



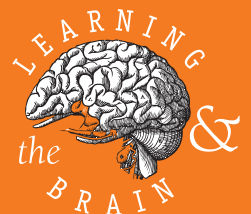
FOCUSED, ORGANIZED MINDS: USING BRAIN SCIENCE TO ENGAGE ATTENTION IN A DISTRACTED WORLD

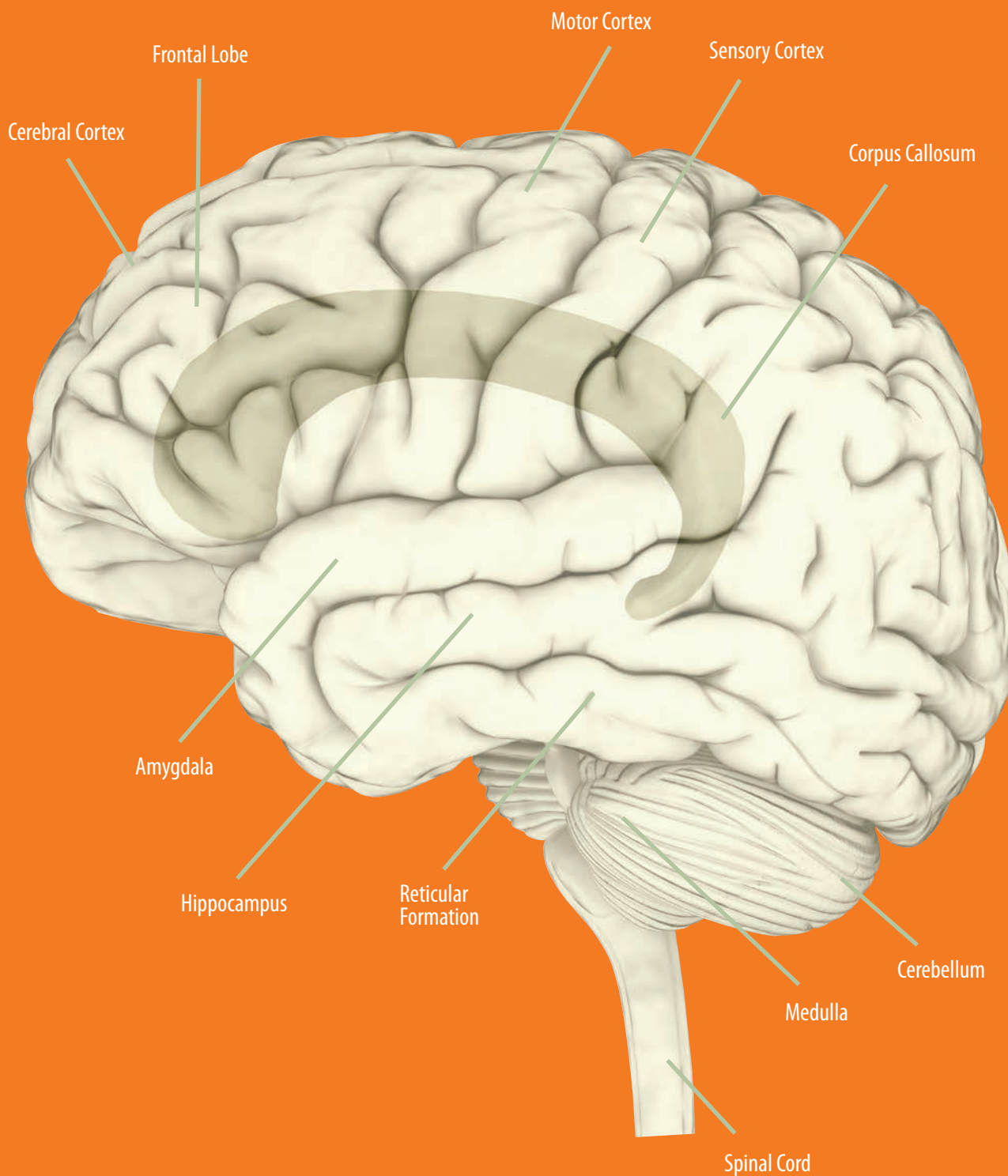


LEARNING & *the* BRAIN®

FALL CONFERENCE • WESTIN COPLEY PLACE, BOSTON, MA • NOVEMBER 20-22, 2014

PRESENTED BY PUBLIC INFORMATION RESOURCES, INC.







LEARNING & *the* BRAIN[®]

BOSTON, MASSACHUSETTS • FALL 2014

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LEARNING & *the* BRAIN[®] is presented by Public Information Resources, Inc. (PIRI)

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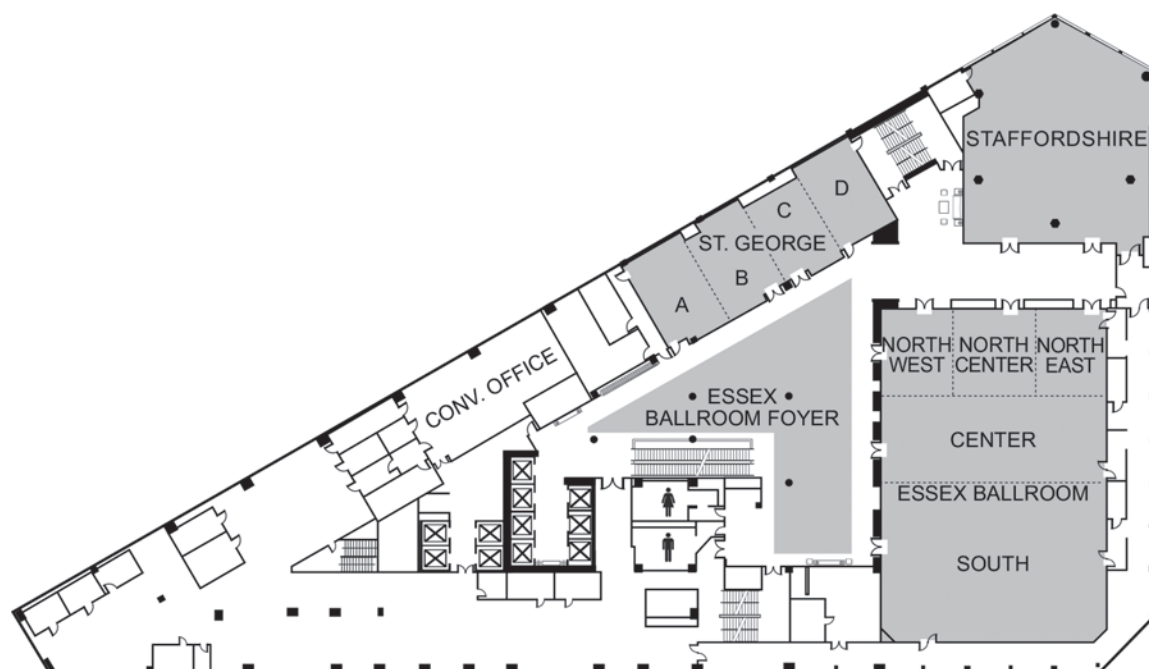
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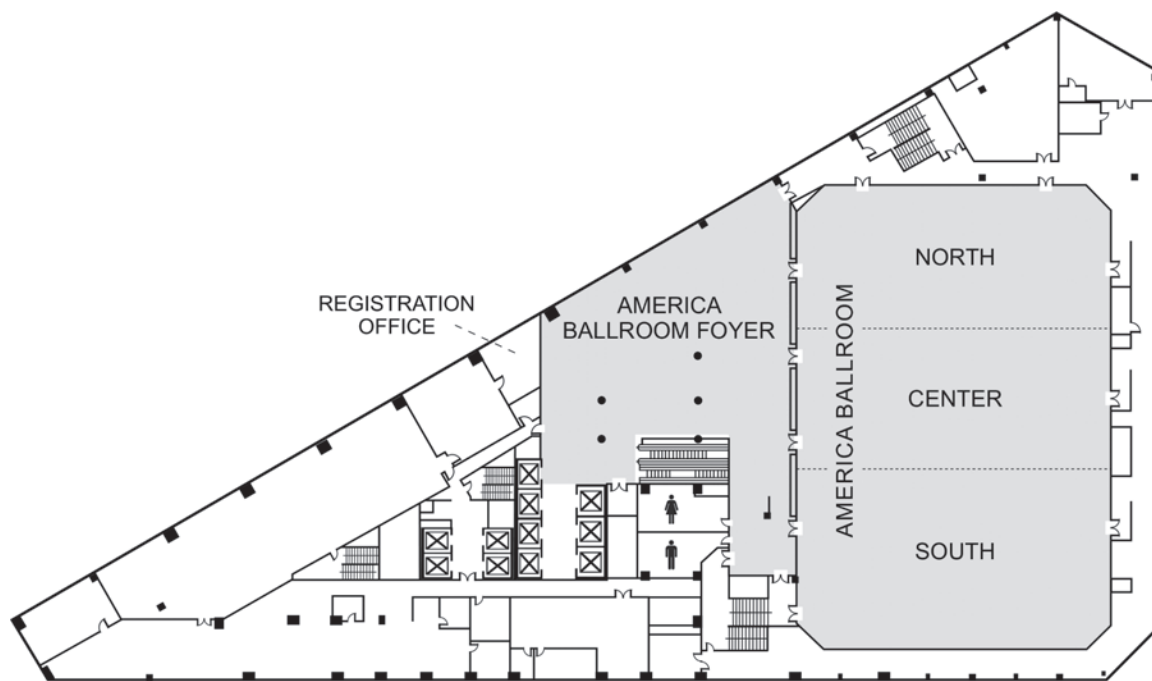
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WESTIN COPLEY PLACE HOTEL – SESSIONS MAP



THIRD FLOOR



FOURTH FLOOR

The conference sessions and keynotes will take place on the third and fourth floors of the Westin Copley Hotel. All keynote presentations take place in the **America Ballroom** on the fourth floor. **Exhibitors, Poster Sessions, Bookstore, Book Signings and Help/Information Desk** are located in the **America Ballroom Foyer**. **Breakout Sessions** are located in the **America Ballrooms** (on the fourth floor) and in the **Staffordshire Room** and **Essex Ballrooms** (on the third floor) of the hotel. **Pre-Conference Workshops** will take place in the **St. George A-B Room**, **Staffordshire Room** and **Essex Ballrooms** (on the third floor).

CONCURRENT SESSIONS GUIDE:

(R) = Research on the Brain or Technology
(P) = Practical Classroom Strategies

(RP) = Research & Practical Classroom Strategies
(K-COLLEGE) = Appropriate Grade Level

LEARNING & the BRAIN® CONFERENCE • SCHEDULE-AT-A-GLANCE

Thursday, November 20, 2014 • Pre-Conference Workshops

8:30 AM – 12:35 PM Location: Westin Copley Place Hotel				
1) Attention & Motivation (P, K-College)	2) Meditation & Education (P, K-College)	3) Teaching Teenage Brains (RP, 7 th Grade-College)	4) The Brain & Reading (RP, PreK-12 th Grade)	5) STEM (Math & Science) Skills (RP, K-12 th Grade)
Room: Essex Center	Room: Essex North	Room: Essex South	Room: Staffordshire	Room: St. George A-B
8:30 AM – 12:35 PM Conquering Boredom and Inattention: Strategies to Focus, Engage and Motivate Students Frank J. Kros, MSW	8:30 AM – 12:35 PM Growing Mindful: Integrating Mindfulness into Education Christopher Willard, PsyD	8:30 – 11:30 AM Part I: Teaching the Stressed, Wired and Distracted Teenage Brain William R. Stixrud, PhD 11:35 AM – 12:35 PM Part II: How to Study Less and Learn More: Talking to Teens About Learning and the Brain Andrew C. Watson, MEd	8:30 – 11:30 AM Part I: The Neuroscience of Reading: Using Research to Understand Reading Development/Difficulties Joanna A. Christodoulou, EdD 11:35 AM – 12:35 PM Part II: The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers and School-Age Children Nadine Gaab, PhD	8:30 AM – 12:35 PM Focusing on Future Skills: STEM Education that Works! John T. Almarode, PhD
12:35 – 1:15 PM Lunch Break (on your own)				

Thursday, November 20, 2014 • Conference Day 1

1:15 – 6:00 PM Opening Keynote Addresses: <i>Focused Minds: The Science of Attention & Distraction</i>	
1:15 PM	Welcome: Daniel A. LaGattuta, PhD, President, Public Information Resources, Inc. Opening Remarks: David B. Daniel, PhD, Department of Psychology, James Madison University
1:15 – 2:35 PM	Keynote Address I: <i>Focus in Learning</i> Daniel J. Goleman, PhD Room: America Ballroom (4 th Floor)
2:35 – 3:05 PM Networking Coffee Break and Book Signing for Dr. Daniel J. Goleman (See page 24)	
3:05 – 4:00 PM	Keynote Address II: <i>Organizing Your Mind in a Disorganized World</i> Margaret A. Moore, MBA (Coach Meg) Room: America Ballroom (4 th Floor)
4:05 – 5:00 PM	Keynote Address III: <i>The Top-Down Control of Attention</i> Robert Desimone, PhD Room: America Ballroom (4 th Floor)
5:05 – 6:00 PM	Keynote Address IV: <i>Distracted Minds Living in a Connected World</i> Adam H. Gazzaley, MD, PhD Room: America Ballroom (4 th Floor)
6:00 – 7:00 PM Meeting of the Minds Wine & Cheese Reception and Book Signing for Ms. Margaret A. Moore (See page 24)	

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Friday, November 21, 2014 • Conference Day 2 - ALL DAY SESSIONS

8:30 AM – 12:30 PM Morning Concurrent Sessions 'A' (Networking Coffee Break/Poster Sessions/Book Signings: 10:00-10:25 AM)

1) Focused Minds (RP, K-12 th Grade)	2) Unfocused Minds (RP, 7 th Grade-College)	3) Organized Minds (RP, K-College)	4) Digital Minds (RP, K-College, BYOD)	5) Struggling Minds (RP, PreK-12 th Grade)	6) Teaching Minds (RP, PreK-12 th Grade)
Room: America South	Room: Essex South	Room: America Center	Room: Essex North	Room: America North	Room: Staffordshire
8:30 – 10:00 AM	8:30 – 10:00 AM	8:30 – 10:00 AM	8:30 – 10:00 AM	8:30 – 10:00 AM	8:30 – 10:00 AM
Part I: Focusing on Classroom Attention and Learning Andrew C. Watson, MEd	Part I: New Insights into ADHD from Neuroimaging of the Brain John D.E. Gabrieli, PhD	Part I: Helping Sensory Children Get Organized in a Disorganized World Carolyn G. Dalglish, BA <i>(Book signing: 10:00-10:25 AM)</i>	Part I – Improving EF and Attention Through Technology Gary D. Stoner, PhD Randy L. Kulman, PhD <i>(Book signing: 10:00-10:25 AM)</i>	Part I: Helping Children with Slow Speed in a Fast-Paced World Ellen B. Braaten, PhD <i>(Book signing: 10:00-10:25 AM)</i>	Part I: The Teaching Brain: The Evolutionary Trait at the Heart of Education Vanessa Rodriguez, MEd <i>(Book signing: 10:00-10:25 AM)</i>
Coffee Break: 10:00-10:25 AM 10:25 AM – 12:30 PM	Coffee Break: 10:00-10:25 AM 10:25 AM – 12:30 PM	10:25 – 11:25 AM	10:25 – 11:25 AM	10:25 – 11:25 AM	10:25 – 11:55 AM
Part II: Focused Minds: Maximizing Student Attention and Engagement in the K-12 Classroom John T. Almarode, PhD	Part II: Emotions and Unfocused Minds in Teens and Young Adults Thomas E. Brown, PhD	Part II: Strategies to Help Executive Function Skills to Achieve Success Martin L. Kutscher, MD 11:30 AM – 12:30 PM Part III: Organize the Classroom to Develop Independent Executive Function Skills Sarah J. Ward, MS, CCC-SLP	Part II: The Impact of Computer Cognitive and Neurofeedback Training on Attention Naomi J. Steiner, MD 11:30 AM – 12:30 PM Part III: Neuro-Gaming: Enhancing Perception, Attention and Cognition with Video Games C. Shawn Green, PhD	Part II: New Paradigms for Understanding Struggling Learners Deborah P. Waber, PhD 11:30 AM – 12:30 PM Part III: Early Executive Control and Academic Achievement Caron A.C. Clark, PhD	Part II: Teenagers, The Self and the Dangers of Distractions Thomas J. Cottle, PhD 12:00 – 12:30 PM Part III: Networking: Applying Neuroscience to Teaching Facilitator: Connie Weber, MEd

12:30 – 1:45 PM Lunch Break (On Your Own)

1:45 PM – 5:00 PM Afternoon Concurrent Sessions 'B' (Breaks: Various times, 2:45 – 3:30 PM)

1) Focused Minds (RP, K-12 th Grade)	2) Unfocused Minds (RP, K-12 th Grade)	3) Organized Minds (P, K-12 th Grade)	4) Digital Minds (RP, PreK-College, BYOD)	5) Struggling Minds (RP, 7 th Grade-College)	6) Teaching Minds (RP, PreK-College)
Room: America South	Room: America Center	Room: Essex South	Room: Essex North	Room: America North	Room: Staffordshire
1:45 – 2:45 PM	1:45 – 3:15 PM	1:45 – 3:15 PM	1:45 – 2:45 PM	1:45 – 2:45 PM	1:45 – 3:15 PM
Part I: Understanding Boredom and Attention in the Classroom Mark J. Fenske, PhD	Part I: Stress, Meditation and ADHD William R. Stixrud, PhD	Part I: PASS Theory and the Focused, Organized Mind Sam J. Goldstein, PhD	Part I: Paying Attention to Dyslexia Matthew H. Schneps, PhD	Part I: Executive Functions, Schools and Academic Achievement John D.E. Gabrieli, PhD	Part I: The Dark Side of Pedagogy: Bringing Learning into Focus David B. Daniel, PhD
2:55 – 3:55 PM	3:30 – 5:00 PM	3:30 – 5:00 PM	2:55 – 3:55 PM	2:55 – 3:55 PM	3:30 – 5:00 PM
Part II: Using the Arts as a Tool to Harness Creativity and Increase Attention Ivonne Chand O'Neal, PhD	Part II: The Impact of Stress on the Brains and Behavior of Students with LD and ADHD Jerome J. Schultz, PhD	Part II: Teaching Executive Function Skills In and Out of the Classroom Frank J. Kros, MSW	Part II: Rethinking the Reading/Writing Process with iPads Karen Janowski, MEd	Part II: Improving Executive Function, Information Processing and Test-Taking Sucheta A. Kamath, MA, CCC-SLP	Part II: Networking: Applying Neuroscience to Teaching Facilitators: David B. Daniel, PhD and John T. Almarode, PhD
4:00 – 5:00 PM			4:00 – 5:00 PM	4:00 – 5:00 PM	
Part III: Better Focused and Focused Better Betsy Hill, MAT, MBA			Part III: Multisensory Integration/Attention Shifting with Dyslexia Vanessa Harrar, PhD	Part III: The Brain, Meditation, Attention and Cognition Sara W. Lazar, PhD	

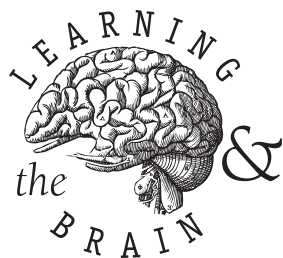
Saturday, November 22, 2014 • Conference Day 3

8:30 AM – 12:15 PM Morning Keynote Addresses: <i>Organized Minds: Disorganization and Disconnection</i>					
8:30 AM	Presentation of the 2014 “Transforming Education Through Neuroscience” Award Presenter: David B. Daniel, PhD, James Madison University				
8:35 – 9:45 AM	Keynote Address I: <i>New Frontiers in Education Neuroscience: A Survey of Cases Informing the Science of Reading</i> Joanna A. Christodoulou, EdD Room: America Ballroom (4 th Floor)				
9:50 – 10:50 AM	Keynote Address II: <i>The Organized Mind: Thinking Straight in the Age of Information Overload</i> Daniel J. Levitin, PhD, FRSC Room: America Ballroom (4 th Floor)				
10:50 – 11:15 AM Networking Coffee Break, Poster Session and Book Signing for Dr. Daniel J. Levitin (<i>See page 24</i>)					
11:15 AM – 12:15 PM	Keynote Address III: <i>The Big Disconnect: Re-Booting Childhood, Education and Family Focus in a Digital Age</i> Catherine Steiner-Adair, EdD Room: America Ballroom (4 th Floor)				
12:15 – 1:30 PM Lunch Break (<i>On Your Own</i>) and Book Signing for Dr. Catherine Steiner-Adair (<i>See page 24</i>)					
1:30 – 3:45 PM Afternoon Concurrent Sessions ‘C’ (<i>Breaks: Various times, 2:40 – 3:00 PM</i>)					
1) Focused Minds <i>(RP, PreK-College)</i>	2) Unfocused Minds <i>(RP, PreK-College)</i>	3) Organized Minds <i>(P, K-College)</i>	4) Digital Minds <i>(RP, 7th Grade-College)</i>	5) Struggling Minds <i>(RP, PreK-12th Grade)</i>	6) Teaching Minds <i>(RP, PreK-College)</i>
Room: America North (4 th Floor)	Room: Essex South (3 rd Floor)	Room: America Center (4 th Floor)	Room: Essex North (3 rd Floor)	Room: America South (4 th Floor)	Room: Staffordshire (3 rd Floor)
1:30 – 2:55 PM	1:30 – 2:40 PM	1:30 – 3:45 PM	1:30 – 2:40 PM	1:30 – 2:40 PM	1:30 – 2:40 PM
Part I: Early Attention Problems and Achievement – Can Attention Skills Be Trained? David L. Rabiner, PhD	Part I: The Effects of Early Adversity on the Brain, Attention and Cognitive Development Charles A. Nelson, III, PhD	Organizing the ADHD Brain in Children and Teens Ari Tuckman, PsyD, MBA	Part I: Paying Attention to STEM: How Mobile Technology and 3-D Simulations Can Improve Math and Science Education Matthew H. Schneps, PhD	Part I: Using Technology for Executive Function and Communication Skills Sarah J. Ward, MS, CCC-SLP	Part I: Organizing Students for Academic Success Speaker and Facilitator: Donna S. Goldberg, BA
3:00 – 3:45 PM	2:45 – 3:45 PM		2:45 – 3:45 PM	2:45 – 3:45 PM	2:45 – 3:45 PM
Part II: Using Cognitive Training to Train Attention and Retention in College Robert J. Youmans, PhD	Part II: Traumatic Brain Injuries Cause a Child’s Mind to Become Unfocused and Disorganized: What Educators Need to Know and What They Can Do Sam J. Goldstein, PhD		Part II: The Radix Endeavor: Engaging Students with a Multiplayer Online Game for Deeper Learning in STEM Susannah Gordon-Messer, PhD	Part II: Techno-Teaching: Digital Literacy in the 21 st Century Julie M. Wood, EdD and Nicole Ponsford, PGCE	Part II: Networking: Wrap Up the Conference with Small Group Discussion/Reflection Facilitator: Connie Weber, MEd

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WELCOME TO THE 39TH LEARNING & *the* BRAIN[®] CONFERENCE

Thirty-ninth in a series of conferences exploring the potential for applying brain research to the improvement of learning.

Classroom attention is under siege. Technology is creating more distractions and disorganization. But neuroscience may offer a way to engage the attention, organization and study skills needed for today's schools.

This conference will help you discover classroom strategies and new cognitive technologies to improve student focus, planning and executive function skills.

The LEARNING & *the* BRAIN[®] Conference creates an interdisciplinary forum — a meeting place for researchers, clinicians and educators — to examine these new research findings and tools with respect to their applicability to the classroom and clinical practice.

We hope you will come away with new and useful information.

LEARNING & *the* BRAIN[®] CO-SPONSORS WELCOME YOU

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

Athinoula A. Martinos Imaging Center, **Massachusetts Institute of Technology**

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

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

National Association of Elementary School Principals, **NAESP**

National Association of Secondary School Principals, **NASSP**

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

The John F. Kennedy Center for the Performing Arts

School of Education, **Johns Hopkins University**

LEARNING & *the* BRAIN[®] Foundation

“One way to boost our focus is to manage our distractions instead of letting them manage us.”

—Daniel J. Goleman, PhD
Psychologist



Welcome letter from David B. Daniel, PhD



It is my pleasure to welcome you to the LEARNING & the BRAIN® Conference. This conference is an opportunity for educators, researchers, policy-makers and a variety of other professionals to open their minds, focus their attention and contribute to an important conversation.

The theme for this November's conference, *"Focused, Organized Minds: Using Brain Science to Engage Attention in a Distracted World,"* addresses the important challenge of learning and educating in a busy world. It seems to go without saying that attention is key to both learning and memory. We only have so much of it! We must rally our attention, focus it, sustain it, monitor it, shift it, prioritize it, and rest it. At the same time, we have to resist the temptation to divert our attention toward the ever-growing stimuli competing to seduce our attention in their direction.

The conference features a variety of presentations, from cutting edge neuroscientific findings to practical suggestions to guide practice. It is important, however that we not overlook the essential role of you, the conference participant, in this process. It is our responsibility to vet the many suggestions and perspectives to which we will be exposed. We must mindfully integrate what we learn with our own priorities and role in this multifaceted process.

Most importantly, our questions and critical thinking must be deployed as a community. The very word "conference" implies interaction or an exchange of ideas. One of the greatest resources at the LEARNING & the BRAIN® Conferences is the participants themselves. Please take advantage of this valuable opportunity to listen, discuss, learn and teach. I encourage you to ask questions of the speakers and to discuss intriguing ideas with your fellow participants. Your full participation in the LEARNING & the BRAIN® Conference will insure that you, your colleagues and your students obtain the dynamic and important benefits around which this conference is organized.

Sincerely,

David B. Daniel, PhD

Professor, Psychology Department

James Madison University

Managing Editor, *Mind, Brain and Education Journal*



HARVARD GRADUATE SCHOOL OF EDUCATION

Welcome letter from Kurt W. Fischer, PhD

Welcome to the conference that helped pioneer connecting biology and cognitive science with educational practice and policy! There is so much important new work connecting brain science, genetics, technology and cognitive science that we educators and researchers need to come together to learn from each other and to build a community that joins practice with research. Then we can build fruitful connections to improve both practice and research in education.



Among the first groups to promote and shape connecting biology with learning science were the LEARNING & the BRAIN® Conferences, the program in Mind, Brain, and Education (MBE) at Harvard University, and the International Mind, Brain, and Education Society (IMBES). This conference brings together leading scientists who are doing cutting-edge research with leading practitioners who work to connect research to educational practice and assessment. The conference organizers reach out to build constructive partnerships with other organizations that share similar goals for neuroeducation, including creation of the journal *Mind, Brain, and Education*, which started publication in 2007 by Blackwell.

At this stimulating conference, we both learn about new research and practice relevant to teaching and learning as well as how education and attention are changing due to new digital technologies and advances in the understanding of learning and individual variability, and we create new relationships to connect biology, cognitive science and education. Through these relationships we can improve educational research and practice to create schools that effectively educate all of us. There is so much to be done to improve education in North America and around the world. This conference serves as an important vehicle to help us make these connections.

Sincerely yours,

Kurt W. Fischer, PhD

Charles Bigelow Professor of Human Development
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*

THURSDAY, NOV. 20, 2014 – MORNING PRE-CONFERENCE WORKSHOPS

7:30 – 8:30 AM

Registration for Pre-Conference Workshops

8:30 AM – 12:35 PM

Pre-Conference Workshops

(Advance registration required. Select one of five.) Fees: \$199 per person (\$224 per person if not also attending the conference)

All workshops are held at the Westin Copley Hotel on the 3rd Floor.

1) ATTENTION & MOTIVATION *(P, K-College)*

Room: **Essex Center** (3rd Floor)

Conquering Boredom and Inattention: Strategies to Focus, Engage and Motivate Students

Do you have students who appear to have no interest in their own education? Do they appear dull, unfocused and lifeless in class? Are teachers frustrated with how to reach these students and break through the apathy and distraction? Today's student brains are different than in past generations. Raised on technology, socially connected via multi-media, and with an entertainment orientation toward learning, these brains are easily bored by traditional lecture-based learning. They appear in the classroom as unmotivated, apathetic and indifferent to their educational career. But you can conquer the curse of boredom and inattention, transforming them from "passive to passionate" with the strategies taught in this workshop. Dr. Kros will show you how to engage students in every lesson, no matter what the content. You will learn the tools for putting students in charge of their own learning and turning their motivation level "upside down." Most important, you will get the skills to put fun and excitement into your lessons without "losing control" of your classroom and you will dramatically increase student retention while you are doing it. You will love how your students respond to these strategies!

Speaker: Frank J. Kros, MSW

Presenter: Cindy Goldrich, ADHD Coach, PTS Coaching, Syosset, NY

2) MEDITATION & EDUCATION *(P, K-College)*

Room: **Essex North** (3rd Floor)

Growing Mindful: Integrating Mindfulness into Education

How often do we tell our kids to "pay attention" compared to how often we actually teach them to pay attention? Mindfulness training does just that, by teaching basic skills for paying attention in the present moment. The research is clear; mindfulness boosts executive functioning, mental health, classroom behavior and more, all while reducing stress. This workshop is designed to introduce and deepen understanding of mindfulness and the research underlying it, but also to learn best practices for integrating mindfulness into the classroom and school as a whole to promote learning and cognitive development.

Speaker: Christopher J. Willard, PsyD

Presenter: Margaret O'Connor, Director of Pupil Personnel Services, Hamilton Central School District, Hamilton, NY

3) TEACHING TEENAGE BRAINS *(RP, 7th Grade - College)*

Room: **Essex South** (3rd Floor)

Part I: 8:30 – 11:30 AM

Teaching the Stressed, Wired and Distracted Teenage Brain

Dr. Stixrud will first review our current knowledge about the enormous power and potential of the adolescent brain, as well as its heightened vulnerability to the negative effects of stress, insufficient sleep, chemicals, 24-7 technology use and multitasking. He will then offer ideas for engaging hard-to-engage students, for helping students find their own motivation to learn, and for managing students who have a particularly difficult time focusing, organizing themselves, and completing their work. A strong emphasis will be placed on the use of tools such as movement, meditation and the arts for increasing the young brain's availability for learning during this talk.

Speaker: William R. Stixrud, PhD

(Continued on next page)

Part II: 11:35 AM – 12:35 PM

How to Study Less and Learn More: Talking to Teens About Learning and the Brain

Teenagers often resist the information they most need to know—a rule that applies as much to brain science as to everything else in adolescent life. This workshop will show teachers how to interest students in the practical lessons of neurology and psychology and will provide research on sleep, study strategies, exercise and multitasking. By presenting brain science in ways that sound most persuasive and practical to teens, teachers can enhance their learning and help soothe the stresses of adolescent life.

Speaker: Andrew C. Watson, MEd

Presenter: *Alison Janulewicz, Assistant Principal, Hingham Middle School, Hingham, MA*

4) THE BRAIN & READING (RP, PreK-12th Grade)

Room: **Staffordshire** (3rd Floor)

Part I: 8:30 – 11:30 AM

The Neuroscience of Reading: Using Research to Understand Reading Development and Difficulties

Can brain-imaging tools determine who will be a struggling reader or who will improve reading skills? Neuro-imaging tools offer promising potential to explore how we identify and remediate reading difficulties across ages. You will learn about the most current research related to identification and remediation from an education neuroscience perspective. Dr. Christodoulou will include topics such as new research on whether brain imaging can identify struggling readers, how the detection compares to using standardized behavioral assessments, 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.

Speaker: Joanna A. Christodoulou, EdD

Part II: 11:35 AM – 12:35 PM

The Typical and Atypical Reading Brain: Developmental Evidence from Infants, Preschoolers and School-Age Children

Dr. Gaab will give a comprehensive overview about the typical and atypical reading brain. She will present recent research on early identification of reading disabilities in the pre-reading and infant brain, the identification of the underlying neural mechanism of comorbidity of developmental dyslexia and attention deficit hyperactivity disorder, the potential use of music based tools for diagnosis and remediation of reading disabilities and will discuss the need of a bidirectional bridge between neuroscience and education.

Speaker: Nadine Gaab, PhD

Presenter: *Cathie Brooks, Director of Admissions, Charlotte Christian School, Charlotte, NC*

5) STEM (MATH & SCIENCE) SKILLS (RP, K-12th Grade)

Room: **St. George A-B** (3rd Floor)

Focusing on Future Skills - STEM Education That Works!

This workshop will explore the necessary steps for implementing effective integrated STEM education. Building on the latest research in STEM education and how the student brain learns, you will experience an environment most conducive to the development of STEM literacy, interest and engagement in STEM and smart thinking. Dr. Almarode will explore the ins and outs of attention and engagement in the K-12 classroom. He will link the most recent research on attention and engagement with how to foster and nurture STEM in your classroom.

Speaker: John T. Almarode, PhD

Presenter: *Sharon Meng, Assistant Superintendent, Fort Worth Independent School District, Fort Worth, TX*

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THURSDAY, NOV. 20, 2014 – CONFERENCE DAY 1

(Focused Minds: The Science of Attention & Distraction)

12:00 – 1:15 PM

Conference Registration

1:15 PM

Welcome/Opening Remarks

Welcome: Daniel A. LaGattuta, PhD, President, Public Information Resources, Inc., Presenters of LEARNING & the BRAIN®

Opening Remarks: David B. Daniel, PhD, Professor, Psychology Department, James Madison University

All Keynotes will take place in the **America Ballroom** (4th Floor)

1:15 – 2:35 PM

Keynote Address I

Focus in Learning

Dr. Goleman will delve into the science of attention. In an era of unstoppable distractions, he will argue that now more than ever, students must learn to sharpen their focus if they are to survive in a complex world.

Opening Speaker: Daniel J. Goleman, PhD

President: David B. Daniel, PhD, Professor, Psychology Department, James Madison University, Harrisonburg, VA

2:35 – 3:05 PM

Networking Coffee Break and Book Signing

Coffee will be provided in the **America Ballroom Foyer** on the fourth floor. **Daniel J. Goleman, PhD**, will be available to sign his books from 2:35 PM – 3:05 PM in the **America Ballroom Foyer**. Please purchase his books from the conference bookstore prior to the signing.

3:05 – 4:00 PM

Keynote Address II

Organizing Your Mind in a Disorganized World

Coach Meg will share a new model for organizing your mind in a disorganized world. The human ability to learn and adapt depends upon a well-functioning prefrontal cortex, the CEO of the brain. Today's way of life is generating lousy operating conditions for the prefrontal cortex. Find out how to organize your mind in an age of technology distraction, chronic multitasking, negative emotions, low brain-energy and nutrition and insufficient exercise.

Speaker: Margaret A. Moore, MBA (Coach Meg) (Book signing for Coach Meg will take place from 6:00-6:15 PM)

President: David B. Daniel, PhD, Professor, Psychology Department, James Madison University, Harrisonburg, VA

4:05 – 5:00 PM

Keynote Address III

The Top-Down Control of Attention

Our attentional systems are needed to block out distracting information in order to stay on task. However, difficulties in keeping attention focused have become common, not only in ADHD, but in a wide variety of psychiatric disorders. While behavioral methods alone are not often sufficient to alleviate attentional problems, new neural imaging studies suggest a possible new approach using neurofeedback.

Speaker: Robert Desimone, PhD

President: Barbara Rich, EdD, Executive Vice President, Communications, The Dana Foundation, New York, NY

5:05 – 6:00 PM

Keynote Address IV

Distracted Minds Living in a Connected World

Dr. Gazzaley will explain how our brains manage the river of data that constantly floods it, how our capacities can be exceeded, consequences of interference on our performance and how fundamental processing limitations interact with our increasingly saturated world of media. He will discuss potential remedies to this inference by both modifying our behavior and harnessing brain plasticity to enhance our cognitive abilities.

Speaker: Adam H. Gazzaley, MD, PhD

President: David B. Daniel, PhD, Professor, Psychology Department, James Madison University, Harrisonburg, VA

6:00 – 7:00 PM

Meeting of the Minds Reception in the Staffordshire Room (By advance registration only)

FRIDAY, NOV. 21, 2014 – CONFERENCE DAY 2

8:30 AM – 12:30 PM

Morning Concurrent Sessions 'A'

10:00 – 10:25 AM

Morning Coffee Break, Poster Sessions and Book Signings

Coffee will be provided in the **America Ballroom Foyer** on the fourth floor and in the **Essex Ballroom Foyer** on the third floor during this time. Also, take this time to visit the Poster Sessions in the **America Ballroom Foyer**. **Carolyn G. Dalglish, BA, Ellen B. Braaten, PhD, Randy L. Kulman, PhD and Vanessa Rodriguez, MEd**, will be available to sign their books from 10:00 – 10:25 AM in the **America Ballroom Foyer**. Please purchase their books from the conference bookstore prior to any signings.

1) FOCUSED MINDS (*RP, K-12th Grade*)

Room: **America South** (4th Floor)

Part I: 8:30 – 10:00 AM

Focusing on Classroom Attention and Learning

Mr. Watson will begin by introducing the neural subsystems, which by acting together create human attention. He will then look at specific teaching techniques which support these neural subsystems. Mr. Watson will explain how attention really works in human brains and the strategies that support it most effectively so that teachers can more easily promote student focus and enhance learning.

Speaker: Andrew C. Watson, MEd (*Coffee break from 10:00-10:25 AM*)

Part II: 10:25 AM – 12:30 PM

Focused Minds: Maximizing Student Attention and Engagement in the K-12 Classroom

Dr. Almarode will explore the ins and outs of attention and engagement in the K-12 classroom. This session will link the most recent research on attention and engagement and how to foster and nurture both in the age of distractions and Common Core State Standards.

Speaker: John T. Almarode, PhD

Presider: Christine Sweklo, Director, Academic Instruction, South Hadley Public Schools, South Hadley, MA

2) UNFOCUSED MINDS (*RP, 7th Grade-College*)

Room: **Essex South** (3rd Floor)

Part I: 8:30 – 10:00 AM

New Insights into ADHD from Neuroimaging of the Brain

The diagnosis and treatment of ADHD remains a complex and controversial issue, including the extension from childhood ADHD to adult ADHD. Dr. Gabrieli will present new neuroimaging findings that offer evidence about the brain basis of ADHD. First, there are functional brain differences between individuals with childhood ADHD who go on as adults to persist with ADHD or remit from ADHD. Second, functional brain differences support the emerging idea that executive dysfunctions are dissociable from ADHD. These findings are examples of how neuroimaging findings can converge with clinical and behavioral findings to advance progress in a scientific understanding of ADHD.

Speaker: John D. E. Gabrieli, PhD (*Coffee break from 10:00-10:25 AM*)

Part II: 10:25 AM – 12:30 PM

Smart but Stuck in School: Emotions and Unfocused Minds in Teens and Young Adults

Many bright students get “stuck” in an unproductive rut of disinterest and spiraling discouragement with school due to executive function impairments of ADHD and entangled emotions. For some, this occurs early in their school years; for others, challenges of high school or college disrupt an earlier pattern of success. Dr. Brown will describe a variety of ways in which these students can be recognized and helped to get “unstuck.”

Speaker: Thomas E. Brown, PhD

Presider: Paula Prentis, Founder/Author, YourSelf Series, Bedford Hills, NY

3) ORGANIZED MINDS *(RP, K-College)*

Room: America Center (4th Floor)

Part I: 8:30 – 10:00 AM

Helping Sensory Children Get Organized in a Disorganized World

Ms. Dalgliesh will share strategies to help parents and educators create external organization through structure, routines and visual aids to help organize and empower rigid, anxious or distracted kids. Sensory kids, who are often overwhelmed by their environments and have challenges with executive function skills, need tools that help them break things down, eliminate distractions and create a visual guide for tasks. You will leave with strategies and real-life organizing examples that can immediately be put to use with your students, patients and/or your own children.

Speaker: Carolyn G. Dalgliesh, BA *(Coffee break and book signing from 10:00-10:25 AM)*

Part II: 10:25 – 11:25 AM

Organizing the Disorganized Child: Strategies to Help Executive Function Skills to Achieve Success

In this talk for parents, teachers, administrators and school psychologists, Dr. Kutscher will discuss the root of organizational and executive function problems in schools and provide a clear plan to help your students and children develop an organizational system that really works. Learn about organizational styles, how to help students get organized in school and at home to get assignments done, and how to teach study skills such as note taking, studying, reading, synthesizing and test-taking.

Speaker: Martin L. Kutscher, MD

Part III: 11:30 AM – 12:30 PM

Extreme Classroom Makeover: Organize the Classroom to Develop Independent Executive Function Skills

Ms. Ward will include dozens of practical strategies to help teachers organize and use the classroom to help students be more organized and develop independent executive function skills to achieve the Common Core Standards. Learn how you can use the classroom environment and technology to teach students to initiate and transition between tasks, be prepared for lessons, be less prompt dependent, sense the passage of time and pace themselves to complete tasks in allotted time frames. She will show how to tame the paper monster by supporting students in managing their papers/binders and personal spaces (desk/cubby/locker), in bringing work home and returning assignments to school.

Speaker: Sarah J. Ward, MS, CCC-SLP

Presider: Mary Ann Mahoney, Dean of Faculty and Academics, The Madeira School, McLean, VA

4) DIGITAL MINDS *(RP, K-College, BYOD - Bring your own devices)*

Room: Essex North (3rd Floor)

Part I: 8:30 – 10:00 AM

Playing Smarter in a Digital World: Improving Executive Functioning and Attention Through Technology (Video Games, iPads and Apps)

Drs. Stoner and Kulman will help you be able to choose and use the best video games and apps for improving attention, ADHD and executive-functioning skills in elementary to college students. They will describe their studies that use video games and apps for improving executive-functioning skills and focus on strategies to enhance the generalization of game-based learning. Participants are asked to bring a smartphone, tablet device or laptop to the session.

Speakers: Gary D. Stoner, PhD and Randy L. Kulman, PhD *(Coffee break and book signing from 10:00-10:25 AM)*

CONCURRENT SESSIONS GUIDE:

(R) = Research on the Brain or Technology
(P) = Practical Classroom Strategies

(RP) = Research & Practical Classroom Strategies
(K-COLLEGE) = Appropriate Grade Level

Part II: 10:25 – 11:25 AM**Can Computers Train Attention at School? The Impact of Computer Cognitive and Neurofeedback Training on Attention**

Dr. Steiner will explain attention training through neurofeedback or computer cognitive exercises in the context of elementary and middle school students with ADHD, attention and engagement difficulties, and executive function deficits. You will review a research update on these approaches and see a live demonstration of neurofeedback.

Speaker: Naomi J. Steiner, MD

Part III: 11:30 AM – 12:30 PM**Neuro-Gaming: Enhancing Perception, Attention and Cognition with (Entertainment) Video Games**

Dr. Green will examine the current research on the perceptual, attentional and cognitive consequences of playing various types of commercial video games (i.e., games designed with only entertainment in mind - not 'brain training'). In particular, the literature to-date shows that playing a sub-set of highly visually active and cognitive demanding games leads to enhancements in skills from low-level visual abilities (e.g., contrast sensitivity) up through higher level cognitive processing (e.g., multi-tasking or task-switching). These enhancements are of a scope and scale that researchers have begun to use these off-the-shelf games for a variety of real-world purposes including better focus, rehabilitation (e.g. amblyopia) or job-training.

Speaker: C. Shawn Green, PhD

Presider: Lisa Goldin, Director of Glenn Learning Center, Darlington School, Rome, GA

5) STRUGGLING MINDS (RP, PreK- 12th Grade)

Room: America North (4th Floor)

Part I: 8:30 – 10:00 AM**Bright but Can't Keep Up: Helping Children with Slow Processing Speed in a Fast-Paced World**

Dr. Braaten will explain the unique way that children with slow processing speed engage with the world. She will provide information to better understand the behavior and learning issues associated with slow processing speed, with a focus on how to help children overcome their challenges and build skills for success.

Speaker: Ellen B. Braaten, PhD (Coffee break and book signing from 10:00-10:25 AM)

Part II: 10:25 – 11:25 AM**Brain Development and Processing: New Paradigms for Understanding Struggling Learners**

Although most children manage the challenges of school successfully, without need for special support, a significant minority can struggle. Our paradigms for understanding these struggles (e.g., dyslexia, ADHD) no longer adequately reflect current advances in cognitive neuroscience, and especially our understanding of brain development. In this talk, Dr. Waber will review some of these models and discuss implications for appreciating and educating struggling learners.

Speaker: Deborah P. Waber, PhD

Part III: 11:30 AM – 12:30 PM**Early Executive Control and Academic Achievement: Implications for Education**

Although measures of executive control show promise for predicting children's future academic success, translation of these findings to educational practice remains challenging. Dr. Clark will discuss her research focused on the changing nature of executive control in early childhood and its relevance for children's transition to school. She will show how executive control, language and processing speed are tightly intertwined in early childhood. Dr. Clark will also highlight findings that show the utility of executive control measures for identifying children who may have difficulty transitioning to formal mathematics instruction, while also illustrating some of the issues in defining and measuring executive control in young children.

Speaker: Caron A. C. Clark, PhD

Presider: Ande Noktes, Head of School, Midtown International School, Atlanta, GA

6) TEACHING MINDS (RP, PreK-12th Grade)**Room:** **Staffordshire** (3rd Floor)**Part I: 8:30 – 10:00 AM (Presentation and Discussion)****The Teaching Brain: The Evolutionary Trait at the Heart of Education**

While research on the nature and science of learning abounds, shockingly few insights into how and why humans teach have emerged—until now. Ms. Rodriguez will expose the misguided, widely held beliefs about teaching and show that teaching is in fact a cognitive evolutionary skill that develops in all humans over time, from birth to adulthood. Building from an accessible overview of how our brains learn, *The Teaching Brain* is a revolutionary new framework for understanding teaching in light of the new brain sciences, explains why we need teachers and reveals what it actually takes to become an expert teacher.

Speaker: **Vanessa Rodriguez, MEd** (Coffee break and book signing from 10:00-10:25 AM)**Part II: 10:25 – 11:55 AM (Presentation and Small Group Discussion)****Teenagers, The Self and the Dangers of Distractions**

Explore the world of adolescent learning in an age of distraction by examining the impact of distractions on teens and the teacher, as well as the self. Explore in small group discussions how the culture of distractions and learning environments is shaping the brain, the self and classroom learning.

Speaker/Facilitator: **Thomas J. Cottle, PhD****Presider:** *Jill Stamm, Professor of Education, Arizona State University, Tempe, AZ***Part III: 12:00 – 12:30 PM Networking: Applying Neuroscience to Teaching**

Take this opportunity to meet in small groups to discuss, reflect and apply mind, brain and education theories in the classroom, find solutions, reconnect with old friends and meet new acquaintances.

Presider/Facilitator: *Connie Weber, MEd, Learning Group Leader, Future of Learning, Harvard Graduate School of Education; Teacher, Ann Arbor, MI***12:30 – 1:45 PM****Lunch Break** (On Your Own)**1:45 – 5:00 PM****Afternoon Concurrent Sessions 'B'***(Afternoon breaks at various times from 2:45 – 3:30 PM)***1) FOCUSED MINDS** (RP, K-12th Grade)**Room:** **America South** (4th Floor)**Part I: 1:45 – 2:45 PM****The Unengaged Mind: Understanding Boredom and Attention in the Classroom**

Boredom is a serious challenge for students and teachers alike, yet surprisingly little is known about the underlying mental processes that occur during this aversive state. Dr. Fenske will discuss his recent studies that advance our understanding of how the brain's emotion and motivation systems both influence and are affected by attention and will provide important clues about boredom and how to optimize engagement.

Speaker: **Mark J. Fenske, PhD****Part II: 2:55 – 3:55 PM****Laser Focus: Using the Arts as a Tool to Harness Creativity and Increase Attention**

Dr. O'Neal will discuss current findings from a recent Kennedy Center study identifying ways in which the arts have been used to increase focus and attention in elementary school classrooms. She will include highlights from the research showing teacher response data on how the arts have increased attention and focus in their own elementary school classrooms and student outcomes that resulted from arts integration.

Speaker: **Ivonne Chand O'Neal, PhD**

Part III: 4:00 – 5:00 PM**Better Focused and Focused Better**

Ms. Hill will discuss the two sides of the attention coin – developing students' capacity to focus and attend – and teaching in ways that engage and sustain attention. Effective tools and approaches to developing sustained attention, selective attention, divided attention, and flexible attention will be discussed, as will the role of teaching students about their brains and how attention works. Better focus means better learning. But, even when students have the capacity to focus, school is often the last thing they want to focus on. Techniques to get and sustain attention will be explained and modeled.

Speaker: Betsy Hill, MAT, MBA

Presenter: Susan Davis, Principal, Capitol Region Education Council, West Hartford, CT

2) UNFOCUSED MINDS (RP, K-12th Grade)

Room: America Center (4th Floor)

Part I: 1:45 – 3:15 PM**Stress, Meditation and ADHD**

Scientists have said, "stress mimics ADHD", as the cognitive and behavioral effects of acute and chronic stress closely resemble the symptoms of ADHD. Dr. Stixrud will focus initially on the effects of stress on attention and on what current research suggests are the core executive functions, namely inhibition, working memory, and cognitive flexibility. He will then turn to the important role that meditation can play in alleviating stress and allowing the developing brain to function in a more coherent and focused manner. Research will be presented on both Mindfulness Meditation and Transcendental Meditation, and suggestions will be offered for developing meditation programs in schools.

Speaker: William R. Stixrud, PhD

Part II: 3:30 – 5:00 PM**Nowhere to Hide: The Impact of Stress on the Brains and Behavior of Students with LD and ADHD**

Dr. Schultz will explore the negative impact of chronic stress on the cognitive function and emotions of students with LD and ADHD. You will learn about the cycle of fear, avoidance, stress and escapism that characterize the behavior of many students who do not fully understand their own learning differences. The DE-STRESS model of intervention will offer practical interventions for putting kids back on the track to success by helping students find success that builds competence and confidence.

Speaker: Jerome J. Schultz, PhD

Presenter: Harriet Blanchard, Director, Teaching & Learning Center, Choate Rosemary Hall, Wallingford, CT

3) ORGANIZED MINDS (P, K-12th Grade)

Room: Essex South (3rd Floor)

Part I: 1:45 – 3:15 PM**PASS Theory and the Focused, Organized Mind**

Dr. Goldstein will lay the foundation for how the mind works relative to neurocognitive processes based on the work of Renowned Soviet Neuropsychologist Alexander R. Luria. First, he will discuss planning, attention, simultaneous and successive processing and the role these abilities play in the manner in which students access and acquire knowledge as well as interact in the classroom and perform on exams. He will discuss ways that these executive abilities can be both observed informally as well as formally evaluated and strategies that can be used by educators to assist students in making better use of their abilities and thereby improving their school performance.

Speaker: Sam J. Goldstein, PhD

Part II: 3:30 – 5:00 PM**Teaching Executive Function Skills In and Out of the Classroom**

Teaching young minds to think—clearly and efficiently—is a universal goal of parents and teachers alike. Thinking skills such as planning, goal setting, organizing, prioritizing, self-monitoring, accessing working memory, inhibitory (impulse) control and sustaining focused attention are critical to academic, vocational and relationship success at every age. Most important, the development of these skills allows youth to mature into independent, healthy and functional adults. Despite the importance of these “executive function” skills, these thinking processes are not systemically taught at home or in schools and are not the focus of mainstream school curriculums. Yet, when a student has poor or underdeveloped executive function skills, they can appear disorganized, unprepared and unmotivated. By providing explicit instruction in executive function processes, parents and teachers can significantly elevate the thinking abilities in their children and students.

Speaker: Frank J. Kros, MSW

Presider: David Bailey, Special Education Case Manager, Sunapee School District, Sunapee, NH

4) DIGITAL MINDS (RP, PreK-College, BYOD – Bring your own device)

Room: Essex North (3rd Floor)

Part I: 1:45 – 2:45 PM**Paying Attention to Dyslexia: How Phonology and Attention Work Together in Reading**

Dyslexia is generally thought to be caused by higher-level deficits for phonological processing. However, emerging research indicates that deficits in perceptual attention work hand-in-hand with phonology to impair reading. Dr. Schneps will review the state-of-the-art in this field, show how techniques for managing attention can help close the gap in reading and will discuss the implications of using electronic tablet readers.

Speaker: Matthew H. Schneps, PhD

Part II: 2:55 – 3:55 PM**Rethinking the Reading and Writing Process with iPads**

To students who struggle with the reading and writing process, the iPad is a game changer; it offers innovative opportunities for success and independence. This presentation will highlight writing and reading apps, which support the writing process and bypass reading challenges for students who struggle with independent reading. You will explore specific iPad apps for all phases of the writing process. The iPad can make it possible for all learners to experience success, demonstrate their understanding and have a chance to excel in the classroom. Ms. Janowski will focus on how the iPad is truly transformative for anyone willing to rethink the reading and writing process. Participants will be inspired to immediately implement new strategies, which remove the obstacles to success in the classroom.

Speaker: Karen Janowski, MSEd

Part III: 4:00 – 5:00 PM**Multisensory Integration and Attention Shifting with Dyslexia**

Why is cross modal attention necessary for learning to read? What is multisensory integration? How is the “redundant target effect” used to measure it? Dr. Harrar will discuss the kind of training that might improve cross-modal attention shifting in people with dyslexia to help improve reading.

Speaker: Vanessa Harrar, PhD

Presider: Alyssa Pukkila, Educational Therapist, Wired2Learn, Post Falls, ID

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5) STRUGGLING MINDS (RP, 7th Grade-College)**Room:** America North (4th Floor)**Part I: 1:45 – 2:45 PM****Executive Functions, Schools and Academic Achievement**

Dr. Gabrieli will discuss his study examining the relations among cognitive skills (processing speed, working memory, fluid reasoning) to scores on statewide tests of academic achievement, and to schools in a large group of 8th grade students. He found that cognitive skills correlated with both test scores and gains in tests scores across middle school. Dr. Gabrieli will discuss the results that show which school a student attended influenced achievement test scores, but not cognitive skills, and how these findings suggest that new curriculum targeted to improving cognitive skills may help students perform better in school.

Speaker: John D.E. Gabrieli, PhD**Part II: 2:55 – 3:55 PM****The Road to Excellence: Improving Executive Function, Information Processing and Test-Taking**

Ms. Kamath will discuss an Executive Function training program for middle-high school students to help attain mastery of learning and self-management to improve achievement and transition to high school or to college. She will incorporate executive functions training, including self-regulation, cognitive flexibility, metacognition and academic skills training, including information processing, saliency determination, studying and test-taking skills.

Speaker: Sucheta A. Kamath, MA, CCC-SLP**Part III: 4:00 – 5:00 PM****The Brain, Meditation, Attention and Cognition**

Dr. Lazar will present data from her lab and others on the impact of meditation training on brain structure and function, focusing on how practice can enhance cognitive skills such as attention and processing speed.

Speaker: Sara W. Lazar, PhD**Presenter:** Ann Dolin, President/Founder, Educational Connections, Fairfax, VA**6) TEACHING MINDS** (RP, PreK-College)**Room:** Staffordshire (3rd Floor)**Part I: 1:45 – 3:15 PM****The Dark Side of Pedagogy: Bringing Learning into Focus**

Evidence-based strategies often fail to achieve strong outcomes when used in typical classroom settings. Students express strong preferences for pedagogy that is time efficient but yields neutral to negative effects on learning and seem to find very creative ways to turn good pedagogy into diversions that can subvert learning. Dr. Daniel will first focus on how students USE pedagogical tools and technologies to subvert learning as opposed to how these tools are DESIGNED to be used and then discuss how to align student behavior with the intended learning goals by integrating the concept of affordances into the design and implementation of potentially promising pedagogical strategies in the classroom. You will be engaged in the development of these ideas and encouraged to recognize the importance and complexity of the classroom teacher's role in both learning as well as contributing to a more mature and productive science of pedagogy.

Speaker/Facilitator: David B. Daniel, PhD**Presenter:** Connie Weber, MEd, Learning Group Leader, Future of Learning, Harvard Graduate School of Education; Teacher, Ann Arbor, MI**Part I: 3:30 – 5:00 PM Networking: Applying Neuroscience to Teaching**

Take this opportunity to meet in small groups to discuss, reflect and apply mind, brain and education theories in the classroom, find solutions, reconnect with old friends and meet new acquaintances.

Facilitators: David B. Daniel, PhD, Professor, James Madison University, and John T. Almarode, PhD, Assistant Professor, James Madison University, Harrisonburg, VA

SATURDAY, NOV. 22, 2014 – CONFERENCE DAY 3

(Organized Minds: Disorganization and Disconnection)

7:30 – 8:30 AM

Conference Registration

8:30 – 8:35 AM

Award Ceremony

LEARNING & the BRAIN® - IMBES' 2014 "Transforming Education through Neuroscience" Award

The **LEARNING & the BRAIN®** Foundation and the **International Mind, Brain and Education Society (IMBES)** will present their annual award to a researcher who has contributed to the advancement of neuroeducation.

Award Presenter: David B. Daniel, PhD, Founding Member, IMBES and Past Award Recipient

All Keynotes will take place in the: **America Ballroom** (4th Floor)

8:35 – 9:45 AM

Keynote Address I

New Frontiers in Education Neuroscience: A Survey of Cases Informing the Science of Reading

Dr. Christodoulou will discuss how the feat of reading can be achieved with alternative mechanisms in light of structural or functional brain differences in readers. Rather than study how brains differ among reader groups, we ask how readers with distinct brain characteristics are able to still accomplish the feat of reading. Studying distinct reader groups will enhance our understanding of brain plasticity and behavioral equifinality.

Speaker: Joanna A. Christodoulou, EdD

Presider: David B. Daniel, PhD, Professor, Psychology Department, James Madison University, Harrisonburg, VA

9:50 – 10:50 AM

Keynote Address II

The Organized Mind: Thinking Straight in the Age of Information Overload

The information age is drowning us with an unprecedented amount of data. At the same time, we're expected to make more — and faster — decisions about our lives than ever before. Dr. Levitin will discuss how the latest findings from brain science can help us to regain a sense of mastery over the way we organize our homes, workplaces, time and lives in the age of information overload.

Speaker: Daniel J. Levitin, PhD, FRSC

Presider: David B. Daniel, PhD, Professor, Psychology Department, James Madison University, Harrisonburg, VA

10:50 – 11:15 AM

Networking Coffee Break, Poster Sessions and Book Signing

Coffee will be provided in the **America Ballroom Foyer** on the fourth floor. Also, take this time to visit the Poster Sessions in the **America Ballroom Foyer**. **Daniel J. Levitin, PhD**, will sign his books from 10:50 – 11:15 AM in the **America Ballroom Foyer**. Please purchase his books prior to the signing.

11:15 AM – 12:15 PM

Keynote Address III

The Big Disconnect: Re-Bootting Childhood, Education and Family Focus in a Digital Age

Childhood, family life and education have rapidly changed in thrilling ways and in challenging ways. The focus of today's family has turned to the glow of the screen; children constantly texting their friends and playing on iPads, parents working online around the clock; so everyday family life is undergoing a massive transformation. At the same time, schools are increasingly using technology as a primary tool for learning and older students are spending more time on screens than on any other activity (including sleep). Many students describe a big disconnect between who they are at school, and who they are online, struggling with an online culture that is the antithesis of family and school values. We will push the pause button to look at some of the psychological fallouts of our fast paced adaptation to technology, and refresh our thinking about how to educate and raise children in the digital age and how to use technology as an ally to strengthen family connections and school communities.

Speaker: Catherine Steiner-Adair, EdD (Book signing for Dr. Steiner-Adair will be from 12:15-12:35 PM)

Presider: David B. Daniel, PhD, Professor, Psychology Department, James Madison University, Harrisonburg, VA

12:15 – 1:30 PM

Lunch Break (On Your Own)

1) FOCUSED MINDS (RP, PreK-College)Room: **America North** (4th Floor)**Part I: 1:30 – 2:55 PM****Early Attention Problems and Achievement – Can Attention Skills Be Trained?**

Dr. Rabiner will review the research linking early attention difficulties to short- and long-term academic achievement problems. He will review efforts to train and enhance children's ability to attend and focus.

Speaker: David L. Rabiner, PhD**Part II: 3:00 – 3:45 PM****Using Cognitive Training to Train Attention and Retention in College**

Dr. Youmans will discuss his recent studies examining the effects of meditation on the knowledge retention of students and how focusing the mind can improve students' retention of information, focus, grades and achievement.

Speaker: Robert J. Youmans, PhD*Presider: Elizabeth Moder, Kindergarten Teacher, Charles River School, Dover, MA***2) UNFOCUSED MINDS** (RP, PreK-College)Room: **Essex South** (3rd Floor)**Part I: 1:30 – 2:40 PM****The Effects of Early Adversity on the Brain, Attention and Cognitive Development**

Dr. Nelson will provide a brief overview of the impact of early adverse experience on brain development as well as select aspects of cognitive development. He will specifically focus on the effects of toxic stress, maltreatment and neglect on development, attention and executive function.

Speaker: Charles A. Nelson, III, PhD**Part II: 2:45 – 3:45 PM****When Traumatic Brain Injuries (TBI) Cause a Child's Mind to Become Unfocused and Disorganized: What Educators Need to Know and What They Can Do**

Dr. Goldstein will provide a brief overview of statistics concerning the etiology and course of a traumatic brain injury in childhood, particularly focusing on children and adolescents of school age. He will discuss the most common behavioral, cognitive and emotional symptoms related to TBI, offer a framework for educators to understand the course of recovery and adaptation, and will explain the role neuropsychological assessment plays in treatment planning and monitoring. He will also discuss new emerging technologies focused on rehabilitating children struggling with the adverse consequences of TBI.

Speaker: Sam J. Goldstein, PhD*Presider: Bonnie Dykman, Speech & Language/Learning Disabilities Specialist, Madison Metropolitan School District, Madison, WI***3) ORGANIZED MINDS** (P, K-College)Room: **America Center** (4th Floor)**1:30 – 3:45 PM****Organizing the ADHD Brain in Children and Teens**

Students with ADHD have a hard time organizing their belongings and also their thoughts, which can have a large impact on their academic functioning. Dr. Tuckman will discuss the relevant executive functions involved in these areas and offer strategies to help these students perform closer to their potential.

Speaker: Ari Tuckman, PsyD, MBA*Presider: Ellen Messing, Educational Consultant, Ellen Messing Educational, Brooklyn, NY*

4) DIGITAL MINDS (RP, 7th Grade-College)**Room:** Essex North (3rd Floor)**Part I: 1:30 – 2:40 PM****Paying Attention to STEM: How Mobile Technology and 3-D Simulations Can Improve Math and Science Education**

Attention is the mechanism in the brain responsible for processing the signals coming from the senses, and as such is the gateway to learning. Handheld devices like smartphones and tablets are especially well suited for managing attention, and we will show how these can help manage attention to foster learning in math and science (STEM) education.

Speaker: Matthew H. Schneps, PhD**Part II: 2:45 – 3:45 PM****The Radix Endeavor: Engaging Students with a Multiplayer Online Game for Deeper Learning in STEM**

Multiplayer online games can offer great potential to engage students and strengthen STEM learning in and out of the classroom. Come explore The Radix Endeavor, a new educational game for secondary math and science from The MIT Education Arcade. In a robust virtual world, players inquire, explain, problem solve and collaborate as they take on the roles of scientists and mathematicians. The game's content is aligned with the Next Generation Science Standards and the Common Core State Standards for Math with particular emphasis on certain practices and skills. This talk will highlight the game design, as well as discuss initial findings from a spring 2014 pilot including teacher implementation models and student feedback.

Speaker: Susannah Gordon-Messer, PhD**Presenter:** Danny Jones, Materials Development Manager, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, MD**5) STRUGGLING MINDS** (RP, PreK-12th Grade)**Room:** America South (4th Floor)**Part I: 1:30 – 2:40 PM****Using Technology for Executive Function and Communication Skills**

This talk will address how to use low and high tech tools, apps, iPads, etc. to improve executive function and literacy skills. Topics will include time management, homework completion, long term project management, note taking, written expression and speed of information processing.

Speaker: Sarah A. Ward, MS, CCC-SLP**Part II: 2:45 – 3:45 PM****TechnoTeaching: Digital Literacy in the 21st Century**

Dr. Wood will help educators kick their teaching up a notch with digital tools. Using case studies, model archetypal teachers and pedagogy that are firmly rooted in classroom practice, Wood (in concert with Nicole Ponsford, co-author of the book *TechnoTeaching*, via video) will offer insight and guidance for digital literacy.

Speaker: Julie M. Wood, EdD**Presenter:** Jill Stamm, Professor of Education, Arizona State University, Tempe, AZ**6. TEACHING MINDS** (RP, PreK-College)**Room:** Staffordshire (3rd Floor)**Part I: 1:30 – 2:40 PM****Organizing Students for Academic Success**

Less stress, more free time, increased self-confidence, productivity and better grades are just some of the benefits students gain from having strong organizational skills. With the typical schedule of activities, obligations and online distractions, an unorganized student has little chance to survive the challenges, increased workload, and demands

of middle, high school and college. This talk will explore research shows that without critical organizational and time management training, students are more likely to suffer from plummeting grades, low self-esteem, and ineffective productivity and a great deal of anxiety – all of which impact a student's ability to focus. Ms. Goldberg will discuss aspects of modern academic life that impact a student's ability to manage his or her belongings, schoolwork and time. She will examine educational and societal issues that contribute to the challenges facing students today. This session will also include small group interaction and discussion.

Speaker/Facilitator: Donna S. Goldberg, BA

Part II: 2:45 – 3:45 PM Networking: **Wrap Up the Conference with Small Group Discussion/Reflection**

Take this opportunity to end the conference by meeting in small groups to discuss, reflect and apply mind, brain and education theories in the classroom, find solutions, reconnect with old friends and meet new acquaintances.

Presider/Facilitator: Connie Weber, MEd, Learning Group Leader, Future of Learning, Harvard Graduate School of Education; Teacher, Ann Arbor, MI

Thank you for participating in the 39th LEARNING & the BRAIN® Conference. We hope you will leave with new contacts and fresh ideas for the important work you do with children, teens, adults and families.

CONCURRENT SESSIONS GUIDE:

(R) = Research on the Brain or Technology

(P) = Practical Classroom Strategies

(RP) = Research & Practical Classroom Strategies

(K-COLLEGE) = Appropriate Grade Level

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THE NEUROSCIENCE OF READING: Using Research to Understand Reading Acquisition and Disorders

JUNE 29-JULY 2, 2015

At the Massachusetts Institute of Technology, 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](http://MassachusettsInstituteofTechnology.com); Co-Author, "Brain basis of phonological awareness for spoken language in children and its disruption in dyslexia" (2012, *Cerebral Cortex*)



THE POWER OF MINDSETS: Promoting Positive School Climates and Motivation in Students

JULY 6-9, 2015

At the Boston Park Plaza, Boston, MA

Workshop Leader: Robert B. Brooks, PhD, Assistant Clinical Professor of Psychology, [Harvard Medical School](http://HarvardMedicalSchool.com); Co-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 13-17, 2015

At the Wellfleet Preservation Hall, Cape Cod, 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 20-24, 2015

At the University of California, Santa Barbara

Workshop Leader: Judy A. Willis, MD, MEd, Board-Certified Neurologist; Adjunct Lecturer, Graduate School of Education, [University of California, Santa Barbara](http://UniversityofCalifornia.com); 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*)



NEUROSCIENCE AND EXECUTIVE SKILLS: Strategies for Executive Functions, Memory and Classroom Learning

JULY 27-31, 2015

At the University of California, Santa Barbara

Workshop Leader: Judy A. Willis, MD, MEd, Board-Certified Neurologist; Adjunct Lecturer, Graduate School of Education, [University of California, Santa Barbara](http://UniversityofCalifornia.com); 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*)

POSTER SESSIONS

FRIDAY, NOVEMBER 21 at 10:00- 10:25 AM and SATURDAY, NOVEMBER 22 at 10:50 -11:15 AM during coffee breaks.

1. "To Do Is To Learn: Fostering Student Engagement in Education"

By Carol Hanzlik-Chasnoff, MA, MAT, MEd, Reading Specialist, Evanston, IL

2. "Teacher Perceptions of Occupational Therapy Based Interventions for Attention Difficulties in the Classroom."

By Edith Harari, OTR/L, Occupational Therapist, Wagner Middle School, New York, NY, and Sandra Duarte, OTR/L, Occupational Therapist, PS 62 (Inocensio Casanova, a K-5 school), Bronx, NY

3. "Integrating Neuropsychological and Psychological Evaluations: Assessing and Helping the Whole Child"

By Dawn Burau, LMHC, Therapeutic Teacher, Community Therapeutic Day School, Lexington, MA and Adjunct Faculty, Graduate School of Expressive Therapy, Lesley University, Boston MA

Take this opportunity to learn about some research studies and interventions for student engagement, attention and psychological evaluations.

Location: **America Ballroom Foyer** (4th Floor)

BOOK SIGNINGS

Please purchase the authors' books at the Bookstore prior to the signing.

Location: **America Ballroom Foyer** (4th Floor)

NOVEMBER 20

2:35-3:05 PM – Daniel J. Goleman PhD, will be available to sign his books, including his new book *FOCUS*, during the afternoon coffee break.

6:00-6:15 PM – Margaret A. Moore, MBA, will be available to sign her new book, *Organize Your Mind, Organize Your Life*, following her talk.

November 21:

10:00-10:25 AM – Carolyn G. Dalglish, BA, Ellen B. Braaten, PhD, Randy L. Kulman, PhD and Vanessa Rodriguez MEd, will be available to sign their books, (including their

new books, *The Sensory Child Gets Organized*, *Bright Kids Who Can't Keep Up*, *Playing Smart in Digital World* and *The Teaching Brain*) during the morning coffee break.

November 22:

10:50-11:15 AM – Daniel J. Levitin, PhD, FRSC, will sign his books (including his new book, *The Organized Mind*) during the coffee break.

12:15-12:35 PM – Catherine Steiner-Adair, EdD, will sign her books (including her new book, *The Big Disconnect*) following her keynote presentations.

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FEATURED SPEAKERS:

Henry L. Roediger, III, PhD, James S. McDonnell Distinguished University Professor, Department of Psychology; Principal Investigator, Memory Lab, Washington University in St. Louis; Co-Author, *Make It Stick: The Science of Successful Learning* (2014) and "Applications of Cognitive Science to Education" (2012, *Neuroscience in Education*)

Benedict J. Carey, MA, Award-Winning Science Reporter at *The New York Times*, who writes on subjects such as psychology, neuroscience and psychiatry; Author, *How We Learn: The Surprising Truth About When, Where and Why it Happens* (2014)

Larry R. Squire, PhD, Professor of Psychiatry, Neuroscience and Psychology, University of California, San Diego School of Medicine; Research Career Scientist, Veterans Affairs Medical Center, San Diego; Co-Author with Eric Kandel, *Memory: From Mind to Molecules* (2008)

Sian L. Beilock, PhD, Professor of Psychology, Department of Psychology, University of Chicago; Author, *How the Body Knows Its Mind: The Surprising Power of Physical Environment to Influence How You Think and Feel* (2015) and *Choke: What the Secrets of the Brain Reveal About Getting It Right When You Have To* (2011)



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FEATURED SPEAKERS:

David Perkins, PhD, Carl H. Pforzheimer, Jr. Research Professor of Teaching and Learning; Founding Member/Formal Co-Director, Project Zero, Harvard Graduate School of Education; Co-Founder, WIDE World, Harvard University; Author, *Future Wise: Educating Our Children for a Changing World* (2014), *The Eureka Effect: The Art and Logic of Breakthrough Thinking* (2013), *Making Learning Whole: How Seven Principles of Teaching Can Transform Education* (2009) and *Outsmarting IQ* (1995)

Steven Pinker, PhD, Harvard College Professor and Johnstone Family Professor, Department of Psychology, Harvard University; Author, *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century* (2014) and *The Stuff of Thought: Language as a Window into Human Nature* (2007)

Heidi Hayes Jacobs, EdD, Creator, Curriculum21; Founder and President, Curriculum Designers, Inc.; Executive Director, National Curriculum Mapping Institute and Academy; Adjunct Associate Professor, Department of Curriculum and Teaching, Teachers College, Columbia University; Author, *Curriculum 21: Essential Education for a Changing World* (Updated 2014), *Mastering Global Literacy* (2013), *Active Literacy Across the Curriculum* (2006) and *Getting Results with Curriculum Mapping* (2004)

A DISTINGUISHED CONFERENCE FACULTY

John T. Almarode, PhD, Assistant Professor and Interim Department Head, Educational Foundations and Exceptionalities, College of Education, **James Madison University**; Former STEM Teacher; Co-Author, *Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12* (2013) and “Energizing students. Maximizing student attention and engagement in the science classroom” (2008, *The Science Teacher*)

Ellen B. Braaten, PhD, Director of the Learning and Emotional Assessment Program (LEAP), Massachusetts General Hospital; Assistant Professor of Psychology, **Harvard Medical School**; Co-Author, *Bright Kids Who Can't Keep Up: Help Your Child Overcome Slow Processing Speed and Succeed in a Fast-Paced World* (2014)

Thomas E. Brown, PhD, Assistant Clinical Professor of Psychiatry; Associate Director, Yale Clinic for Attention and Related Disorders, **Yale University**; Author, *Smart But Stuck: Emotions in Teens and Adults with ADHD* (2014) and *A New Understanding of ADHD in Children and Adults: Executive Function Impairments* (2013)

Joanna A. Christodoulou, EdD, Assistant Professor, Department of Communication Sciences and Disorders, MGH Institute of Health Professions, Massachusetts General Hospital, **Harvard Medical School**; Co-Author, “Auditory Temporal Structure Processing in Dyslexia: Processing of Prosodic Phrase Boundaries is Not Impaired in Children with Dyslexia” (2013, *Cognitive Neuroscience*)

Caron A. C. Clark, PhD, Research Fellow, Department of Psychology, **University of Arizona**; Co-Author, “Gaining Control: Changing Relationships Between Executive Control and Processing Speed and Their Relevance for Mathematic Achievement over Course of the Preschool Period” (2014, *Frontiers in Psychology*) and “Preschool Executive Functioning Abilities Predict Early Mathematics Achievement” (2010, *Developmental Psychology*)

Thomas J. Cottle, PhD, Professor of Education, School of Education, **Boston University**; Sociologist; Licensed Clinical Psychologist; Author, *Sense of Self* (2006), *Beyond Self Esteem* (2003) and *Mind Fields: Adolescent Consciousness in a Culture of Distraction* (2001)

Carolyn G. Dalglish, BA, Professional Organizer and Member of the National Association of Professional Organizers (NAPO); Founder of Systems for Sensory Kids, LLC; Creator of the SSK Sensory Organizing System; Member of the Board of Governors for Bradley Hospital, **Brown University**; Author, *The Sensory Child Gets Organized: Proven Systems for Rigid, Anxious or Distracted Kids* (2013)

David B. Daniel, PhD, Professor of Psychology, **James Madison University**; Managing Editor, *Mind, Brain and Education Journal*; Recipient of the Robert S. Daniel Teaching Excellence Award from the American Psychological Association Division 2; Featured in Princeton Review's 300 Best Professors, and the 2013 Transforming Education Through Neuroscience Award from L&B/IMBES; Author, “Promising Principles: Translating the Science of Learning to Educational Practice” (2012, *Applied Research in Memory and Cognition*)

Robert Desimone, PhD, Doris and Don Berkey Professor of Neuroscience, Department of Brain and Cognitive Sciences; Director, McGovern Institute for Brain Research, **Massachusetts Institute of Technology**; Co-Author, “Neural Mechanisms of Object-Based Attention” (2014, *Science*)

Mark J. Fenske, PhD, Assistant Professor of Neuroscience and Applied Cognition, **University of Guelph**; Co-Author, “The Unengaged Mind Defining Boredom in Terms of Attention” (2012, *Perspectives on Psychological Science*) and *The Winner's Brain: Eight Strategies Great Minds Use to Achieve Success* (2010)

Nadine Gaab, PhD, Associate Professor of Pediatrics, Boston Children's Hospital Boston, **Harvard Medical School**; Faculty, **Harvard University Graduate School of Education**; Co-Author, “Functional Characteristics of Developmental Dyslexia in the Left-Hemispheric Posterior Brain Regions Predate Reading Onset” (2012, *Proceedings of the National Academy of Sciences*)

John D.E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences; Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, **Massachusetts Institute of Technology**; Co-Author, “Brain Differences Between Persistent and Remitted Attention Deficit Hyperactivity Disorder” (2013, *Brain*)

Adam H. Gazzaley, MD, PhD, Associate Professor of Neurology, Physiology and Psychiatry, **University of California, San Francisco**; Assistant Adjunct Professor, Helen Wills Neuroscience Institute, **University of California, Berkeley**; Host of the PBS-Special, *The Distracted Mind*; Co-Author, “Probing Plasticity of Attention and Working Memory” (2014, *Cambridge Handbook on Applied Perception Research*) and “Video Game Training Enhances Cognitive Control in Older Adults” (2013, *Nature*)

Donna S. Goldberg, BA, Owner and Director, The Organized Student; Author, *The Organized Student: Teaching Children the Skills for Success in School and Beyond* (2005), which was awarded the Margot Merck Book Award by the International Dyslexia Association in 2007; Past Board of Directors of the New York Chapter of the National Association of Professional Organizers (NAPO), and Member of the National Center of Learning Disabilities (NCLD) and the International Dyslexia Association (IDA)

Sam J. Goldstein, PhD, Assistant Clinical Instructor, Department of Psychiatry, School of Medicine, **University of Utah**; Affiliate Research Professor of Psychology, **George Mason University**; Editor-in-Chief, *Journal of Attention Disorders*; Co-Author, *Handbook of Executive Functioning* (2014) and *Comprehensive Executive Functioning Inventory* (2013)

Daniel J. Goleman, PhD, Psychologist; Science Journalist; Twice Nominated for the Pulitzer Prize; Former Visiting Faculty Member, **Harvard University**; Author, *Focus: The Hidden Driver of Excellence* (2013), *Social Intelligence* (2006) and *Emotional Intelligence* (2005)

Susannah Gordon-Messer, PhD, Education Content Manager, The Education Arcade, MIT Scheller Teacher Education Program, **Massachusetts Institute of Technology**; Designer and Researcher of The Radix Endeavor, a multiplayer online game for STEM learning for middle and high school students

C. Shawn Green, PhD, Assistant Professor, Department of Psychology, College of Letters and Sciences, McPherson Eye Research Institute; Affiliate Faculty Member in the Games+Learning Society, **University of Wisconsin-Madison**; Co-Author, “Learning, Attentional Control and Action Video Games” (2012, *Current Biology*) and “Increasing Speed of Processing with Action Video Games” (2009, *Current Directions in Psychological Science*)

Vanessa Harrar, PhD, Banting Postdoctoral Research Fellow, School of Optometry, **University of Montreal**; Co-Author, “Multisensory Integration and Attention: Differences in Dyslexics” (2014, *Current Biology*)

Betsy Hill, MAT, MBA, President and Chief Operating Officer, The BrainWare Company and Learning Enhancement Corporation; Business Management Professor, **Lake Forest Graduate School of Management**

Karen Janowski, MEd, Adjunct Professor, **Graduate School of Education, Simmons College**; Assistive Technology Consultant, EdTech Solutions

Sucheta A. Kamath, MA, CCC-SLP, Founder and Director, Cerebral Matters; Former Speech-Language Pathologist and “Partners in Excellence Award” Grantee at Massachusetts General Hospital, **Harvard Medical School**; Board Member, International Dyslexia Association and Georgia Speech and Hearing Association

Frank J. Kros, MSW, Social Worker; Child Advocate; President and Co-Founder, The Upside Down Organization; Executive Vice President, The Children’s Guild; Director of the National-At-Risk Education Network; Co-Author, *Creating the Upside Down Organization: Transforming Staff to Save Troubled Children* (2005)

Randy L. Kulman, PhD, Psychologist; Founder and President, LearningWorks for Kids; Author, *Playing Smart in the Digital World: A Guide to Choosing and Using Popular Video Games and Apps to Improve Executive Functioning in Children and Teens* (2014) and *Train Your Brain for Success: A Teenager’s Guide to Executive Functions* (2012)

Martin L. Kutscher, MD, Pediatric Neurologist; Assistant Clinical Professor of Pediatrics and Neurology, **New York Medical College**; Author, *Kids in the Syndrome Mix of ADHD, LD, Autism Spectrum, Tourette’s, Anxiety, and More* (2014, 2nd Edition); Co-Author, *ADHD—Living Without Breaks* (2009) and *Organizing the Disorganized Child: Simple Strategies to Succeed in School* (2009)

Sara W. Lazar, PhD, Assistant Professor in Psychology, **Harvard Medical School**; Associate Researcher, Massachusetts General Hospital; Board Member of the Institute for Meditation and Psychotherapy; Co-Author, “Mindfulness Starts with the Body: Somatosensory Attention and Top-Down Modulation of Cortical Alpha Rhythms in Mindfulness Meditation” (2013, *Frontiers in Human Neuroscience*)

Daniel J. Levitin, PhD, FRSC, Professor of Psychology and Behavioral Neuroscience; Director of the Laboratory for Music Perception, Cognition and Expertise, **McGill University**; Author, *The Organized Mind: Thinking Straight in the Age of Information Overload* (2014), *The World in Six Songs* (2008) and *This Is Your Brain On Music* (2006)

Margaret A. Moore, MBA, (aka Coach Meg), Co-Founder/ Co-Director, Institute of Coaching, McLean Hospital, Affiliate of **Harvard Medical School**; Author, *Organize Your Mind, Organize Your Life* (2012) and “Train Your Brain to Focus” (2012, *Harvard Business Review*)

Charles A. Nelson, III, PhD, Director of Pediatrics, **Harvard Medical School**; Research Director, Division of Developmental Medicine, Boston Children’s Hospital; Co-Author, *Romania’s Abandoned Children: Deprivation, Brain Development, and the Struggle for Recovery* (2013)

Ivonne Chand O’Neal, PhD, Director of Evaluation, **The John F. Kennedy Center for the Performing Arts**; Member, American Psychological Association and the American Association of Museums; Author, *JFK Center’s Research Study: An Impact Evaluation of Arts-Integration Through the Changing Education Through the Arts (CETA) Program* (2014)

Nicole Ponsford, PGCE, EdTech Writer and eCoach; Co-Author, *TechnoTeaching: Taking Practice to the Next Level in a Digital World* (2014)

David L. Rabiner, PhD, Associate Dean, **Trinity College of Arts and Sciences**; Faculty Fellow, Center for Child and Family Policy, **Duke University**; Founder, Attention Research Update Newsletter; Co-Author, “Attention Problems and Academic Achievement: Do Persistent and Earlier-Emerging Problems Have More Adverse Long-Term Effects?” (2014, *Journal of Attention Disorders*)

Vanessa Rodriguez, MEd, Doctoral Student, Mind, Brain and Education Program, **Harvard Graduate School of Education**; Program Officer, International Teaching Brain Consortium and the International Mind Brain and Education Society; Author, *The Teaching Brain: The Evolutionary Trait at the Heart of Education* (2014); Co-Author, “Teachers’ Awareness of the Learner-Teacher Interaction: Preliminary Communication of a Study Investigating The Teaching Brain” (2013, *Mind, Brain and Education Journal*)

Matthew H. Schneps, PhD, Director Laboratory for Visual Learning; Founding Member, Science Education Department, Harvard-Smithsonian Center for Astrophysics, **Harvard University**; Renowned for his award-winning media shows, *A Private Universe* and *Minds of Our Own*; Co-Author, “E-Readers Are More Effective Than Paper for Some with Dyslexia” (2013, *PLOS One*), “Conceptualizing Astronomical Scale: Virtual Simulations on Handheld Tablet Computers Reverse Misconceptions” (2014, *Computers & Education*) and “Using Technology to Support STEM Reading” (2010, *Journal of Special Education Technology*)

Jerome J. Schultz, PhD, Clinical Neuropsychologist, Department of Psychiatry, **Harvard Medical School**; Former Co-Director, Center for Child and Adolescent Development; Author, *NOWHERE TO HIDE: Why Kids with ADHD and LD Hate School and What We Can Do About It* (2011)

Naomi J. Steiner, MD, Director of Training Developmental Behavioral Pediatrics, Boston Medical Center, **Boston University**; Co-Author, “Neurofeedback and Cognitive Attention Training for Children With Attention-Deficit Hyperactivity Disorder in Schools” (2014, *Journal of Developmental and Behavioral Pediatrics*)

Catherine Steiner-Adair, EdD, Clinical Instructor, Department of Psychiatry, **Harvard Medical School**; Associate Psychologist, McLean Hospital; Author, *The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age* (2013) and *Full of Ourselves: A Wellness Program to Advance Girl Power, Health and Leadership* (2005)

William R. Stixrud, PhD, Assistant Clinical Professor of Psychiatry, **George Washington School of Medicine**; Adjunct Faculty, Children’s National Medical Center; Director, The Stixrud Group; Co-Author, “ADHD, Brain Functioning and Transcendental Meditation Practice” (2011, *The Journal of Psychiatry*)

Gary D. Stoner, PhD, School Psychologist; Director, School Psychology Program, **University of Rhode Island**; Co-Author, *ADHD in the Schools* (2014, 3rd Edition) and “The Effects of Computerized Reading Instruction on the Academic Performance of Students Identified With ADHD” (2005, *School Psychology Review*)

Ari Tuckman, PsyD, MBA, Clinical Psychologist; Author, *Understand Your Brain, Get More Done: The ADHD Executive Functions Workbook* (2012), *More Attention, Less Deficit: Success Strategies for Adults with ADHD* (2009) and *Integrative Treatment for Adult ADHD* (2007)

Deborah P. Waber, PhD, Senior Associate in Psychology; Director, Behavioral Science Core, Children's Hospital Boston; Associate Professor, **Harvard Medical School**; Author, *Rethinking Learning Disabilities: Understanding Children Who Struggle in School* (2010); Co-Author, "Cognitive Ability Changes and Dynamics of Cortical Thickness Development in Healthy Children and Adolescents" (2013, *Neuroimaging*) and "Information Processing Deficits in Children with ADHD, Inattentive Type and Children with Reading Disability" (2002, *Journal of Learning Disabilities*)

Sarah J. Ward, MS, CCC-SLP, Speech Language Pathologist; Adjunct Faculty, MGH Institute of Health Professions, Massachusetts General Hospital; **Harvard Medical School**; Co-Director, Cognitive Connections Therapy

Andrew C. Watson, MEd, Founder and President, Translate the Brain; Former Dean of Faculty, **The Loomis Chaffee School**; Named "2011 Teacher of the Year" by Loomis Chaffee Student Council

Connie Weber, MEd, Learning Group Leader, Future of Learning, **Harvard Graduate School of Education**; Teacher, Emerson School; Designer, "Fireside Learning," an online professional development community; Member, The Future of Learning and Classroom 2.0 online educational communities; Recipient of the American Teacher Award; Collaborator in The Creative Classroom Series by Disney Learning Partnership and Harvard's Project Zero

Christopher Willard, PsyD, Psychologist, Counseling and Mental Health Services, **Tufts University**; Board Member, Core Faculty at The Institute for Meditation and Psychotherapy; Author, *Mindfulness for Teen Anxiety* (2014) and *Child's Mind: Mindfulness Practices to Help Our Children Be More Focused, Calm and Relaxed* (2010)

Julie M. Wood, EdD, Former Faculty Member and Director of the Jeanne Chall Reading Laboratory, **Harvard University Graduate School of Education**; Founder and Director, Julie Wood Educational Consultant; Co-Author, *TechnoTeaching: Taking Practice to the Next Level in a Digital World* (2014)

Robert J. Youmans, PhD, Cognitive Psychologist; Researcher at Google; Co-Author, "Meditation in the Higher-Education Classroom: Meditation Training Improves Student Knowledge Retention During Lectures" (2013, *Mindfulness*)

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Description: The Dana Alliance is a nonprofit organization of more than 200 preeminent scientists dedicated to advancing education about the progress and promise of brain research.

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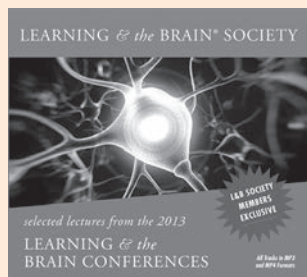
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Web: imbes.org

Description: The masters MBE program at the Harvard Graduate School of Education is designed to connect cognition, neuroscience, and educational practice, involving learning, teaching, and cognitive and emotional development. The International Mind, Brain, and Education Society (IMBES) facilitates cross-cultural collaboration in biology, education and the cognitive and developmental sciences.

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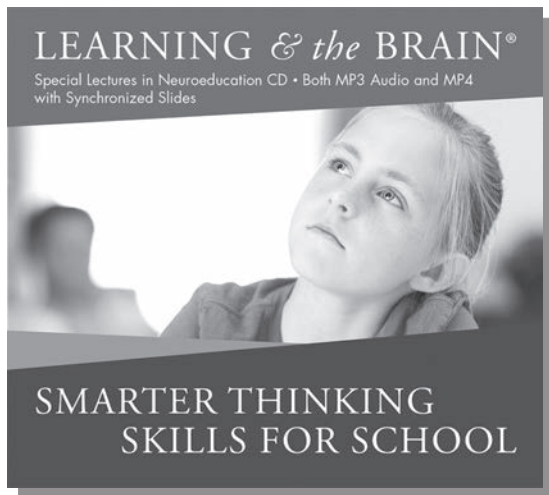
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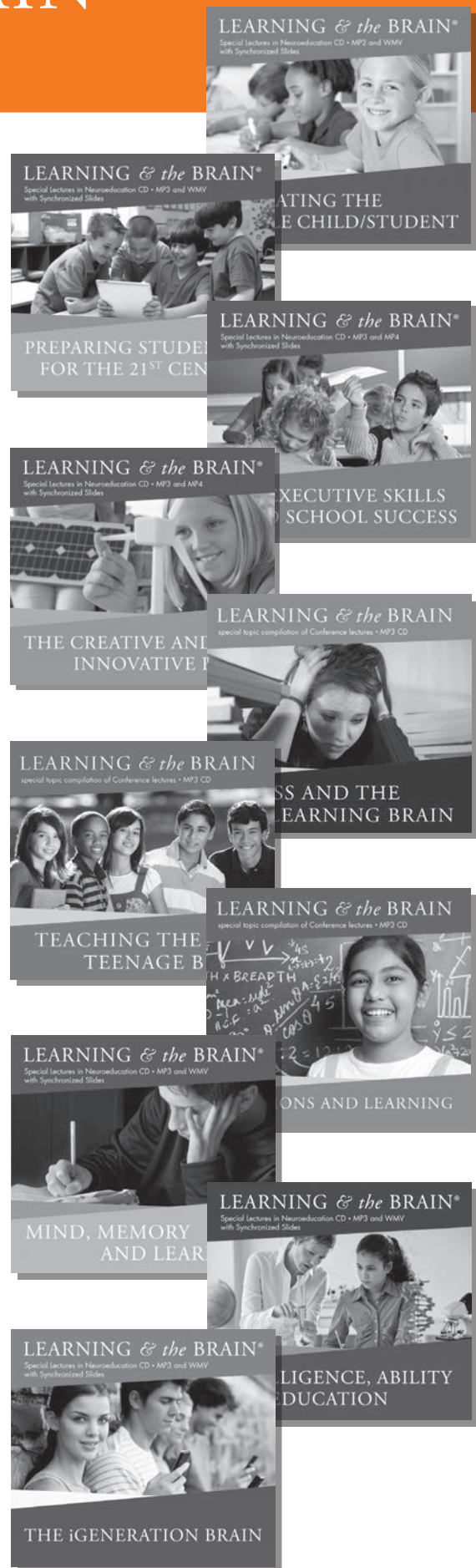
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CONTINUING EDUCATION CREDIT INFORMATION

Please read the following information regarding CE requirements:

Certificates of attendance are suitable for use to meet professional development requirements for educators and clinicians. Attendees can earn 16 contact hours of credit by attending the three-day conference. An additional 4 hours of credit are available for educators and some clinicians for attending pre-conference workshops for a total of 20 hours. The conference is 16 hours = 1.6 CEU /16 PDPs and pre-conference workshops are 4 hours = .4 CEU/4 PDPs.

In order to receive any professional development credits, you must do three things at the conference: 1) sign-in on your first day of the conference when you do check-in registration, 2) sign-out on the last day of the conference, and 3) fill out the evaluation/learning outcomes questionnaire in your program book on pages 33-34 and leave the form at the conference registration desk on your last day at the conference. Certificates will be emailed to you four weeks after the conference. **Speech-Language Pathologists** must sign in and out of the conference each day and fill out the evaluation form on pages 33-34 and complete an ASHA CEU Participation form located at the Help/Information Desk. Speech-Language Pathologists who take a pre-conference workshop must also sign in and out of the workshop, fill out the evaluation form on pages 33-34 and complete an ASHA/CEU Participation form located at the Help/Information Desk. **Psychologists and School Psychologists** must sign in and out and must pick up and complete the APA evaluation form from the Help/Information Desk. You can also receive additional credits by writing a paper on how you applied what you learned. For more details and questions, contact the CE Director, Ms. Kristin Dunay, at (781) 449-4010 ext. 104.

CE Credit:

CEUs - Speech/Language Pathologists and Audiologists:



Public Information Resources, Inc. 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.

SLP participants will be able to:

- Discuss the brain science of attention
- Apply strategies to increase focus and reduce distraction
- Examine ways digital devices are causing disconnected families
- Demonstrate how to use iPads, apps and video games for attention, reading and STEM
- Apply organizational skills to your classrooms, workplace and home
- Implement teaching methods to boost executive function and thinking
- Demonstrate ways to use meditation and the arts to improve attention and executive skills
- Develop strategies to help children with sensory, processing speed and learning problems
- Connect executive skills to achievement, testing and Common Core
- Describe how to transform teaching through a better understanding of the brain
- Develop strategies to treat ADHD and reduce stress in children
- Describe the impact of adversity and brain injury on focus

Course Information: This conference program is offered for 1.6 CEUs (Intermediate level; Professional area).

Pre-conference workshops are offered for 0.4 CEUs (Intermediate level; Professional area).

CEs - Credits for Psychologists and School Psychologists

Public Information Resources, Inc. (PIRI) is approved by the American Psychological Association to offer continuing education for psychologists.

CEUs - Credits for Certified Counselors

PIRI has been approved by the National Board of Certified Counselors to award CEU credits for certified counselors. (Provider #5947)

Certificate of Attendance for Educators - CEUs, PDPs, PLUs, CEs

PIRI is able to provide credits that qualify for the education departments in most states and are accepted by most districts. You may wish to check whether your state department of education requires special approved provider status. PIRI is specifically approved provider in the Departments of Education in the states of PA, IL, GA, TX, CT, and MN

CEUs - Certificate of Attendance for Connecticut State Department of Education

Public Information Resources (PIRI) is an Approved CEU Provider with the State of Connecticut Department of Education (Provider #230). For five hours of additional credits, you can write a 4-5-page paper on how you applied what you learned at the conference to your classroom, school or clinical work. For more information, call CE coordinator Kristin Dunay at 781-449-4010 ext. 104.

Credits for California Social Workers/Marriage Family Therapists/Ed. Psychologists

PIRI is approved by the California Board of Behavioral Sciences to offer CE for CE credits to Marriage and Family Therapists (MFT); Licensed Clinical Social Workers (LCSW); Licensed Educational Psychologists (LEP); MFT Interns; and Associate Clinical Social Workers (ASW) in the State of California. (PCE#2072)

Credits for School Social Workers

This program has been approved for 16-20 Continuing Education hours for relicensure in accordance with 258 CMR. A Collaborative of NASW-MA and Boston College and Simmons College school of Social Work.

Credits for Education Therapists:

Public Information Resources, Inc. is approved to provide continuing education credits for Education Therapists through The Association of Educational Therapists (AET).

NOVEMBER SESSION CREDITS EVALUATION FORM

Please take a moment to let us know your level of satisfaction with the November 2014, LEARNING & the BRAIN® Conference. This form will also help verify your credit hours. Certificates of Attendance will be emailed to you 3 to 4 weeks after the conference. Please drop this form in the evaluation box at the registration area and sign out as you leave the conference.

Name: _____ Email Address/Phone: _____

Please enter your PA PPID# (Act 48), EIN#(CT) or ASHA ID# if applicable _____

Please rate all the following from 1 to 10 (with 10=Excellent, 5=Average, and 1=Poor)

Thursday, November 20: Pre-Conference Workshops (8:30 AM – 12:35 PM)

Please check the workshop you attended:

☐ Attention & Motivation ☐ Meditation & Education ☐ Teaching Teenage Brains ☐ The Brain & Reading ☐ STEM (Math/Science) Skills

PLEASE RATE:	PART I:	PART II:	COMMENTS
1. Quality of Instruction/Teaching	_____	_____	_____
2. Instructor Knowledge/Expertise	_____	_____	_____
3. New Knowledge/Skills Acquired	_____	_____	_____
4. Content Met My Needs/Objectives	_____	_____	_____
5. Visual Aids, Material Were Helpful	_____	_____	_____

Thursday, November 20: Opening Keynote Addresses (1:15 – 6:00 PM)

PLEASE RATE:	D. GOLEMAN, PHD	M. MOORE, MBA	R. DESIMONE, PHD	A. GAZZALEY, MD, PHD	NOTES
1. Quality of Instruction/Teaching	_____	_____	_____	_____	_____
2. Instructor Knowledge/Expertise	_____	_____	_____	_____	_____
3. New Knowledge/Skills Acquired	_____	_____	_____	_____	_____
4. Content Met My Needs/Objectives	_____	_____	_____	_____	_____
5. Visual Aids, Material Were Helpful	_____	_____	_____	_____	_____

Friday, November 21: Morning Concurrent Sessions "A" (8:30 AM – 12:30 PM)

Please check the session you attended:

☐ Focused Minds ☐ Unfocused Minds ☐ Organized Minds ☐ Digital Minds ☐ Struggling Minds ☐ Teaching Minds

PLEASE RATE:	PART I:	PART II:	COMMENTS
1. Quality of Instruction/Teaching	_____	_____	_____
2. Instructor Knowledge/Expertise	_____	_____	_____
3. New Knowledge/Skills Acquired	_____	_____	_____
4. Content Met My Needs/Objectives	_____	_____	_____
5. Visual Aids, Material Were Helpful	_____	_____	_____

Friday, November 21: Afternoon Concurrent Sessions "B" (1:45 – 5:00 PM)

Please check the session you attended:

☐ Focused Minds ☐ Unfocused Minds ☐ Organized Minds ☐ Digital Minds ☐ Struggling Minds ☐ Teaching Minds

PLEASE RATE:	PART I:	PART II:	COMMENTS
1. Quality of Instruction/Teaching	_____	_____	_____
2. Instructor Knowledge/Expertise	_____	_____	_____
3. New Knowledge/Skills Acquired	_____	_____	_____
4. Content Met My Needs/Objectives	_____	_____	_____
5. Visual Aids, Material Were Helpful	_____	_____	_____

Saturday, November 22: Morning Keynote Addresses (8:30 AM – 12:15 PM)

PLEASE RATE:	J. CHRISTODOULOU, EDD	D. LEVITIN, PHD, FRSC	C. STEINER-ADAIR, EDD
1. Quality of Instruction/Teaching	_____	_____	_____
2. Instructor Knowledge/Expertise	_____	_____	_____
3. New Knowledge/Skills Acquired	_____	_____	_____
4. Content Met My Needs/Objectives	_____	_____	_____
5. Visual Aids, Material Were Helpful	_____	_____	_____

(CONTINUED ON NEXT SIDE)

Saturday, November 22: Afternoon Concurrent Sessions “C” (1:30 – 3:45 PM)

Please check the session you attended:

☐ Focused Minds ☐ Unfocused Minds ☐ Organized Minds ☐ Digital Minds ☐ Struggling Minds ☐ Teaching Minds

PLEASE RATE:

	PART I:	PART II:	COMMENTS
1. Quality of Instruction/Teaching	<hr/>	<hr/>	<hr/>
2. Instructor Knowledge/Expertise	<hr/>	<hr/>	<hr/>
3. New Knowledge/Skills Acquired	<hr/>	<hr/>	<hr/>
4. Content Met My Needs/Objectives	<hr/>	<hr/>	<hr/>
5. Visual Aids, Material Were Helpful	<hr/>	<hr/>	<hr/>

Conference Location/Staff

PLEASE RATE:

	NOTES:
1. Enrollment Smooth & Efficient	<hr/>
2. Staff Responsive & Helpful	<hr/>
3. Quality of Facilities Adequate	<hr/>
4. Rate Conference Overall	<hr/>

Learning Outcome Questionnaire

Please list the **top three improvements** you would make to the conference:

1.

2.

3.

Please indicate whether the program met the learning/educational objectives of your personal, teaching, district, or clinical goals to improve learning, teaching or interventions.

Rate 1–10 (10=Strongly agree).

1. Program provided new knowledge and strategies to improve focus, ADHD and reduce distractions.

2. Program provided strategies on ways to improve student organization and studying at school/home.

3. Program provided new knowledge, interventions and technology to improve attention and executive skills.

What changes to instruction, curriculum or intervention do you think you might make, based on what you learned from this conference, to improve student attention/organization/executive skills and reduce classroom distractors?

Please list the 3 most critical problems you face everyday on your job, clinical practice or classroom:

1.

2.

3.

What (other) speakers or topics would you recommend for the conference?

Needs Assessment: Please fill out to help us in planning future conferences.

Area of work: ☐ Primary School ☐ Middle School ☐ High School ☐ College/University ☐ Clinical ☐ Other

Topics: ☐ Research-Based Strategies ☐ Classroom Practice ☐ Stress/Anxiety ☐ LD ☐ Reading/Dyslexia ☐ Child Development
☐ Teens ☐ ADHD ☐ Speech/Language ☐ Classroom Strategies ☐ Early Childhood ☐ Autism ☐ Emotions/Behavior
☐ Memory ☐ Adult Dev. ☐ Dyslexia ☐ Cognitive Skills ☐ Visual/Auditory Learning ☐ Social Dev. ☐ Mood/Bipolar

Please indicate the type of credits you need to receive:

☐ Education ☐ Speech-Language Pathologist ☐ Generic Certificate ☐ Certified Counselor
☐ Social Worker

 ☐ Other

Additional Comments:
