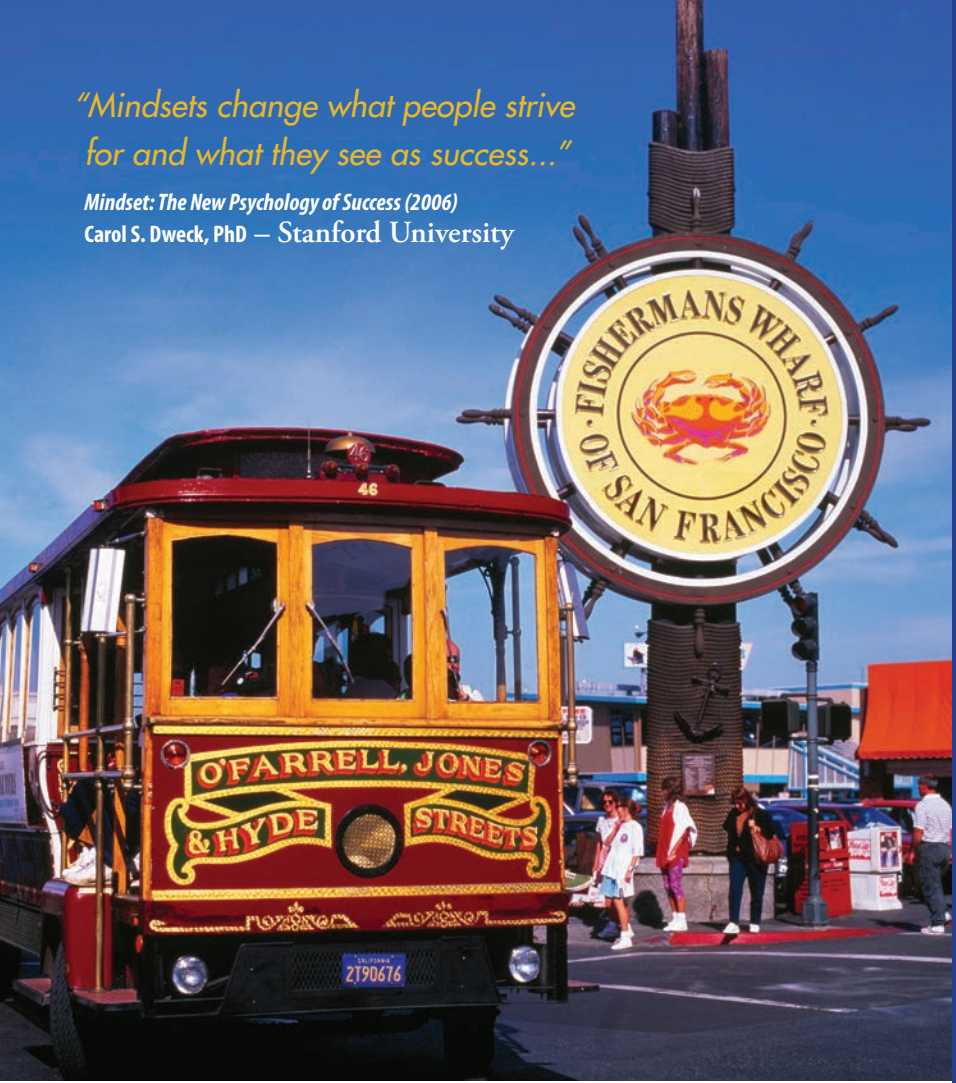


# SHAPING STUDENT MINDSETS:
## PROMOTING ACADEMIC ATTITUDES, PERSISTENCE AND PERFORMANCE

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

**FEBRUARY 11-13, 2016**

Pre-Conference Workshops: February 11
**Early Discount Deadline: December 4, 2015**

WINTER LEARNING & *the* BRAIN® CONFERENCE

# CONFERENCE PROGRAM TOPICS

## WITH A DISTINGUISHED FACULTY

## 1) THE PSYCHOLOGY OF MINDSETS: SHAPING ATTITUDES TO ACHIEVE

### The Psychology of Mindsets and Achievement

**Carol S. Dweck, PhD**, Lewis and Virginia Eaton Professor of Psychology, Stanford University; Courtesy Professor of Education, Stanford Graduate School of Education; Author, *Mindset: The New Psychology of Success (2006)*; Co-Author, "Academic Tenacity: Mindsets and Skills That Promote Long-Term Learning" *(2015, Gates Foundation Report)* and *Self-Theories: Their Role in Motivation, Personality and Development (2000)*

### Making a Difference in Children's Lives: The Art and Science of Effective Mindsets

**Joshua M. Aronson, PhD**, Associate Professor of Applied Psychology; Director, Metro Center for Achievement Research and Evaluation, Steinhardt School of Culture, Education and Human Development, New York University; Author, "The Threat of Stereotype" *(2004, Educational Leadership)*; Co-Author, "Minding and Mending the Gap" *(2015, Contemporary Educational Psychology)*

### Paths to a Growth Mindset School Culture

**Mary Cay Ricci, MA**, Adjunct Professor, Johns Hopkins University Graduate School of Education; Supervisor of Advanced and Enriched Instruction, Prince George County Public Schools; Author, *Ready to Use Resources for Mindsets in the Classroom (2015)* and *Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools (2013)*

### Mind Your Mistakes: Brain Mechanisms Linking Growth Mindsets to Effective Response to Errors

**Jason S. Moser, PhD**, Associate Professor, Department of Psychology, Michigan State University; Co-Author, "Mindset Induction Effects on Cognitive Control" *(2014, Biological Psychology)* and "Mind Your Errors: Evidence for a Neural Mechanism Linking Growth Mindset to Adaptive Post-error Adjustments" *(2011, Psychological Science)*

### Think Smart: Mindsets, Metacognition and Intelligence

**Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Developing Growth Mindsets in the Inspiring Classroom (2011)* and *Differentiation for Real Classrooms (2009)*; and **Jack A. Naglieri, PhD**, Professor of Psychology, George Mason University; Senior Research Scientist, Devereux Foundation Center for Resilient Children; Author, *Helping Children Learn (2011, 2nd Edition)*

### How to Get Their Brains to Mind

**David B. Daniel, PhD**, Professor of Psychology, James Madison University; Committee Member, How People Learn II, National Academy of Sciences; Co-Author, "Teaching to What Students Have in Common" *(2012, Educational Leadership)*

## 2) THE SCIENCE OF STRESS: PROMOTING GRIT AND PERSISTENCE

### The Science of Stress: Creating a Mindset of Courage, Connection and Persistence

**Kelly M. McGonigal, PhD**, Award-winning Psychology Lecturer, Stanford University, including the Stanford Center for Compassion and Altruism Research and Education and the Stanford School of Medicine's Health Improvement Program; Co-Founder, Stanford Women's Wellness Network; Author, *The Upside of Stress: Why Stress is Good for You and How to Get Good at It (2015)* and *The Willpower Instinct (2013)*

### Fostering Academic Success Through Grit, Praise and Persistent Practice

**Christine L. Carter, PhD**, Sociologist; Senior Fellow, Greater Good Science Center, University of California, Berkeley; Author, *The Sweet Spot: How to Find Your Groove at Home and Work (2015)* and *Raising Happiness: 10 Simple Steps for More Joyful Kids and Happier Parents (2011)*

### Overloaded and Unprepared: Strategies for Stronger Schools and Healthy, Successful Children

**Denise C. Pope, PhD**, Senior Lecturer, Stanford Graduate School of Education; Co-Founder, Challenge Success; Author, *Doing School (2003)*; Co-Author, *Overloaded and Underprepared: Strategies for Stronger Schools and Healthy, Successful Kids (2015)*

### Perceived Control Influences the Brain's Responses to Setback: Implications for Persistence

**Jamil P. Bhanji, PhD**, Post-Doctoral Fellow, Delgado Lab for Social and Affective Neuroscience, Rutgers University; Co-Author, "Perceived Control Influences Neural Responses to Setbacks and Promotes Persistence" *(2014, Neuron)* and "The Social Brain and Reward: Social Information Processing in the Human Striatum" *(2014, Cognitive Science)*

### A Brain-Based Approach to the Achievement Gap: The Role of Beliefs, Relationships and Resilience

**Horacio Sanchez, MEd**, President/CEO, Resiliency Inc.; Teacher; School Administrator; Clinical Health Director; Leading authority on child and adolescent behavioral disorders and resiliency; Author, *A Brain-Based Approach to Closing the Achievement Gap (2008)* and *A Mentor's Guide to Promoting Resiliency (2003)*

### Brains, Mindsets and Grit

**Fumiko Hoeft, MD, PhD**, Associate Professor of Child and Adolescent Psychiatry; Director of UCSF Hoeft Laboratory for Educational Neuroscience (brainLENS.org), University of California, San Francisco School of Medicine; Researcher on mindsets and grit

## UCSF "BRAIN SCAN" TOUR: THE BRAIN IN ACTION

**WEDNESDAY, FEBRUARY 10 – 2:00, 3:00 *or* 4:00 PM (COST PER PERSON: $149)**

*Sponsored by the **UCSF Neuroscience Imaging Center**, University of California, San Francisco*

Take this unique opportunity to see an fMRI brain scan in action. Call 781-449-4010 ext. 101 for information and to register for a tour. One person from each tour will be selected by UCSF to have their brain scanned. Brain scans will take place **offsite** at the UCSF campus in San Francisco, CA. The UCSF imaging center building is accessible from the Fairmont San Francisco via public transit. Directions will be provided.

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for more information

# CONFERENCE BEGINS 1:45 PM, FEBRUARY 11



## 3) SOCIAL BRAINS: SUPPORTING A SENSE OF BELONGING IN HIGH SCHOOL

### Failing at High School: Supporting Adolescent Motivation, Mindsets and Development

**Camille A. Farrington, PhD**, Research Associate, Consortium on Chicago School Research, University of Chicago; Author, *Failing at School: Lessons for Redesigning Urban High Schools (2014)*; Co-Author, *Foundations for Young Adult Success: A Developmental Framework (2015)* and *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance (2012)*

### Social-Emotional Learning: How Three Urban High Schools Educate, Engage and Empower Youth

**MarYam G. Hamedani, PhD**, Associate Director, Center for Comparative Studies in Race and Ethnicity, Stanford University; Co-Author, "Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate and Empower Youth" *(2015, Stanford Center for Opportunity Policy in Education)* and "Closing the Social-Class Achievement Gap" *(2014, Psychological Science)*

### Belonging and Becoming: Social-Emotional Learning in Secondary Schools

**Kathleen Cushman, BA**, Documentarian; Co-Founder, What Kids Can Do; Author, *The Motivation Equation: Designing Lessons That Set Kids' Minds on Fire (2013)*; Co-Author, *Belonging and Becoming: The Power of Social and Emotional Learning in High Schools (2015)*

### Adolescent Brains and Emotions: Peers, Parents, Culture and Risks

**Mary Helen Immordino-Yang, EdD**, Associate Professor of Education, Psychology and Neuroscience, Rossier School of Education; Associate Professor of Psychology, Brain and Creativity Institute, University of Southern California; Author, *Emotions, Learning and the Brain: Exploring the Educational Implications of Affective Neuroscience (2015)*; Co-Author, "Neural Correlates of Adolescents' Viewing of Parents' and Peers' Emotions: Associations with Risk-Taking Behavior and Risky Peer Affiliations" *(2015, Social Neuroscience)*

### "Fitting In" in High School: How Adolescent Belonging Is Influenced by Emotions and Control Beliefs

**Tanner L. Wallace, PhD**, Associate Professor, Psychology in Education, University of Pittsburgh School of Education; Center Associate, Learning Research and Development Center, University of Pittsburgh; Co-Author, "Adolescents' Interpretations of the Role of Emotion in High School" *(2015, Teachers College Record)* and "'Fitting In' in High School: How Adolescent Belonging Is Influenced by Locus of Control Beliefs" *(2014, International Journal of Youth and Adolescence)*

## 4) MOTIVATING MINDS: ENGAGING SELF-CONTROL, PRAISE AND PURPOSE

### Beyond Academics: Nurturing Mindsets for Connections, Caring and Purpose in Students

**Robert B. Brooks, PhD**, Psychologist; Faculty, Harvard Medical School; Co-Author, "The Power of Mindsets: Nurturing Student Engagement, Motivation and Resilience in Students" *(2012, Handbook of Research on Student Engagement), Raising a Self-Disciplined Child (2009), Handbook of Resilience in Children (2006)* and *The Power of Resilience (2004)*

### Hidden in Plain View: The Role of Situational Self-Control in Academic Success

**James J. Gross, PhD**, Professor of Psychology; Director, Psychophysiology Laboratory, Stanford University; Editor, *Handbook of Emotional Regulation (2015, 2nd Edition)*; Co-Author, "Self-Control in School-Age Children" *(2014, Educational Psychologist)*, and "Self-Control and Grit: Related but Separable Determinants of Success" *(2014, Current Directions in Psychological Science)*

### A Purpose for Learning: Why It Matters and How to Encourage It

**David S. Yeager, PhD**, Assistant Professor of Psychology, University of Texas at Austin; Co-Director, Mindset Scholars Network; Fellow, Carnegie Foundation for the Advancement of Teaching, Stanford University; Co-Author, "Boring But Important: A Self-Transcendent Purpose for Learning Fosters Academic Self-Regulation" *(2014, Personality and Social Psychology)*

### Motivation + Mindsets + Rigor = Student Success

**Barbara R. Blackburn, PhD**, Consultant; Former Faculty, University of North Carolina at Charlotte; Author, *Motivating Struggling Learners: 10 Ways to Build Student Success (2015), Rigor in Your Classroom: A Toolkit for Teachers (2014)* and *Classroom Motivation from A to Z (2005)*

### The Importance of Self-Regulation and Executive Function in Classroom Settings

**Jelena Obradovic, PhD**, Director, Stanford Project on Adaptation and Resilience in Kids (SPARK); Assistant Professor, Developmental and Psychological Sciences Program, Stanford Graduate School of Education; Research Investigator, The Peers and Wellness Study (PAWS), University of California, Berkeley; Co-Author, "An Integrative View of School Functioning: Transactions Between Self-Regulation, School Engagement and Teacher-Child Relationship Quality" *(2015, Child Development)*

CONFERENCE SCHEDULE:

| | | |
|---|---|---|
| Pre-Conference Workshops | Thursday, February 11 | 8:30 AM – 12:30 PM |
| Conference Day 1 | Thursday, February 11 | 1:45 PM – 6:00 PM |
| Conference Day 2 | Friday, February 12 | 8:30 AM – 5:15 PM |
| Conference Day 3 | Saturday, February 13 | 8:30 AM – 3:45 PM |

## 5) THINKING MINDSETS: TEACHING MATH, SCIENCE AND REASONING

### Making Thinking Visible: Developing Powerful Mindsets for Thinking

**Ron E. Ritchhart, EdD**, Senior Research Associate, Project Zero, Harvard Graduate School of Education; Author, *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools (2015), Making Thinking Visible (2011)* and *Intellectual Character (2004)*

### Mathematical Mindsets: Unleashing Student Potential

**Jo Boaler, PhD**, Professor, Stanford Graduate School of Education; Author, *Mathematical Mindsets: Unleashing Students' Potential Through Creative Math, Inspiring Messages and Innovative Teaching (2015)* and *What's Math Got To Do with It? How Parents and Teachers Can Help Children Learn to Love Their Least Favorite Subject (2009*)

### Creating Classrooms That Produce Powerful Mathematical Thinkers

**Alan H. Schoenfeld, PhD**, Elizabeth and Edward Conner Professor of Education; Affiliated Professor of Mathematics, Graduate School of Education, University of California, Berkeley; Author, "What Makes for Powerful Classrooms and How Can We Support Teachers in Creating Them?" *(2014, Educational Researcher)* and *How We Think (2010)*; Co-Editor, *Mathematical Thinking and Problem Solving (1994)*

### Education for a New Age: Creating Effective Thinking, Action, Relationships and Accomplishments

**Marc Prensky, MBA**, Executive Director/Vice President of the Board of Directors, The Global Education Foundation and Institute, LTD; Consultant; Futurist; Author, *Global Empowered Kids: Reimagining K-12 Education for a New Age (Forthcoming), The World Needs a New Curriculum (2014), Brain Gain: Technology and the Quest for Digital Wisdom (2012)* and *Teaching Digital Natives (2010)*

### Enhancing Adolescents' Growth Mindsets: Lessons from Research in the Science Classroom

**Lee B. Shumow, PhD**, Presidential Teaching Professor of Educational Psychology, Department of Leadership, Educational Psychology and Foundations, College of Education, Northern Illinois University; and **Jennifer A. Schmidt, PhD**, Associate Professor, Department of Leadership, Educational Psychology and Foundations, College of Education, Northern Illinois University; Co-Authors, *Enhancing Motivation for Science: Research-Based Strategies for Teaching Male and Female Students (2013)* and "Growth Mindset of Gifted Seventh Grade Students in Science" *(2014, NCSSSMST Journal)*

### Brain Networks Supporting Growth in Math Proficiency: Predicting Trajectory of Numerical Abilities

**Tanya M. Evans, PhD**, Post-Doctoral Research Fellow in Child Psychiatry, Cognitive and Systems Neuroscience Lab, Stanford University School of Medicine; Author, "Brain Structural Integrity and Intrinsic Functional Connectivity Forecast 6-Year Longitudinal Growth In Children's Numerical Abilities" *(2015, Journal of Neuroscience)*

## 6) BIASED BRAINS: STEREOTYPES, PREJUDICE AND PERFORMANCE

### Income Inequity and Academic Achievement Gaps

**Sean F. Reardon, PhD**, Professor of Poverty and Inequity in Education; Professor of Sociology, Stanford Graduate School of Education; Co-Author, "Patterns and Trends in Racial/ethnic and Socioeconomic Achievement Gaps" *(2015, Handbook of Research in Education Finance and Policy)*, "Inequality Matters" *(2014, William T. Grant Foundation Report)* and "The Widening Income Achievement Gap" *(2013, Educational Leadership)*

### Blindspot: Hidden Biases, Stereotypes and Achievement

**Anthony G. Greenwald, PhD**, Social Psychologist; Professor of Psychology, University of Washington; Co-Author, *Blindspot: Hidden Biases of Good People (2013)*, "Math–Gender Stereotypes in Elementary-School Children" *(2010, Child Development)* and "Implicit Social Cognition: Attitudes, Self-Esteem and Stereotypes" *(1995, Psychological Review)*

### Changing Minds and Achievement: Self-Affirmation, Belonging and Identity

**Geoffrey L. Cohen, PhD**, Professor, Department of Psychology, Stanford University; Professor of Education, Stanford Graduate School of Education; Co-Author, "The Psychology of Change: Self-Affirmation and Social Psychological Intervention" *(2014, Annual Review of Psychology)* and "Addressing Achievement Gaps with Psychological Interventions" *(2013, Phi Delta Kappan)*

### Reducing Prejudice By Enhancing Self-Determination

**Lisa Legault, PhD**, Assistant Professor, Department of Psychology, Clarkson University; Co-Author, "In Search of Best Practices for Multicultural Education" *(2015, Making Sense of Beliefs and Values)*, "Self-Determination, Self-Regulation and the Brain: Autonomy Improves Performance by Enhancing Neuroaffective Responsiveness to Self-Regulation Failure" *(2013, Journal of Personality and Social Psychology)* and "Ironic Effects of Anti-Prejudice Messages: How Motivational Interventions Can Reduce (But Also Increase) Prejudice" *(2011, Psychological Science)*

### Climbing out of the Gap Through the Power of Brain Science and Culturally Responsive Teaching

**Zaretta L. Hammond, MA**, Lecturer, Kalmanovitz School of Education, Saint Mary's College of California; Chief Instructional Strategist, Transformative Learning Solutions; Past Curriculum Development Manager, National Equity Project; Blogger, *Ready for Rigor*; Author, *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students (2014)*

### Motivating Reluctant Learners: Strategies for Success

**Kathy Perez, EdD**, Professor of Education; Director of Outreach and Professional Development, Saint Mary's College of California; Author, *New Inclusion: Differentiated Strategies to Engage ALL Students (2013)* and *More Than 100+ Brain-Friendly Tools and Strategies for Literacy Instruction (2008)*

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# PRE-CONFERENCE WORKSHOPS

## THURSDAY, FEBRUARY 11 8:30 AM –12:30 PM

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

### 1. The Motivation Equation: Lighting Fires in the Minds of Youth

Kathleen Cushman will discuss the conditions needed for motivation and mastery in teens and how they are affected by past learning experiences, how and why teens may not experience those conditions and how to create an action plan to strengthen those conditions in teens.

**Kathleen Cushman, BA**, Consultant; Co-Founder, What Kids Can Do; Author, *The Motivation Equation: Designing Lessons that Set Kids' Minds on Fire (2013)*; Co-Author, *Belonging and Becoming: The Power of Social and Emotional Learning in High Schools (2015)*

### 2. Transformative Teaching: Changing Today's Classrooms Culturally, Emotionally and Academically

Kathleen Kryza will explore student needs in three key areas: emotional, cultural and academic. These three areas are interconnected with facets of a student's whole self and must be addressed equally if students are to thrive and survive in our classrooms and in life. By understanding each of these three areas, coupled with some quality teaching practices based on brain science that build students mindsets and their skill sets, you will be able to integrate all three components in simple and doable ways to transform your classrooms so all learners can succeed.

**Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Transforming Teaching: Changing Today's Classrooms Culturally, Academically and Emotionally (2015), Developing Growth Mindsets in the Inspiring Classroom (2011)* and *Differentiation for Real Classrooms (2009)*

### 3. The Science and Practice of Mindfulness and Compassion Meditation

Dr. Goldin will engage you in a variety of contemplative practices aimed at illuminating attention regulation, emotional awareness, emotion regulation, empathic listening, equanimity and common humanity through a series of mindfulness and compassion practices infused with current scientific evidence from neuroscience and psychology. A review of preliminary evidence of how these skills work in school settings will be provided.

**Philippe R. Goldin, PhD**, Assistant Professor and Founding Faculty, Betty Irene Moore School of Nursing, University of California, Davis; Co-Creator, "Search Inside Yourself" and "Emotional Intelligence" Programs at Google; Co-Author, "Emotion Beliefs and Cognitive Behavioural Therapy for Social Anxiety Disorder" *(2014, Cognitive Behaviour Therapy)* and "Beliefs About Emotion" *(2013, Basic and Applied Social Psychology)*

### 4. Core Knowledge for Practitioners on the Neuroscience of Reading Development and Difficulties

This workshop will provide cutting-edge research updates on the science of reading for students who are typically and atypically developing readers. Research insights will span topics of identification, remediation and compensation. Attendees will learn about the promise, potential and limitations of neuroscience as it informs education ideas and practice. Dr. Christodoulou will also discuss what the future may hold for identification of reading difficulties, how intervention impacts brain systems and whether neuroimaging can predict who will improve reading skills.

**Joanna A. Christodoulou, EdD**, Assistant Professor, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Massachusetts General Hospital; Research Affiliate, Gabrieli Lab, McGovern Institute for Brain Research, Massachusetts Institute of Technology; Co-Author, "Auditory Temporal Structure Processing in Dyslexia" *(2013, Journal of Cognitive Neuroscience)*

### 5. Managing the Inner World of Teaching: Positive Mindsets, Emotions and Actions

In this workshop, Robert J. Marzano and Jana S. Marzano will combine their backgrounds in educational research and psychotherapy to present a comprehensive model of how the human mind operates and a model of three dynamic processes: (1) our emotional responses, (2) our interpretations and (3) our actions. This workshop is ideal for teachers who want to better understand emotional responses and how they affect interpretations and reactions as well as understand the power of negative emotions. Learn mental strategies that encourage mindfulness and patterns of positive thinking.

**Robert J. Marzano, PhD**, Leading Educational Researcher; Co-Founder/CEO, Marzano Research; and **Jana S. Marzano, MA**, Child and Adolescent Psychotherapist; Co-Authors, *Managing the Inner World of Teaching: Emotions, Interpretations and Actions (2015)*

### 6. The Educators' Guide to Research: Responsibly Bridging the Gap Between Research and Practice

Learn how to navigate the facts and findings of neuroscience and psychological research in an era when the quality of scientific content that educators come across varies dramatically. This workshop, through lecture, self-reflection and group discussion, is designed to prepare educators to strategically evaluate scientific claims and make informed decisions about the value they may bring to their personal and professional decision making. You will be presented with new ideas and content to fostering key scientific literacy skills. The workshop leaders will help create a space for educators to recognize their current patterns of behavior and bias and to facilitate understanding of the cultural and psychological mechanisms that may underlie those patterns.

**Stephanie Fine Sasse, MEd**, Researcher and Educational Program Developer, Harvard University; Executive Director, The People's Science; and **Maya Bialik, MEd**, Researcher and Editor, Center for Curriculum Design; Associate Director, The People's Science

# SPECIAL EVENTS

## *"MEETING OF THE MINDS"* RECEPTION

**THURSDAY, FEBRUARY 11 from 6:00 PM - 7:00 PM — Free and 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.**

## PRESENT A POSTER SESSION AT THE FEBRUARY CONFERENCE

**Proposal deadline January 15, 2016**

For more information and details, visit LearningAndTheBrain.com or call 781-449-4010 ext. 104.

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

# FEBRUARY CONFERENCE REGISTRATION FORM

## OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

**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.

Name _____ Position _____

Organization _____

Address _____

City _____ State/Province _____

ZIP/Postal Code _____ Country _____

Email _____ Phone _____

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

**Please Register Me for the Conference:** $_____

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| **EARLY REGISTRATION** (THROUGH DEC. 4TH, 2015) | $499 per person ($459 per person for groups of 5+) |
| **General Registration** (THROUGH JAN. 29TH, 2016) | $579 per person ($499 per person for groups of 5+) |
| **Late Registration** (AFTER JAN. 29TH, 2016) | $599 per person ($519 per person for groups of 5+) |
| **Dual Conf. Registration** (*Circle conference:* Nov. and/or April) | $479 per person, per conference |
| **L&B Society Members** | Take $35 off the price for individual registrations |

**Please Register Me for a Thursday, Feb. 11 Pre-Conference Workshop** *Add $25 if not attending the Feb. conference* $_____

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| ❍ **The Motivation Equation: Lighting Fires in the Minds of Youth** | 8:30 am – 12:30 pm | $169 per person |
| ❍ **Transformative Teaching: Changing Today's Classrooms Culturally, Emotionally and Academically** | 8:30 am – 12:30 pm | $169 per person |
| ❍ **The Science and Practice of Mindfulness and Compassion Meditation** | 8:30 am – 12:30 pm | $169 per person |
| ❍ **Core Knowledge for Practitioners on the Neuroscience of Reading Development and Difficulties** | 8:30 am – 12:30 pm | $169 per person |
| ❍ **Managing the Inner World of Teaching: Positive Mindsets, Emotions and Actions** | 8:30 am – 12:30 pm | $169 per person |
| ❍ **The Educators' Guide to Research: Responsibly Bridging the Gap Between Research and Practice** | 8:30 am – 12:30 pm | $169 per person |

**Please Sign Me Up for Professional Development Credit** $_____

❍ Please send certificate via email (Free). ❍ Please send certificate via USPS (Add $5 for shipping & handling).

**Conference Events & Tours** $_____

❍ **Please register me for the February 11 *Meeting of the Minds* Reception.** (Free)

❍ **I am interested in the UCSF Brain Scan Tours (Feb. 10).** (Please call 781-449-4010 ext. 101 to check availability for tours.) *(Add $149)*

All prices are in U.S. dollars. **GRAND TOTAL: $** _____

❍ **Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.**
The Fairmont San Francisco is ADA compliant.

**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 prior to conference. **Registrations without payment or purchase order will not be confirmed.**

**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 conference registration is $499 ($459 per person for groups of 5 or more) through December 4, 2015. General conference registration is $579 per person ($499 per person for groups of 5 or more when registering together) through January 29, 2016. After January 29, 2016, late registration is $599 per person ($519 per person for groups of 5 or more when registering together). Learning & the Brain Society members can take $35 off of the current registration price for individual registrations.

**SUBSTITUTIONS AND CANCELLATIONS** Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than January 29, 2016. No cancellations can be accepted after January 29, 2016. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $50 per person if you cancel by December 4, 2015, or $150 per person if you cancel after December 4, 2015, but by January 29, 2016. 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.

**CONFERENCE PROGRAM CHANGES** Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in the conference, its program, schedule, workshops, sessions, events, 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 workshops, sessions, events, credit courses, or the conference 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 conference.