NO BRAIN LEFT BEHIND: IMPROVING TEACHING, TESTING AND TREATMENTS

BOSTON MARRIOTT CAMBRIDGE AND MIT CAMPUS
CAMBRIDGE, MASSACHUSETTS

NOVEMBER 19–21, 2010
Discount Registration Deadline: November 5th

“Rapid advances in the field of cognitive neuroscience have exciting implications for teaching and learning.”

—John D. E. Gabrieli, PhD
Athinoula A. Martinos Imaging Center
Massachusetts Institute of Technology
NO BRAIN LEFT BEHIND:
IMPROVING TEACHING, TESTING AND TREATMENTS

Explore the latest research on:

- Healthy Brains and Learning Environments
- The New Science of Learning and Teaching
- Redesigning IQ and Academic Assessments
- Rethinking Learning Disorder Treatments
- Lifestyle, Exercise and Achievement
- How the Brain Learns and Develops
- Executive Function and Memory
- Teaching and Testing Teen Brains
- Emotions, Relationships and Teaching
- Motivation and High Stakes Testing
- Assessing/Teaching Struggling Learners
- Improving Family/School Environments
- Children, Temperament and Creativity
- Special Needs and Multilingual Brains
- Abuse, Poverty, Stress and Learning
- Interventions for Reading and Math

... and more (visit LearningAndTheBrain.com)

EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDITS (See inside)

UPCOMING L&B CONFERENCES: (See inside for discounts)


IMPROVING TEACHING, TESTING AND LEARNING IN THE AGE OF “NO CHILD LEFT BEHIND”

There is a growing belief that education can benefit from an understanding of brain-and-learning sciences. Yet, many educators face the pressures of high-stakes testing, achievement and accountability, which ignore how the brain learns. Explore how to apply the new science of learning to improve teaching, redesign academic assessments and rethink school reform and learning disorder interventions.

LEARNING OBJECTIVES
You will gain knowledge about:
✓ The new science of learning and its implications for education
✓ Redesigning academic assessment and reexamining high-stakes testing
✓ Brain-based strategies to improve learning, memory and executive skills
✓ How stress, sleep, exercise and obesity affect brains, learning and test scores
✓ Neuromyths and ways neuroscience can improve teaching and achievement
✓ How the brain learns, how teens learn and implications for classrooms/reform
✓ Rethinking learning, language and reading disorder assessments and treatments
✓ The effects of unhealthy brains and school/family environments on learning
✓ Strategies to help struggling students, math learners and multilingual children
✓ The role of learning environments on education, temperament and creativity

CO-SPONSORS
Athinoula A. Martinos Imaging Center, Mc Govern Institute for Brain Research, Massachusetts Institute of Technology
Mind, Brain and Education Program, Harvard Graduate School of Education
School of Education, Johns Hopkins University
Corner School Development Program, Yale University School of Medicine
The Dana Alliance for Brain Initiatives, The Dana Foundation
The Neuroscience Research Institute, University of California, Santa Barbara
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National Association of Secondary School Principals (NAASSP)
Dept. of Speech, Language & Hearing Sciences, Sargent College, Boston University
School of Education, Boston University

EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDITS

Professional Credits: Earn up to 17–21 hours toward professional development credits for educators, psychologists, speech-language professionals, social workers, special education professionals and certified counselors. Access LearningAndTheBrain.com/educationnov.html for more information on the availability of CEUs, PDGs, CEs and other professional development credits, or call 781-449-4010 ext. 101. Certificates of attendance and credits are free via email. However, there is a necessary $5 fee for shipping and handling, if mailed. Please add $5 to the registration fee if you wish to have the professional development credits delivered by mail.

Graduate Credits: You can earn two academic graduate credits through the Boston University School of Education. For details on the course and to register, access LearningAndTheBrain.com/educationnov.html.

Speech-Language Pathologists: Please download a Speech-Language version of the brochure from the website, LearningAndTheBrain.com, for more information on available ASHA credits.

STAY AT THE BOSTON MARRIOTT CAMBRIDGE – SPECIAL L&B RATES

Pay only $179 single or double per night (plus applicable taxes). Call the Boston Marriott Cambridge at (617) 494-6600 or (800) 228-9290 and refer to ‘Learning & the Brain.’ The conference discount rate will no longer apply when the room block is filled, or after October 29, 2010. If the hotel block is filled, access LearningAndTheBrain.com or call PIRI’s reservations center at (781) 449-4010 ext. 101 or 102 for additional hotel options. Boston Marriott Cambridge Hotel and MIT Campus are ADA compliant.

WHO SHOULD ATTEND
Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers and Administrators
Learning Specialists, Special Educators
Psychologists, Social Workers, Counselors
Assessment/Test Designers, Administrators
Reading, Language, Math, Multilingual Teachers
Superintendents, Principals, School Heads
Early Childhood and Teen Professionals
Occupational, Health Professionals
College, University Professors
Researchers, Policy Makers

JOIN THE LEARNING & THE BRAIN SOCIETY

Join our online community and receive an exclusive MP3 CD sampler of lectures from last year’s L&B Conferences, monthly e-newsletters on brain news, monthly chat sessions with neuroscientists and authors, member discounts on upcoming L&B Conference registrations, access to the members-only website with our neuro-library, selected talks (both audio and video) from previous L&B Conferences and more. Visit LearningAndTheBrain.com for additional information and to join.
APPLYING THE BRAIN TO EDUCATION: THE SCIENCE OF LEARNING

Education and Neuroscience: Potential, Myths and Practical Application
Paul Howard-Jones, PhD, Coordinator, Centre for Psychology and Learning in Context, Graduate School of Education, University of Bristol (UK); author, Introducing Neuroeducational Research (2009); editor, Education and Neuroscience: Evidence, Theory and Practical Application (2009)

Educating the Brain: Lessons From the Latest Brain Imaging
John D.E. Gabrieli, PhD, Professor, Dept. of Brain and Cognitive Sciences; Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, Massachusetts Institute of Technology; co-author, "Educating the Human Brain: Lessons from Brain Imaging" (2002, EduCause)

Performance vs Learning: The Costs of Overemphasizing Achievement
Alfie Kohn, author of eleven books including, The Homework Myth (2006), The Schools Our Children Deserve (2000), and Punished By Rewards (1999); described by Time Magazine as “perhaps the country’s most outspoken critic of education’s fixation on grades and test scores”

The Brain is a Terrible Thing to Waste: Making Schools Worthy of Our Children
Paul D. Houston, PhD, Founding Partner, Center for Empowered Leadership; Former Executive Director, American Association of School Administrators; author, Giving Wings to Children’s Dreams: Making Our Schools Worthy of Our Children (2010) and No Challenge Left Behind (2008)

Building Mind, Brain and Education Connections
Donna J. Coch, EdD, Associate Professor/Chair, Dept. of Education; Faculty, Dept. of Psychological & Brain Sciences, Dartmouth College; co-author, “Building mind, brain, and education connections: The view from the upper valley” (2009, Mind, Brain and Education Journal)

Minds, Brains and Learning: Applying Brain Science to Attention, Reading and Math Disorders

OPTIMIZING LEARNING: IMPACT OF SCHOOL/FAMILY ENVIRONMENTS

Impact of Stress, Abuse and Family on Brain Development and Learning
Charles A. Nelson III, PhD, Professor of Pediatrics, Harvard Medical School; Research Director, Developmental Medicine Center, Laboratories of Cognitive Neuroscience, Children’s Hospital Boston; co-author, Neuroscience and Cognitive Development: The Role of Experience and the Developing Brain (2006)

Optimizing Learning: Implications of Learning Sciences for Environments, Education and Creativity

Brain Research, Early Learning Environments and No Child Left Behind
Stephen P. Rushton, PhD, Associate Professor, College of Education, University of South Florida Sarasota-Manatee; co-author, “Classroom learning environment, brain research and the No Child Left Behind initiative: Six years later” (2008, Early Childhood Education Journal)

Temperament: How Biology and Environment Shape Achievement and Psychopathology

Home Environments: Effects of Parent Involvement and Poverty on Achievement
Eric Dearing, PhD, Associate Professor, Dept. of Counseling, Developmental and Educational Psychology, Lynch School of Education, Boston College; Co-Investigator, Judge Baker Children’s Center, Harvard Medical School; co-author, “Home improvements: Within-family associations between income and the quality of children’s home environments” (2007, Journal of Applied Developmental Psychology)

De-Stressing Students for Success: Stress on Children’s Brains and Learning
Pierrich Plusquellec, PhD, Associate Professor, School of Psychoeducation, University of Montreal; Co-Director, Centre for Studies on Human Stress, Louis-H. Lafontaine Hospital, Montreal; Instructor, De-Stress for Success Program

Connecting the Brain, Emotions and Social Relationships to Teaching
Mary Helen Immordino-Yang, EdD, Assistant Professor, Rossier School of Education; Assistant Professor, Brain and Creativity Institute, University of Southern California; author, “Emotions, social relationships, and the brain: Implications for the classroom” (2008, ASCD Express)

MIT “BRAIN SCAN” TOUR: THE BRAIN IN ACTION
THURSDAY, NOVEMBER 18 – 3:00 or 4:00 PM; FRIDAY, NOVEMBER 19 – 10:00 or 11:00 AM
(Cost Per Person: $120. Tours are for one hour.)
Sponsored by the Athinoula A. Martinos Imaging Center, Massachusetts Institute of Technology (MIT)
Take this unique opportunity to see a fMRI brain scan in action. Call (781) 449-4010 ext. 101 or 102 for information and to register for a tour. One person from each tour will be selected by MIT to have a live fMRI scan of his or her working brain.
STRUGGLING LEARNERS: RETHINKING TREATMENTS/INTERVENTION

Rethinking Learning Disabilities: Implications for Special Education and Education Reform
Deborah P. Waber, PhD, Research Director, Dept. of Psychiatry, Children's Hospital Boston; Associate Professor, Harvard Medical School; author, Rethinking Learning Disabilities: Understanding Children Who Struggle in School (2010)

Revealing Minds: Tactics for Identifying Learning Strengths and Weaknesses
Craig Pohlman, PhD, Director, Mind Matters, Southeast Psychological Services, PLLC; co-author, Schools for All Kinds of Minds: Boosting Student Success by Embracing Learning Variation (2010), and Revealing Minds: Assessing to Understand and Support Struggling Learners (2007)

Learning, Reading and Math Interventions: Applications of PASS Theory
Jack A. Naglieri, PhD, Professor of Psychology, Dept. of Psychology, George Mason University; Senior Research Scientist, Devereux Foundation Center for Resilient Children; co-author, Helping All Gifted Children Learn (2009), Assessing Impairment (2009), and Helping Children Learn (2nd Ed., 2010)

How the Special Needs Brain Learns: Learning, Reading and Math Difficulties

The Brain–Behavior Puzzle: Connecting the Pieces in Language–Reading Disorders
Maria Mody, PhD, Assistant Professor in Radiology, Developmental Language and Reading Research Lab, Harvard Medical School; Affiliate Faculty, Harvard-MIT Division of Health Sciences and Technology; co-editor, Brain, Behavior, and Learning in Language and Reading Disorders (2008)

Raising and Teaching Bilingual and Multilingual Minds
Tracey Tokuhama-Espinosa, PhD, Professor of Education and Neuropsychology, University of San Francisco de Quito; author, Living Languages: Multilingualism Across the Lifespan (2008), The Multilingual Mind (2003), and Raising Multilingual Children (2000)

Raising Test Scores: Effect of Brain Health on Achievement

Brain Health and the Interface with Education
Paul D. Nussbaum, PhD, Adjunct Professor of Neurological Surgery, University of Pittsburgh School of Medicine; author, Save Your Brain (2010) and Brain Health Lifestyle (2009); co-author, What Brain Research Teaches Us About Rigor, Relevance, and Relationships and What it Teaches Us About Keeping Our Own Brain Healthy (2009)

Fit Minds: The Benefits of Exercise on Cognition, Memory and Achievement
Charles H. Hillman, PhD, Director, Neurocognitive Kinesiology Lab; Associate Professor, Depts. of Kinesiology and Community Health, Psychology, and Internal Medicine, University of Illinois at Urbana-Champaign; co-author, “Physical activity, cognition, and school performance: From neurons to neighborhoods” (2010, Physical Activity as Intervention)

Memory and the Brain: Lifestyles and Life-Long Learning
Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Harriman Chair in Neuroscience; Professor, Dept. of Molecular, Cellular and Developmental Biology, University of California, Santa Barbara; author, The Alzheimer's Solution: How Today's Care Is Failing Millions- and How We Can Do Better (2010)

Optimizing the Benefits of Sleep on Learning and Memory
Rebecca M. C. Spencer, PhD, Director and Principal Investigator, Cognition and Action Lab; Assistant Professor, Department of Psychology and Neuroscience, University of Massachusetts, Amherst; co-author, “Age-related decline of sleep-dependent consolidation” (2007, Learning and Memory)

For schedule and information on additional speakers and sessions, visit LearningAndTheBrain.com.
IMPROVING INSTRUCTION: THE NEW SCIENCE OF TEACHING

The New Science of Teaching: Understanding the Mind and Brain in the Classroom
Tracey Tokuhama-Espinosa, PhD; Director, IDEA (Institute for Teaching and Learning); Professor of Education and Neuropsychology, University of San Francisco de Quito; author, Mind, Brain, and Education Science (2010) and The New Science of Teaching and Learning (2010)

Brain-Targeted Teaching in a Climate of High Stakes Testing
Marianie M. Hardiman, EdD; Co-Director, Neuro-Education Initiative; Assistant Dean, Urban School Partnerships, School of Education, Johns Hopkins University; former principal; author, Connecting Brain Research with Effective Teaching: The Brain-Targeted Teaching Model (2003)

How the Brain Learns: Translating Brain Research into Classroom Practice
David A. Sousa, EdD; Educational Consultant; Former School Superintendent; editor, Mind, Brain & Education: Neuroscience Implications for the Classroom (2010); author, How the Gifted Brain Learns (2009), How the Brain Influences Behavior (2008), and How the Brain Learns (2005)

Teaching and Reaching the Teenage Brain
Sheryl G. Feinstein, EdD; Associate Professor, Dept. of Education, Augustana University; author, Secrets of the Teen Brain: Research-Based Strategies for Teaching and Today’s Adolescents (2nd Ed., 2009) and Teaching the At-Risk Teenage Brain (2007)

Lost in Translation?: From the Lab to the School/College Classroom and Back
David B. Daniel, PhD; Associate Professor, Dept. of Psychology, James Madison University; Managing Educator, Mind, Brain and Education Journal; co-author, “Learning for life: An ecological approach to pedagogical research” (2009, Perspectives on Psychological Science)

REDESIGNING TESTING/ASSESSMENTS IN A HIGH-STAKES WORLD

Redesigning Assessment: Making Testing a Natural Part of Learning
Kurt W. Fischer, PhD; Director, Mind, Brain and Education Program (MBE), Harvard University Graduate School of Education; Past president, International Mind, Brain and Education Society (IMBES); editor, Mind, Brain and Education Journal; co-author, “Redesigning testing: operationalizing the new science of learning” (2009, The New Science of Learning)

High-Stakes Testing and Motivation from a Self-Determination Theory Perspective
Richard M. Ryan, PhD; Professor of Psychology, Psychiatry and Education, Dept. for Clinical and Social Psychology, University of Rochester; co-author, “A self-determination theory perspective on high-stakes testing” (2009, Theory and Research in Education)

The Truth About Intelligence and Achievement Tests
Jack A. Naglieri, PhD; Professor of Psychology, Dept. of Psychology, George Mason University; co-author, Practitioner’s Guide to Assessing Intelligence and Achievement (2009), Essentials of WNV (Wechsler Nonverbal Scale of Ability) Assessment (2008), and Assessment of Autism (2008)

Designing Accessible Assessment for Students with Disabilities
Stephen N. Elliott, PhD, Dunn Family Chair in Educational and Psychological Assessment; Director, Center for Assessment and Intervention Research; Professor of Special Education, Vanderbilt University

The Neuropsychology of Reading Assessment and Intervention
George McCloskey PhD; Professor and Director, School Psychology Research, Dept. of Psychology, Philadelphia College of Osteopathic Medicine; author, Essentials of Executive Function Assessment (2010)

Teen Brains, Memory and Testing: Practical Strategies
Jeb Schenck, PhD; Adjunct Professor, University of Wyoming; author, Teaching the Brain, Best Ideas and Best Practice (2009)

REGISTER NOW FOR UPCOMING CONFERENCES AND SAVE

LEARNING & the BRAIN: TEACHING THE iGENERATION

FEBRUARY 17–19, 2011 in SAN FRANCISCO
Held at the historic Fairmont San Francisco on Nob Hill

Co-sponsors include: Stanford University School of Education
Cognitive Control & Development Laboratory, University of California, Berkeley

LEARNING & the BRAIN: THE SCIENCE OF STUDENT SUCCESS

MAY 5–7, 2011 in CHICAGO
Held at the Westin Michigan Avenue Chicago

Co-sponsors include: Auditory Neuroscience Laboratory, Northwestern University
Human Performance Laboratory, The University of Chicago

Register now at LearningAndTheBrain.com or call 781-449-4010 ext. 101 or 102 to receive a discounted rate. Register for two L&B conferences and save more.

See LearningAndTheBrain.com for more information on upcoming Learning & the Brain conferences and Summer Institutes in 2011.
1. Best Brain Practices and Instructional Design

Part I: Designing Teaching and Constructing Learning: Instructional Design for the Learning Brain
This workshop presents the cognitive processes that empower learning, from sensory experience to memory construction and application of new understandings. Methods for engaging students in the thinking that constructs learning and instructional design based on such methods will be discussed. By Kevin D. Washburn, EdD, Executive Director, Clerestory Learning; author, Architecture of Learning (2010)

Part II: Best Practices: Preparing the Mind for Eventual Assessment
This workshop will focus on activities where we use mind/brain principles of learning to develop and share information about teaching strategies for the initial acquisition of knowledge and skills. In addition to developing your own personalized strategy, you will benefit from getting a copy of everyone's ideas. By Jeb Schenck, PhD, Adjunct Professor, University of Wyoming, middle and high school teacher; author, Teaching the Brain: Best Ideas and Best Practice (2009)

2. A Neuropsychology Perspective on Memory and Classroom Learning
Discover a neuropsychological perspective on the development and use of cognitive processes involved in what we commonly call “memory,” including the initial registration, manipulation, storage, and retrieval of information. This workshop will discuss memory processes in classroom instruction along with appropriate interventions and accommodations for students thought to have memory problems. By George McCloskey PhD, Professor and Director, School Psychology Research, Philadelphia College of Osteopathic Medicine; author, Essentials of Executive Function Assessment (2010)

3. Teaching to the Teen Brain: Strategies and Challenges

Part I: Creating a Powerful SYSTEM for Brain-Friendly Learning by Teenagers
This workshop will present tested procedure, materials, and resources for building a culture of effective brain-friendly learning in any middle or high school. It merges the principles of quality management in the classroom with a practical and comprehensive model of brain-based teaching. By Ronald J. Fitzgerald, EdD, author, Brain-Friendly Learning: A Powerful Handbook for Teenagers (2009)

Part II: Teaching Teens in a Culture of Distraction
This talk will examine the role of temperament, relationships, and cultural distractions in the development of adolescent identity, sense of self and teaching. By Thomas J. Cottle, PhD, Professor of Education, School of Education, Boston University; author, Mind Fields (2001)

4. Executive Function: No Mind Left Behind

Part I: Building the Eight Pillars of Capable Young Minds
Dr. Cox will describe how executive function helps children to navigate important developmental hurdles, both social and academic. Special emphasis is placed on the role of working memory, self-monitoring, and cognitive flexibility, and their contribution to productivity and self-confidence. Guidance in assessing the eight pillars of executive function in children of all ages will be provided along with strategies for building and coaching each of these pillars. By Adam J. Cox, PhD, Licensed Clinical Psychologist; author, No Mind Left Behind: Understanding and Fostering Executive Control—The Eight Essential Brain Skills Every Child Needs to Thrive (2008)

Part II: Transforming Executive Function Potential into Classroom Achievement
This presentation will highlight a three-prong approach of incorporating Executive Function strategies in a school-wide setting, including metacognitive training; facts on attention, memory and brain neuropsychology; classroom modifications; and executive function strategies related to self-correction and problem solving. By Sucheta A. Kamath, MA, BC-NCD, CCC/SLP, Director/Founder, Cerebral Matters; Developer, “Organizing Your Brain At School” curriculum-based strategies to enhance executive function skills

5. Dyslexia: Connecting Reading, Education and Cognitive Science

This workshop will show how a combination of evidence-based teaching practices and cognitive neuroscience measures could prevent dyslexia from occurring in the majority of children who would otherwise develop dyslexia. The current state of research on reading development, reading impairments and reading intervention programs will be presented. By John D.E. Gabrieli, PhD, Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, Massachusetts Institute of Technology, and Joanna A. Christodoulou, PhD, Research Fellow, Dept. of Brain and Cognitive Sciences, Massachusetts Institute of Technology


Professor Stein will walk educators through the current understanding of the anatomy of the brain and then examine what the latest science has uncovered about the brain’s principal role in learning, thinking and memory. By John J. Stein, PhD, Senior Lecturer, Dept. of Neuroscience; Faculty, Institute for Brain Science, Brown University; co-author, Neuroscience: An Introduction (2006)

MEETING OF THE MINDS – WINE AND CHEESE RECEPTION
FRIDAY, NOVEMBER 19 from 5:30 PM - 6:30 PM — Free and Open to All Attendees
Enjoy this opportunity to meet other attendees, speakers and some of the nation’s brightest minds. Advance registration required on the registration form. Sponsored by THE DANA ALLIANCE FOR BRAIN INITIATIVES.

NETWORKING LUNCHES
SATURDAY, NOVEMBER 20 from 12:45 – 1:45 PM AND/OR SUNDAY, NOVEMBER 21 from 12:45 – 1:45 PM (Cost per person, per lunch: $29.50)
Meet and dine with colleagues at this special networking lunch at the MIT Faculty Club. Advance registration required on the registration form.

CONFERENCE POSTER SESSIONS
Submit a summary of your poster session for review to info@LearningAndTheBrain.com. Submission deadline is Oct. 15, 2010. See LearningAndTheBrain.com for details, or call (781) 449-4010 ext. 101 or 102.
Please Register Me for the Conference on November 19–21, 2010

**GENERAL REGISTRATION** (through November 5th) $565 per person ($530 for L&B Society Members)

Late Registration (after November 5th) $580 per person ($545 for L&B Society Members)

**Save More:** Dual Registrations with Nov. (circle: Feb. and/or May ) $475 per person per conference ($450 for L&B Society Members)

**Group Rates** (five or more from one organization submitted together) $475 per person x _______ registrants ($450 for L&B Society Members)

Please Register Me for a Monday, November 20 Pre-conference Workshop Add $25 if not attending the Nov. conference.

☐ Best Brain Practices and Instructional Design 8:30 am – 12:40 pm $185 per person

☐ A Neuropsychology Perspective on Memory 8:30 am – 12:40 pm $185 per person

☐ Teaching to the Teen Brain: Strategies and Challenges 8:30 am – 12:40 pm $185 per person

☐ Executive Function: No Mind Left Behind 8:30 am – 12:40 pm $185 per person

☐ Dyslexia: Reading, Education and Cognitive Science 8:30 am – 12:40 pm $185 per person

☐ Neuroscience 101: New Frontier of the Brain & Learning 8:30 am – 12:40 pm $185 per person

Please Also Sign Me Up for Professional Development or Graduate Credits* $__________

☐ Please send certificate via email (FREE).

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

☐ Please register me for the BU Graduate Credit Course (Add $1,325 per person)

* $1,325 fee covers Boston University tuition and fees. For more information on CEUs and BU graduate credits, visit LearningAndTheBrain.com/graduate.html

Please Register Me for the November 19 ‘Meeting of the Minds’ Reception. (FREE)

Please Register me for the November 20 Networking Lunch. $29.50 per person

Please Register me for the November 21 Networking Lunch. $29.50 per person

☐ I am interested in the MIT ‘Brain Scan Tour’. (Please call 781-449-4010 ext. 101 to check availability for Nov. 18 or 19 tours.)

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

☐ Please check here if you have attended PIRI's Learning & the Brain conferences before. How did you hear about this conference?

☐ Please check here if you have any special ADA requirements, and call (781) 449-4010 ext. 101 or 102.

Boston Cambridge Marriott Hotel and MIT Campus are ADA compliant.

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☐ Purchase Order enclosed

☐ Credit Card (Circle one: VISA MC AMEX )

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Make check or purchase order payable to Public Information Resources, Inc. (PIRI), and mail it along with your registration form to:

PIRI, 35 Highland Circle, 1st Floor, Needham, MA 02494-3099.

P.O.'s will be invoiced if sent without a check and must be paid prior to conference. Registrations without payment or purchase order will not be confirmed.

REGISTRATION POLICIES Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. Unpaid registrations without a purchase order will be cancelled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call 781-449-4010 ext. 101 or 917-405-0412. General registration is $565 per person until Nov. 5, 2010. After Nov. 5, registration is $580. A $35 administrative fee will be added for on-site registration at the conference. Groups of five or more may register at $475 per person, if registering together with payment or purchase order.

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify Public Information Resources, Inc. (PIRI) in writing by fax or postal mail. Cancellations must be requested no later than Nov. 5, 2010. No cancellations will be accepted after Nov. 5. Because cancellations incur substantial administrative costs, we regret that it is necessary to change a cancellation fee of $50 per person if before Sept. 30 or $150 per person if you cancel after Sept. 30 but before Nov. 6. Cancellations must be sent in writing to PIRI at 35 Highland Circle, 1st Floor, Needham, MA 02494-3099 or faxed to PIRI at 781-449-4024.

CONFERENCE PROGRAM CHANGES PIRI reserves the right, without having to refund any monies to participants, to make changes in the conference, its program, schedule, location, and/or faculty should PIRI, in its sole discretion, deem any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any sessions, events, workshops, or the conference, entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of registration fees.