

# LEARNING & the BRAIN®

## FALL VIRTUAL CONFERENCE • NOVEMBER 7-8, 2020

### CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT [LEARNINGANDTHEBRAIN.COM](http://LEARNINGANDTHEBRAIN.COM)

**Five ways to register:** **Phone:** (857) 444-1500 ext. 1 or 2 **Email:** [registration@LearningAndTheBrain.com](mailto:registration@LearningAndTheBrain.com)  
**Fax:** (857) 357-7011 **Postal mail:** ERI • 78 Brooks Road,  
**Web:** [LearningAndTheBrain.com](http://LearningAndTheBrain.com) New Canaan, CT 06840-6250

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name	Position	
Organization		
Address		
City	State/Province	
ZIP/Postal Code	Country	Phone
Email		

PLEASE REGISTER NOW TO SAVE.

**Register Me for the Virtual Conference - Saturday, November 7 and Sunday, November 8** \$ \_\_\_\_\_

<b>Early Registration</b> (THROUGH SEPT. 25, 2020)	\$319 per person (\$299 per person for groups of 5+)
<b>General Registration</b> (THROUGH OCT. 30, 2020)	\$339 per person (\$319 per person for groups of 5+)
<b>Late Registration</b> (AFTER OCT. 30, 2020)	\$359 per person (\$339 per person for groups of 5+)

**Register Me for a Virtual Pre-Conference Workshop - Friday, November 6** Add \$10 if not attending the Nov. conference \$ \_\_\_\_\_

Please check one of four:

<input type="radio"/> <b>Understanding by Design Meets Neuroscience</b>	5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT	\$89 per person
<input type="radio"/> <b>Moving From Motivating Students to Teaching Self-Motivation</b>	5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT	\$89 per person
<input type="radio"/> <b>SEL From a Distance</b>	5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT	\$89 per person
<input type="radio"/> <b>Cultivating Mindfulness and SEL in Service of Belonging</b>	5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT	\$89 per person

#### Sign Me Up for Emails

- Email me the monthly L&B Newsletter** (FREE)  
 **Email me information about upcoming L&B events** (FREE)

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Make check or purchase order payable to **Educator Resources, Inc. (ERI)**, and mail it along with your registration form to:  
**ERI, 78 Brooks Road, New Canaan, CT 06840**

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

**REGISTRATION POLICIES** Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call 857-444-1500 ext. 1 or 2. Early conference registration is \$319 (\$299 per person for groups of 5 or more) through September 25, 2020. General conference registration is \$339 per person (\$319 per person for groups of 5 or more when registering together) through October 30, 2020. After October 30, 2020, late registration is \$359 per person (\$339 per person for groups of 5 or more when registering together).

**SUBSTITUTIONS AND CANCELLATIONS** Substitutions are permissible up to seven days before the conference, but you must notify ERI in writing by fax or mail. Cancellations must be requested no later than October 30, 2020. No cancellations can be accepted after October 30, 2020. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person if you cancel by September 25, 2020, or \$75 per person if you cancel after September 25, 2020, but by October 30, 2020. Cancellations must be sent in writing to ERI at: 78 Brooks Road, New Canaan, CT 06840-6250 or faxed to ERI at 857-357-7011.

**CONFERENCE PROGRAM CHANGES** Educator Resources, Inc. (ERI) reserves the right, without having to refund any monies to participants, to make changes in the conference, its program, schedule, workshops, sessions, events, location, and/or faculty should ERI, in its sole discretion, deem any such changes necessary or advisable. Similarly, ERI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case ERI's liability to participants shall be strictly limited to a refund of those fees. ERI, the Cooperating Organizations, and Sponsors are not responsible for (nor do they necessarily endorse) the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the conference.

# REBUILDING SEL SKILLS IN THE AGE OF COVID-19

As schools return, educators will be facing a host of psychological issues in students, from social disconnection to anxiety. Neuroscience and psychology researchers have found that stress, trauma, and social isolation can inhibit the brain's ability to learn, but by supporting social and emotional development and building safe relationships, educators can raise resilience and self-regulation, improve behavior and belonging, and help students learn. *This live virtual conference will show how all learning is social and emotional for the brain and provides practical strategies to raise resilience, restore trust and relationships, and rebuild self-regulation and social-emotional learning. Discover ways to manage misbehavior; to recreate calm, attached classrooms; to reduce stress; and to heal from trauma so that all students in our racially diverse schools can learn and thrive — whether in classrooms, online, or in hybrid environments.*

## LEARNING OBJECTIVES

**You will gain knowledge about:**

- ✓ Using emotions and empathy to promote learning
- ✓ Revising social-emotional learning for a COVID-19 world
- ✓ Science-based strategies for social-emotional learning and skills
- ✓ Strategies for managing difficult child behaviors and classrooms
- ✓ Ways to reduce the effects of stress and trauma so that students can learn
- ✓ Restoring social relationships, trust, and attachment in the classroom
- ✓ Empowering SEL and student voice in hybrid and remote environments
- ✓ Raising child resilience and stress-proofing brains for stressful times
- ✓ Applying restorative practices and positive classroom management
- ✓ Rebuilding student self-regulation and executive function skills
- ✓ Using SEL for interventions for reading and learning difficulties



## THIS UNIQUE CONFERENCE WILL PROVIDE YOU WITH:

- ✓ 2 days of *LIVE* keynote presentations and breakout sessions from renowned brain and SEL experts
- ✓ Up to 15 hours of professional development
- ✓ Access to more than 30 hours of recordings for a limited time following the conference
- ✓ Access to slides and resources from presenters
- ✓ The latest research from brain and social sciences on social-emotional learning
- ✓ Tracks aligned by grade levels and profession so you can learn and interact with colleagues

## CO-SPONSORS

Integrated Learning Initiative, **Massachusetts Institute of Technology**  
Mind, Brain, and Education Program, **Harvard Graduate School of Education**  
The Center for Emotional Intelligence, **Yale University**  
Laboratories of Cognitive Neuroscience, **Harvard Medical School**  
Laboratory for Learning Engineering & Neural Systems,  
**University of Connecticut/UCSF**  
The Neuro-Educational Initiative, **Johns Hopkins Graduate School of Education**  
The Greater Good Science Center, **University of California, Berkeley**  
The Initiative on Social-Emotional Learning and Civic Engagement,  
Tisch College of Civic Life, **Tufts University**  
Massachusetts Consortium for Social-Emotional Learning in Teacher  
Education (**SEL-TED**)  
The Social Emotional Learning Alliance for the United States (**SEL4US**)  
**The Dana Foundation**  
**LEARNING & the BRAIN® Foundation**

## WHO SHOULD ATTEND

Educators, Parents  
Curriculum, Staff Developers  
Speech-Language Pathologists  
PreK-12 Teachers, Administrators  
Psychologists, School Psychologists  
Learning Specialists, Special Educators  
Early Childhood Educators, Professionals  
Literacy, Reading, SEL, Technology Teachers  
School Climate, Social-Emotional Health Professionals  
Restorative Practice, Conflict Resolution Staff  
Superintendents, Principals, School Heads  
Teen Counselors, School Social Workers  
School Discipline, Behavior Specialists  
ADHD, Autism, Trauma Specialists  
Child Mental Health Counselors  
College, University Professors

## EARN PROFESSIONAL DEVELOPMENT CREDIT

**Professional Development Credit:** Earn up to 15 hours of online instruction toward professional development credit for educators, psychologists, speech-language professionals, and social workers. Visit our website at **LearningAndTheBrain.com** for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call **(857) 444-1500 ext. 1**.

**Speech-Language Pathologist Credits:** Visit **LearningAndTheBrain.com** for more information on courses registered to offer ASHA CEUs.





# LEARNING & the BRAIN® VIRTUAL CONFERENCE

Fall 2020 International Conference for PreK through University Educators, Clinicians, and Parents  
**November 7-8, 2020 • Pre-Conference Workshops on November 6**

Presented by:  
Educator Resources, Inc.  
78 Brooks Road  
New Canaan, CT 06840



**FEATURED SPEAKER:**

**Mary Helen Immordino-Yang, EdD**

Director, USC Center for Affective Neuroscience, Development, Learning, and Education,  
*University of Southern California*; Author,  
*Emotions, Learning, and the Brain* (2015)

## **SOCIAL-EMOTIONAL BRAINS: RAISING RESILIENCE, RESTORING RELATIONSHIPS, AND REBUILDING SELF-REGULATION DURING COVID**

*Explore the latest research on:*

- Using Emotions for Learning
- Revising SEL for a COVID Age
- Social Brains and Attached Kids
- The Science and Practice of SEL
- Restoring Relationships and Trust
- SEL in Hybrid or Remote Learning
- Raising Resilience and Reading
- Reducing Anxiety and Stress
- Rebuilding Self-Regulation
- Creating Calm and Safe Schools
- Behavior and Restorative Practice
- Using Technology for Student Voice
- Strategies to Trauma-Proof Schools
- Managing Conflict and Misbehavior
- Mindfulness, Regulation, and ADHD
- Creating Safe, Inclusive Classrooms

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**EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS VIRTUAL CONFERENCE**

**UPCOMING L&B CONFERENCES**

**Spring: New York, NY: April 8-10, 2021**

For information on upcoming conferences, available PD credit, and in-service training, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com).

*"People think of emotion getting in the way of cognition, but emotion is the reason why we think. Emotion is like the outboard motor that both pushes the cognitive boat and steers it."*

—Mary Helen Immordino-Yang, EdD  
University of Southern California



## **SOCIAL-EMOTIONAL BRAINS:** **RAISING RESILIENCE, RESTORING** **RELATIONSHIPS, AND REBUILDING** **SELF-REGULATION DURING COVID**

**NOVEMBER 7-8, 2020**

Pre-Conference Workshops: November 6

Early Registration Deadline: September 25



FALL VIRTUAL LEARNING & the BRAIN® CONFERENCE

# CONFERENCE PROGRAM TOPICS

## WITH A DISTINGUISHED FACULTY

### 1) EMOTIONAL BRAINS: REVISING SOCIAL-EMOTIONAL LEARNING FOR COVID



**Keynote: The Science of Development: Why All Learning Is Emotional and Social**  
**Mary Helen Immordino-Yang, EdD**, Director, USC Center for Affective Neuroscience, Development, Learning, and Education (CANDLE); Professor of Education, USC Rossier School of Education, [University of Southern California](#); Co-Author, “The Brain Basis for Integrated Social, Emotional, and Academic Development” (2018, *Aspen Institute*)



**Keynote: Social and Emotional Learning: From Science, to Practice, to Systemic Change**  
**Marc A. Brackett, PhD**, Founding Director, Yale Center for Emotional Intelligence, [Yale University](#); Lead Developer, The RULER Approach to Social and Emotional Learning; Board of Directors, Collaborative for Academic, Social, and Emotional Learning (CASEL); Author, *Permission to Feel* (2019)



**Keynote: Theory of Enchantment - An Innovative Approach to SEL**  
**Chloé S. Valdary, BA**, Writer; Entrepreneur; CEO and Director of *Theory of Enchantment*, a framework for teaching social-emotional learning, character development, and interpersonal growth that uses popular culture as an educational tool in the classroom and beyond

#### The Neuroscience of Learning and Rebuilding SEL Skills for Today's Elementary Schools

**Sara E. Rimm-Kaufmann, PhD**, Director, Social Development Laboratory; Professor, Center for the Advanced Study of Teaching and Learning, Curry School of Education and Human Development, [University of Virginia](#); Research Advisor, Collaborative for Academic, Social, and Emotional Learning (CASEL); Co-Author, *SEL From the Start: Building Skills in K-5* (2020)

#### Using Schools to Enhance Social-Emotional Outcomes of Urban Youth

**David A. Adams, MEd**, Senior Director of Strategy, The Urban Assembly; Advisory Board Member, Emotion Regulation Benchmarks Project, Center for Emotional Intelligence, [Yale University](#); Board of Directors, Collaborative for Academic, Social, and Emotional Learning (CASEL); Co-Author, *The Educator's Practical Guide to Emotional Intelligence* (2020)

#### Energizing College Learning With the Science of Emotions

**Sarah Rose Cavanagh, PhD**, Director, Laboratory for Cognitive and Affective Science; Professor of Psychology; Associate Director, D'Amour Center for Teaching Excellence, [Assumption College](#); Research Affiliate, Emotion, Brain, and Behavior Laboratory, [Tufts University](#); Author, *The Spark of Learning: Energizing the College Classroom With the Science of Emotion* (2016)

#### Thoughtfully Applying SEL and Restorative Practices During and After COVID-19

**Nathan Maynard, BBS**, Co-Founder, BehaviorFlip; Former School Administrator; Expert in behavioral neuroscience, dialectical behavioral coaching, positive youth development, restorative justice, and trauma-informed building practices; Co-Author, *Hacking School Discipline* (2019)

### 2) RESILIENT BRAINS: REDUCING STRESS & TRAUMA-PROOFING SCHOOLS



**Keynote: Stress-Proof: Managing Stress in the Age of COVID-19**  
**Mithu Storoni, MD, PhD**, Physician; Neuro-ophthalmologist and [University of Cambridge](#) trained Medical Doctor; Author, “Why Stress is Dangerous – and How to Avoid Its Effects” (2019, *BBC*) and *Stress-Proof: The Scientific Solution to Protect Your Brain and Body—and Be More Resilient Every Day* (2017)

#### When Bad Things Happen to Good Brains: The Effects of Toxic Stress on Development

**Charles A. Nelson III, PhD**, Director, Laboratories of Cognitive Neuroscience, Boston Children's Hospital; Professor of Pediatrics and Neuroscience, [Harvard Medical School](#); Professor of Education, [Harvard Graduate School of Education](#); Co-Author, “How Early Experience Shapes Human Development: The Case of Psychosocial Deprivation” (2019, *Neural Plasticity*)

#### How Mindfulness Fosters Emotional Health and Cognitive Focus in Secondary School Students

**John D.E. Gabrieli, PhD**, Director, Integrated Learning Initiative; Professor of Brain and Cognitive Sciences, [Massachusetts Institute of Technology](#); Co-Author, “Mindfulness Training Reduces Stress and Amygdala Reactivity to Fearful Faces in Middle-School Children” (2019, *Behavioral Neuroscience*) and “Greater Mindfulness Is Associated With Better Academic Achievement In Middle School” (2019, *Mind, Brain, and Education*)

#### Brain-Changing Strategies to Trauma-Proof Our Schools

**Peter A. Levine, PhD**, Founder, Somatic Experiencing Trauma Institute/Foundation for Human Enrichment; President, Ergos Institute of Somatic Education; Developer of Somatic Experiencing®, a neurological approach to healing trauma; Author, *Trauma and Memory* (2015) and *Waking the Tiger: Healing Trauma* (1997); Co-Author, *Trauma-Proofing Your Kids* (2008) and *Trauma Through a Child's Eyes* (2006); and **Maggie Kline, MS, LMFT, SEP**, Family and Child Therapist; Retired School Counselor and School Psychologist; Senior International Faculty Member, Somatic Experiencing Trauma Institute; Author, *Brain-Changing Strategies to Trauma-Proof Our Schools* (2020); Co-Author, *Trauma-Proofing Your Kids* (2008) and *Trauma Through a Child's Eyes* (2006)

#### Healing Trauma With Empathy and Teaching Resilience for a Chaotic World

**Michele Borba, PhD**, Psychologist; Educator; Author, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine* (Forthcoming, 2021), *End Peer Cruelty, Build Empathy* (2018), and *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World* (2016)

# CONFERENCE BEGINS AT 9:00 AM ET (6:00 AM PT) ON NOV. 7

<b>SCHEDULE:</b>	<b>Pre-Conference Workshops</b>	Friday, November 6	5:30 PM – 8:30 PM ET (2:30 PM – 5:30 PM PT)
	<b>Conference Day 1</b>	Saturday, November 7	9:00 AM – 6:00 PM ET (6:00 AM – 3:00 PM PT)
	<b>Conference Day 2</b>	Sunday, November 8	9:30 AM – 3:00 PM ET (6:30 AM – 12:00 PM PT)



## 3) SOCIAL BRAINS: RESTORING RELATIONSHIPS IN A DISCONNECTED AGE



### **Keynote: The Neuroscience of Human Relationships and Attachment**

**Louis J. Cozolino, PhD**, Professor of Psychology, Graduate School of Education and Psychology, [Pepperdine University](#); Author, *The Neuroscience of Human Relationships* (2014, 2<sup>nd</sup> Edition), *Attachment-Based Teaching* (2014), *The Social Neuroscience of Education* (2013), and *The Neuroscience of Trauma and Effective Trauma Treatment* (2011)

### **The Power of Discord:**

#### **Fostering Relational Connections and Resilience in Children in Times of Uncertainty**

**Edward Z. Tronick, PhD**, University Distinguished Professor of Psychology; Professor of Developmental Brain Sciences; Director, Child Development Unit, [University of Massachusetts, Boston](#); Associate Professor, [Harvard Graduate School of Education](#); Co-Author, *The Power of Discord: Why the Ups and Downs of Relationships Are the Secret to Building Intimacy, Resilience, and Trust* (2020) and "The Power of Disconnection During the COVID-19 Emergency: From Isolation to Reparation" (2020, *Psychological Trauma: Theory, Research, Practice, and Policy*); and **Claudia M. Gold, MD**, Behavioral Pediatrician; Faculty, Infant-Parent Mental Health Fellowship Program, [University of Massachusetts, Boston](#); Faculty, Brazelton Institute, Boston Children's Hospital, [Harvard Medical School](#); Author, *The Developmental Science of Early Childhood* (2017); Co-Author, *The Power of Discord: Why the Ups and Downs of Relationships Are the Secret to Building Intimacy, Resilience, and Trust* (2020)

### **The Social Brain: Language, Culture, and Social Interaction in Learning**

**Andrew N. Meltzoff, PhD**, Co-Director, Institute for Learning & Brain Sciences, [University of Washington](#); Co-Author, "Self-Concepts, Self-Esteem, and Academic Achievement of Minority and Majority North American Elementary School Children" (2018, *Child Development*) and "Exploring the Infant Social Brain: What's Going on in There?" (2016, *Psychology*); and **Patricia K. Kuhl, PhD**, Bezos Family Foundation Endowed Chair in Early Childhood Learning; Co-Director, Institute for Learning & Brain Sciences; Professor of Speech and Hearing Sciences, [University of Washington](#); Co-Author, "Developing Minds in the Digital Age: Towards a Science of Learning for 21<sup>st</sup> Century Education" (2019, *Educational Research and Innovation*), "Neuroscience and Education: How Early Brain Development Affects School" (2019, *OECD*), and "Social Interaction and Language Acquisition: Toward a Neurobiological View" (2018, *The Handbook of Psycholinguistics*)

### **Building Meaning Builds Teens' Brains: The Importance of Relationships, Relevance, and Meaning-Making for Adolescent Learning**

**Mary Helen Immordino-Yang, EdD**, Director, USC Center for Affective Neuroscience, Development, Learning, and Education (CANDLE); Professor of Education, USC Rossier School of Education, [University of Southern California](#); Member of the Council of Distinguished Scientist at the National Commission on Social, Emotional, and Academic Development, Aspen Institute; Co-Author, "Building Meaning Builds Teens' Brains" (2020, *Educational Leadership*); and **Douglas Knecht, MA**, Interim Dean of Children's Programs, [Bank Street College of Education](#), which is working with UCS researchers to monitor teachers' brain activity, emotional and stress responses, vocal patterns, and body language to try to understand how teachers' practices and physiological responses affect student learning; Co-Author, "Building Meaning Builds Teens' Brains" (2020, *Educational Leadership*)

### **Restoring Relationships, Healing Trauma, and Creating Attached Classrooms**

**Louis J. Cozolino, PhD**, Professor of Psychology, Graduate School of Education and Psychology, [Pepperdine University](#); Author, *The Neuroscience of Human Relationships* (2014, 2<sup>nd</sup> Edition), *Attachment-Based Teaching* (2014), *The Social Neuroscience of Education* (2013), and *The Neuroscience of Trauma and Effective Trauma Treatment* (2011)

### **HIVEMIND: Lessons From Social Media, Honeybees, and Social Neuroscience for the Classroom**

**Sarah Rose Cavanagh, PhD**, Director, Laboratory for Cognitive and Affective Science; Professor of Psychology; Associate Director, D'Amour Center for Teaching Excellence, [Assumption College](#); Research Affiliate, Emotion, Brain, and Behavior Laboratory, [Tufts University](#); Author, *HIVEMIND: The New Science of Tribalism in Our Divided World* (2019)

### **Promoting Empathy, Relationships, and Social-Emotional Learning for Today's Schools**

**Michelle Borba, EdD**, Psychologist; Educator; Author, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine* (Forthcoming, 2021), *End Peer Cruelty, Build Empathy* (2018) and *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World* (2016)

For a complete list of speakers, go to [LearningAndTheBrain.com](#). Follow us on [Twitter](#) and [Facebook](#).

## 4) REGULATED BRAINS: REBUILDING SELF-REGULATION & EXECUTIVE SKILLS



### Keynote: The Science and Practice of Self-Reg

**Stuart G. Shanker, DPhil**, Distinguished Research Professor Emeritus of Philosophy and Psychology, [York University](#); Founder and Scientific Director, Self-Reg Global Inc.; Author, *Reframed: Self-Reg for a Just Society* (2020), *Self-Reg Schools: A Handbook for Educators* (2019), *Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage With Life* (2017), and *Calm, Alert, and Learning: Classroom Strategies for Self-Regulation* (2012)

### The Impact of Adversity on Young Children's Self-Regulation and Executive Function

**Dana C. McCoy, PhD**, Assistant Professor of Education; Director, Settings for Early Education and Development (SEED) Laboratory, [Harvard Graduate School of Education](#); Co-Author, "Preschool Self-Regulation and Preacademic Skills as Mediators of the Long-Term Impacts of an Early Intervention" (2019, *Child Development*) and "Classifying Social-Emotional Trajectories Through Elementary School: Impacts of the Chicago School Readiness Project" (2018, *Developmental Psychology*)

### Self-Regulation in the Classroom: Helping Students Learn How to Learn

**Richard M. Cash, EdD**, International Speaker, Educator, and Consultant; Former Director of Gifted Programs; Author, "Enhancing Social-Emotional Learning With Self-Regulation for Learning" (2019, *Free Spirit Publishing Blog*) and *Self-Regulation in the Classroom: Helping Students Learn How to Learn* (2016)

### Self-Reg in the Classroom

**Stuart G. Shanker, DPhil**, Distinguished Research Professor Emeritus of Philosophy and Psychology, [York University](#); Founder and Scientific Director, Self-Reg Global Inc.; Author, *Reframed: Self-Reg for a Just Society* (2020), *Self-Reg Schools: A Handbook for Educators* (2019), *Self-Reg* (2017), and *Calm, Alert, and Learning: Classroom Strategies for Self-Regulation* (2012)

### Using Technology With a Heart: Easing Anxiety and Empowering Social-Emotional Learning and Student Voice in a Hybrid or Remote Classroom

**Stacey Roshan, MA**, Director of Innovation and Educational Technology, The Bullis School; Member of the EdTech Advisory Board, [Loyola University](#); Selected as one of the "Teachers of the Future" by the National Association of Independent Schools; Author, *Tech With Heart: Leveraging Technology to Empower Student Voice, Ease Anxiety, and Create Compassionate Classrooms* (2019)

## 5) SPECIAL BRAINS: USING SEL FOR READING & LEARNING DIFFICULTIES

### Neuroscience, Mindfulness, and Self-Regulation: Helping Children With Autism, ADHD, Trauma, and Sensory Disorders Regulate Their Emotions

**Varleisha D. Gibbs, PhD, OTD, OTR/L**, Vice President, Practice Engagement and Capacity Building, The American Occupational Therapy Association; Former Associate Professor, [Wesley College](#); Author, *Self-Regulation and Mindfulness: Over 82 Exercises & Worksheets for Sensory Processing Disorder, ADHD, & Autism Spectrum Disorder* (2017)

### Teaching Social-Emotional Learning Through Reading and Writing Workshops (K-5)

**Mike Anderson, MS**, Former Elementary School Teacher; Former Program Developer, Northeast Foundation for Children; Author, *What We Say and How We Say It Matters* (2019) and "Social-Emotional Learning and Academics: Better Together" (2015, *Educational Leadership*)

### Peer Mentoring and Social-Emotional Resilience in Youth With Learning Difficulties

**Fumiko Hoeft, MD, PhD**, Director, Brain Imaging Research Center, [University of Connecticut](#); Director, Laboratory for Learning Engineering and Neural Systems (brainLENS.org) located at the [University of Connecticut](#) and the [University of California, San Francisco](#); Co-Director of Haskins L2 (Language & Literacy) Global Innovation Hub, [Yale University](#); Co-Author, "Impact of Mentoring on Socio-Emotional and Mental Health Outcomes of Youth With Learning Disabilities and Attention-Deficit Hyperactivity Disorder" (2019, *Child and Adolescent Mental Health*), and "Brain Basis of Cognitive Resilience: Prefrontal Cortex Predicts Better Reading Comprehension in Relation to Decoding" (2018, *PLoS One*)

### Empowering All Learners: Creating Socially and Emotionally Engaged, Safe, and Inclusive Classrooms

**Douglas B. Fisher, PhD**, Chair, Department of Educational Leadership, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; Co-Author, *Teaching Hope and Resilience for Students Experiencing Trauma* (2019), *All Learning Is Social and Emotional* (2019), *Building Equity: Policies and Practices to Empower All Learners* (2017), and *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management* (2015)

## REGISTER NOW FOR UPCOMING LEARNING & the BRAIN® CONFERENCES



### SCHOOLING THE SELF: PROMOTING SELF-CONFIDENCE, COMPASSION, AWARENESS, AND AUTHENTICITY IN SCHOOL

APRIL 8-10, 2021 IN NEW YORK, NY (Postponed from May 2020)

Held at the Sheraton New York Times Square Hotel

#### FEATURED SPEAKER: BARBARA FREDRICKSON, PHD

Kenan Distinguished Professor; Director, Positive Emotions and Psychophysiology Laboratory (PEP Lab), [University of North Carolina at Chapel Hill](#); Author, *Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do, and Become* (2013) and *Positivity* (2009); Co-Author, "Do Contemplative Moments Matter? Effects of Informal Meditation on Emotions and Perceived Social Integration" (2019, *Mindfulness*), and "Mindfulness Broadens Awareness and Builds Eudaimonic Meaning: A Process Model of Mindful Positive Emotion Regulation" (2015, *Psychological Inquiry*)

See [LearningAndTheBrain.com](#) for more information.

## VIRTUAL PRE-CONFERENCE WORKSHOPS

FRIDAY, NOVEMBER 6 5:30 PM – 8:30 PM ET (2:30 PM – 5:30 PM PT)

**Cost per person: \$89 with virtual conference registration.** Select one of four. (\$99 if not also attending the virtual conference.)

### 1. Understanding by Design Meets Neuroscience:

#### A Framework for Meaningful Learning While in the Grip of a Pandemic

In this virtual pre-conference workshop, Drs. Jay McTighe and Judy Willis, will present ideas from their recent book, *Upgrade Your Teaching: Understanding by Design Meets Neuroscience* (2019) to help educators and parents address the stresses that the pandemic has wrought. They will examine the educational implications of virtual learning and recommend approaches for curriculum, instruction, and assessment called for by the “new normal” in schools. **Judy Willis, MD, EdM**, Board-Certified Neurologist; Former Classroom Teacher; Adjunct Professor, **Williams College**; Author, *Unlock Teen Brainpower: 20 Keys to Boosting Attention, Memory, and Efficiency* (2019); Co-Author, *Research-Based Strategies to Ignite Student Learning: Insights from Neuroscience and the Classroom* (2020) and *Upgrade Your Teaching: Understanding by Design Meets Neuroscience* (2019); and **Jay McTighe, MEd**, Strategic Planner, Eduplanet21; Former Classroom Teacher, Resource Specialist, and Program Coordinator; Co-Author, *Teaching for Deeper Learning* (2020), *Upgrade Your Teaching: Understanding by Design Meets Neuroscience* (2019), *Schooling by Design* (2007), and the award-winning series *Understanding by Design*®.

### 2. Moving From Motivating Students to Teaching Self-Motivation in Schools/Remote Learning

In this virtual pre-conference workshop, you will explore a few key ideas and the six key intrinsic motivators (autonomy, belonging, purpose, competence, curiosity, and fun) that can be incorporated into everyday teaching and learning experiences both in the classroom and in online learning environments. You will explore the important connections between teaching students’ self-management strategies and self-motivation. You will engage in small group conversations, learn practical ideas and strategies to use right away, and gain access to a set of online resources to support implementation and deeper reflection. **Mike Anderson, MS**, Former Elementary School Teacher; National Milken Educator Award recipient; Former Program Developer, Northeast Foundation for Children; Author, *What We Say and How We Say It Matter: Teacher Talk That Improves Student Learning and Behavior* (2019), *Learning to Choose, Choosing to Learn* (2016), “Social-Emotional Learning and Academics: Better Together” (2015, *Educational Leadership*), and *The Well-Balanced Teacher* (2010); Co-Author, *What Every Teacher Needs to Know K-5 Series* (2011).

### 3. SEL From a Distance: Teaching for Engagement and Social-Emotional Growth in Online Learning

This virtual pre-conference workshop will bring together decades of research from brain science and visible learning along with insights from 70 teachers who had to navigate pandemic teaching online in 2020. It will show you ways to maintain and manage teacher-student relationships, create engaged and meaningful learning experiences, provide teacher credibility and clarity, support agency and emotional regulation, and use feedback and assessment in distance learning classrooms. **Douglas B. Fisher, PhD**, Chair, Department of Educational Leadership, **San Diego State University**; Classroom Teacher, Health Sciences High and Middle College; Co-Author, *The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting* (2020), *The On-Your-Feet Guide to Building Authentic Student-Teacher Relationship* (2019), *All Learning Is Social and Emotional* (2019), and *The Teacher Clarity Playbook* (2018).

### 4. Cultivating Mindfulness and SEL in Service of Belonging

In this virtual pre-conference workshop, you will gain a deeper understanding of SEL and mindfulness and how they can create a culture of belonging in your classroom, especially during these volatile, uncertain, complex, and ambiguous times. Learn practical strategies that support the shifts to SEL and mindfulness in daily practice and how to make SEL explicit in lesson planning and instruction (whether in virtual, hybrid, or in person classrooms). **Meena Srinivasan, MEd**, Executive Director, Transformative Educational Leadership, who has worked in partnership with the Collaborative for Academic, Social and Emotional Learning (CASEL) to implement SEL in the Oakland Unified School District; Developer, SEL Every Day Online Courses; Author, *Teach, Breathe, Learn: Mindfulness In and Out of the Classroom* (2014) and *SEL Every Day* (2019).

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