

REGISTER FOR UPCOMING 2015 CONFERENCES



LEARNING & the BRAIN® CONFERENCE MAKING LASTING MEMORIES

FEBRUARY 12-14, 2015 IN SAN FRANCISCO, CA
Held at the historic Fairmont San Francisco on Nob Hill

Co-sponsors include: **Graduate School of Education, Stanford University**
Building Blocks of Cognition, University of California, Berkeley

USING BRAIN SCIENCE TO BOOST MEMORY, THINKING AND LEARNING

Neuroscientists are discovering strategies that make learning easier and more effective, and that can boost long-term memory, thinking and academic performance. By using mnemonics, movement, active learning, discussions, gestures and varied practices, teachers can improve their students' ability to learn, reflect and remember. Discover how the "Science of Learning" can help boost student retention, recall and retrieval of information.

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)*



LEARNING & the BRAIN® CONFERENCE EDUCATING WORLD-CLASS MINDS

MAY 7-9, 2015 IN NEW YORK, NY
Held at the Sheraton New York Times Square Hotel

Co-sponsors include: **Dana Alliance for Brain Initiatives, NYC**
part of Dana's "Brain Awareness Week" Campaign
Program in Neuroscience and Education,
Teachers College, Columbia University

IMPROVING EDUCATION, TEACHING AND TESTING IN A GLOBALIZED WORLD

Education is becoming a global issue. Today's schools now have to compete with schools and universities around the world and have to teach students essential 21st Century skills to compete in a global economy, such as cross-cultural collaborations, global literacy, math, science and STEM knowledge, critical and creative thinking, technology and digital writing skills and much more. Discover what reforms in other countries seem to be working, the need for improving STEM and assessment skills, the importance of global competencies and how cognitive science can provide ways to improve learning, reading, writing, math and science skills.

FEATURED SPEAKERS:

David Perkins, PhD, Carl H. Pforzheimer, Jr. Research Professor of Teaching and Learning; Founding Member/Former 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)*

Register online at LearningAndTheBrain.com or call (781) 449-4010 ext. 101 or 102.

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

Five ways to register: **Phone:** (781) 449-4010 ext.101 or 102
Fax: (781) 449-4024
Web: LearningAndTheBrain.com

Email: registration@LearningAndTheBrain.com
Postal mail: **PIRI** - 35 Highland Circle, 1st Fl.
Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

*Required (Please don't abbreviate)

*Full Name _____ *Position/Title _____

*School/Organization _____

*Address _____

*City _____ *State _____ *ZIP _____

*Phone _____ Fax _____ *E-mail _____

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

All workshops run 8:15 AM to 2:30 PM.

Register me for a workshop

Registration is \$199 through March 6/\$229 after March 6/Groups of 5 or more save \$25 per person

The Science of Reading \$ _____

4/27 in Cromwell, CT 4/28 in Dedham, MA

Helping All Children Learn \$ _____

3/30 in Cromwell, CT 3/31 in Dedham, MA

Differentiated Instruction and the Learning Brain \$ _____

3/30 in Cromwell, CT 3/31 in Dedham, MA

Mathematics and the Brain \$ _____

4/27 in Cromwell, CT 4/28 in Dedham, MA

Executive Functions in Classrooms \$ _____

4/28 in Dedham, MA 4/29 in Cromwell, CT

Please indicate the type of professional development credit you need to receive:

Educator CT Educator Other State Certified Counselor APA NASW ASHA OTHER _____

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

GRAND TOTAL: \$ _____

PAYMENT METHOD Check enclosed Purchase Order enclosed Credit Card (Circle one: VISA MC AMEX)

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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.

POs will be invoiced if sent without a check and must be paid prior to conference. **Registrations without payment or purchase order will not be confirmed.** All prices are in U.S. dollars.

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

REGISTRATION POLICIES

Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. **Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within two weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.** Early registration ends March 6, 2015 and is \$199 for individuals. General registration is \$229 for individuals after March 6, 2015 to the day before the seminar. Groups of five or more who register together receive a \$25 discount per person.

SUBSTITUTIONS AND CANCELLATIONS

Substitutions are permissible up to seven days before the seminar, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than two weeks before the seminar. No cancellations can be made after two weeks before the seminar. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person. Cancellations must be sent in writing to PIRI at: 35 Highland Circle, First Floor, Needham, MA 02494-3099 or faxed to PIRI at (781) 449-4024.

SEMINAR PROGRAM CHANGES

Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in the seminar, location, and/or faculty should PIRI, in its sole discretion, deem any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any seminars entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of those fees. PIRI, the Cooperating Organizations and Sponsors are not responsible for (nor do they necessarily endorse) the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the seminar.

ABOUT LEARNING & the BRAIN® ONE-DAY SEMINARS



LEARNING & the BRAIN® has been bringing neuroscientists and educators together since 1999 to explore new research on the brain and learning and its application to education. In this one-day seminar format, participants will be able to earn 5 hours toward professional development credit focused on specific topics, such as reading or math. These courses are designed to provide educators and clinicians with both an understanding of some of the latest research on how students learn and practical knowledge to bring back to their schools. No previous coursework about the brain is required.

WHAT YOU WILL GAIN FROM ATTENDING

- Knowledge about the latest neuroscience findings on brains and learning
- Methods to improve student reading, learning, math and executive functions
- Insight into the ways disorders hinder the brain's ability to learn and read
- Ways to improve your teaching or clinical practice through brain science
- Understanding of the theory behind disabilities and classroom interventions
- New ideas to enhance your classroom instruction and interventions

EARN PROFESSIONAL DEVELOPMENT CREDIT

Earn five hours toward professional development credit for educators, psychologists, speech-language pathologists and certified counselors. Please indicate the type of professional credit you are seeking on your registration form. In order to be eligible for credit, you must sign in and out at the seminar and complete an evaluation form. Access LearningAndTheBrain.com for more information on the availability of professional development credit, or call 781-449-4010 x102.



Visit LearningAndTheBrain.com for more information on available ASHA CEUs.

LOCATIONS FOR ONE-DAY SEMINARS:

Dedham, MA

Holiday Inn Boston-Dedham
55 Ariadne Road
Dedham, MA 02026

Cromwell, CT

Courtyard by Marriott Hartford Cromwell
4 Sebeth Drive
Cromwell, CT 06416

All seminars run from 8:15 AM to 2:30 PM.

Please check LearningAndTheBrain.com for directions.

LEARNING & the BRAIN® ONE-DAY SEMINARS

Late March and April 2015 in Dedham, MA and Cromwell, CT

PROFESSIONAL DEVELOPMENT WORKSHOPS FOR EDUCATORS AND CLINICIANS

One-Day Seminars are offered on the topics of:

THE SCIENCE OF READING
HELPING ALL CHILDREN LEARN
DIFFERENTIATED INSTRUCTION AND THE LEARNING BRAIN
MATHEMATICS AND THE BRAIN
EXECUTIVE FUNCTIONS IN CLASSROOMS

Professional development credit is available for:

Teachers
Administrators
School Psychologists
Certified Counselors
Speech-Language Pathologists
And more...

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

EARLY DISCOUNT AND GROUP RATES ARE AVAILABLE.

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

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ONE-DAY SEMINARS PRESENTED BY LEARNING & the BRAIN®

COMING TO A LOCATION NEAR YOU:

- DEDHAM, MA
- CROMWELL, CT

LATE MARCH AND APRIL 2015

Register by March 6th and Save!



EARN
PROFESSIONAL
DEVELOPMENT
CREDIT

THE SCIENCE OF READING:

Language, Brains and Print

April 27, 2015 • Cromwell, CT

April 28, 2015 • Dedham, MA

You will have the opportunity to explore the reading brain from the perspectives of education, psychology and neuroscience. Learning to read is an amazingly complex task that requires the development, interconnection and coordination of multiple skills and neural systems. In this interactive seminar, you will examine scientific evidence concerning the development of a brain that can read, from the visual processing of letters, to the linking of those letters with the sounds of language, to making meaningful connections to what the reader already knows. You will also consider the issues facing children who are struggling to develop these skills and systems. A major theme of the workshop will be the remarkable plasticity of the human brain. Educators and students together are literally building brains that can read. When appropriate, topics will be mapped to the K-5 ELA Common Core State Standards.



LEARNING OBJECTIVES

At this seminar, you will learn information about:

- How to conceptualize reading as a remarkably complex task, even though it is automatic and effortless for fluent readers
- How you can use scientific research to unpack the complexity of the brain that can read
- How students need to use and coordinate various skills and systems to become fluent readers
- How orthographic, morphological, phonological, semantic, contextual and comprehension processing each play key roles in fluent reading
- How you can use findings from neuroscience and psychology research to inform educational practice in reading

WHO SHOULD ATTEND

This seminar will be relevant to elementary education teachers, reading specialists and coaches, other reading instructors, special educators working with struggling readers, school administrators and those preparing to teach in elementary schools.



WORKSHOP LEADER

Donna Coch, EdD, is an Associate Professor in the Education Department at **Dartmouth College**. In her research, she uses a noninvasive brain wave recording technique, in combination with standardized behavioral measures, to explore both what happens in the brain as children learn how to read and how the fluently reading brain works. She teaches classes on the reading brain and atypical developmental pathways. A goal of both her research and her teaching is to make meaningful connections among mind, brain and education.

HELPING ALL CHILDREN LEARN:

From Assessment to Instruction

March 30, 2015 • Cromwell, CT

March 31, 2015 • Dedham, MA

You will learn how to select instructional strategies according to an understanding of a student's neuro-cognitive profile. Dr. Naglieri will explore different types of processing disorders which are best defined as neurocognitive disabilities associated with different regions of the brain. These disorders affect complex decision making, focus and resistance to distractions, visual/verbal spatial ability and visual/verbal sequencing. Dr. Naglieri will then show you how to accurately identify students with specific learning disabilities, including ADHD and autism. He will discuss how proper assessment of students can lead to more effective classroom teaching. Dr. Naglieri will present case studies that illustrate how students with a specific learning disability can be identified and most importantly how to select instruction that is most beneficial given each student's learning needs. You will learn practical instructional methods that work; and just as importantly, you will learn why these methods work.



LEARNING OBJECTIVES

At this seminar, you will learn information about:

- Identifying student learning needs based on a neuropsychological understanding of ability
- Selecting proven instructional strategies that match specific learning needs of students
- Motivating students with learning needs by teaching them about their learning strengths
- The PASS theory of intelligence which relates Planning to the frontal lobes, Attention to the brain stem, Simultaneous (visual/verbal spatial ability) to the occipital/parietal lobes and Successive (visual/verbal sequencing) to the temporal lobes
- Using RTI to help in the identification of and intervention for students with learning difficulties

WHO SHOULD ATTEND

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



WORKSHOP LEADER

Jack A. Naglieri, PhD, is a Research Professor at the Curry School of Education at the **University of Virginia** and Senior Research Scientist at the Devereux Center for Resilient Children and Emeritus Professor of Psychology at **George Mason University**. He has more than 30 years of published research on theoretical and psychometric issues concerning intelligence, cognitive interventions, executive function and resilience. Some of Dr. Naglieri's more recent publications include *Cognitive Assessment System (2014)*, *Devereux Elementary Student Strength Assessment (2012)* and his book for teachers entitled *Helping Children Learn (2010)*.

DIFFERENTIATED INSTRUCTION

AND THE LEARNING BRAIN:

Instruction that Engages ALL Learners

March 30, 2015 • Cromwell, CT

March 31, 2015 • Dedham, MA

You will learn how to develop research-based strategies that engage and empower your students and prepare them for the thinking skills required for the Common Core State Standards. Ms. Kryza's workshop will provide you with instructional methods for meeting the needs of the wide variety of students in today's classrooms based on the latest research on the brain. She will bring scientific theory into your practice, as you experience and discover differentiated instructional methods that support the learning brain. She will discuss how to nurture growth mindsets in the classroom, how to teach to varied learning styles and readiness levels and how to support struggling and reluctant learners. You will leave this workshop with many research-based strategies that you can implement immediately in your classroom and school.



LEARNING OBJECTIVES

At this seminar, you will learn information about:

- Developing strategies that engage, inspire and empower your students and prepare them for the thinking required for the Common Core State Standards
- Building a safe classroom environment that allows teachers to teach and students to learn
- Creating engaging lessons that meet the needs of both your gifted students and your special needs learners
- Developing powerful management techniques for working with students in varied, flexible groups
- Embedding quality, research-based strategies that support struggling students and motivate reluctant learners into your daily teaching routine
- Involving students in on-going self-assessment and developing doable formative assessments

WHO SHOULD ATTEND

This workshop is designed for K-12 general and special education teachers and is also applicable to administrators, coaches and staff developers.



WORKSHOP LEADER

Kathleen Kryza, MA, has worked extensively as a presenter and coach in numerous school districts, nationally and internationally for over 24 years on various educational and motivational topics. She is an experienced teacher, a teacher of teachers, and has taught general education, special education and gifted and talented students at both secondary and elementary levels. Ms. Kryza is the co-author of *Developing Growth Mindsets in the Inspiring Classroom (2011)*, *Inspiring Secondary Learners (2007)*, *Inspiring Elementary Learners (2008)*, *Differentiating in the Real Classroom (2009)* and *Winning Strategies for Test Taking (2009)*.

MATHEMATICS AND THE BRAIN:

A Neurodevelopmental Approach to Number Sense

April 27, 2015 • Cromwell, CT

April 28, 2015 • Dedham, MA

You will explore, from a neurocognitive perspective, how young children acquire basic mathematical skills in the elementary school years. Dr. Feifer will explain the specific brain pathways that assist in children being able to recall basic math facts and the order of numbers into sets, calculate multiple-step equations and tackle word problems. You will also examine the relationship between anxiety and mathematical performance, as well as two critical constructs often overlooked when evaluating students with math difficulty: working memory and executive functions. Dr. Feifer will discuss the three primary ways in which numbers are formatted in the brain and the central role of language to expand upon conceptually ordered number sets. You will come away with a better understanding of math disabilities in children along with some critical assessment techniques for these disabilities and more efficient ways to diagnose and remediate math disorders in children.



LEARNING OBJECTIVES

At this seminar, you will learn information about:

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

WHO SHOULD ATTEND

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



WORKSHOP LEADER

Steven G. Feifer, DEd, NCSP, ABSNP, is an internationally renowned speaker and author in the field of learning disabilities who has authored six books on learning and emotional disorders in children. He has 19 years of experience as a school psychologist, was voted the Maryland School Psychologist of the Year in 2008 and the 2009 National School Psychologist of the Year. He is also a diplomate in school neuropsychology and a faculty instructor in the ABSNP school neuropsychology training program. Dr. Feifer currently works in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD.

EXECUTIVE FUNCTIONS

IN CLASSROOMS:

How They Affect Learning and Behavior

April 28, 2015 • Dedham, MA

April 29, 2015 • Cromwell, CT

You will learn about a comprehensive model of executive functions in the brain and explore the impact of executive functioning on learning, behavior and classroom production. Dr. McCloskey will explain the development of executive functions, as well as the involvement of executive function difficulties in clinical syndromes such as ADHD and autism. You will learn ways to self-assess personal executive function skills and how to assess the executive function strengths and weaknesses of students in class. Dr. McCloskey will discuss classroom management techniques and general strategies that teachers and other professionals can use to help children with executive function difficulties improve their behavior and academic performance, either through increasing their capacity for self regulation or through external guidance. He will also discuss specific instructional programs and therapeutic approaches that emphasize the development and improvement of executive functioning.



LEARNING OBJECTIVES

At this seminar, you will learn information about:

- How executive functions develop during the school-age years
- Executive functions and their roles in classroom behavior, learning and production
- Identifying and using classroom-friendly methods to assess executive function strengths and weaknesses
- Executive function difficulties involved in clinical syndromes such as ADHD and autism
- Providing appropriate interventions for executive functioning disorders in children and adults
- Self-assessing both your own and your students' personal executive function strengths and weaknesses
- Gaining additional sources of information about assessment and interventions for executive functioning problems

WHO SHOULD ATTEND

A wide range of specialists working with children will find this workshop relevant and skill-enhancing, including general and special education teachers, school administrators, clinical and school psychologists, speech-language pathologists and educational, occupational and physical therapists.



WORKSHOP LEADER

George McCloskey, PhD, is a Professor and Director of School Psychology Research in the Psychology Department of the **Philadelphia College of Osteopathic Medicine**. He frequently presents at national, regional and state meetings on cognitive and neuropsychological assessment and intervention topics. Dr. McCloskey is the lead author of *Essentials of Executive Functions Assessment (2012)* and *Assessment and Intervention for Executive Function Difficulties (2008)*. Dr. McCloskey directed the development of the WISC-IV Integrated and was a Senior Research Director and the Clinical Advisor to the Wechsler Test Development Group.