

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

**Five ways to register:** **Phone:** (781) 449-4010 ext.101 or 102 **Email:** registration@LearningAndTheBrain.com  
**Fax:** (781) 449-4024 **Postal mail:** PIRI • 35 Highland Circle, 1st Fl. Needham, MA 02494-3099  
**Web:** LearningAndTheBrain.com

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

\*Required (Don't abbreviate)

\*Full Name \_\_\_\_\_ \*Position/Title \_\_\_\_\_

\*School/Organization \_\_\_\_\_

\*Address \_\_\_\_\_

\*City \_\_\_\_\_ \*State/Province \_\_\_\_\_

\*Zip/Postal Code \_\_\_\_\_ \*Country \_\_\_\_\_

\*Phone \_\_\_\_\_ Fax \_\_\_\_\_

\*E-mail \_\_\_\_\_

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

All workshops run 8:30 AM to 3:00 PM.

Register me for a workshop

General Registration is \$199 through Oct. 12, 2012/\$229 after Oct. 12, 2012/Groups of 5 or more save \$25 per person for Nov. seminars  
 General Registration is \$199 through Feb. 28, 2013/\$229 after Feb. 28, 2013/Groups of 5 or more save \$25 per person for April seminars

**Constructing the Reading Brain** \$ \_\_\_\_\_

11/8 in Philadelphia, PA  11/9 in West Orange, NJ  11/13 in Rye Brook, NY  4/8 Cromwell, CT  4/26 Dedham, MA

**Powerful Classroom Strategies from Neuroscience Research** \$ \_\_\_\_\_

11/9 in West Orange, NJ  11/12 in Philadelphia, PA  11/13 in Rye Brook, NY  4/8 Cromwell, CT  4/9 Dedham, MA

**Mathematics and the Brain** \$ \_\_\_\_\_

11/8 in Philadelphia, PA  11/29 in Tarrytown, NY  11/30 in West Orange, NJ  4/9 Dedham, MA  4/25 Cromwell, CT

**Executive Functions in Classrooms** \$ \_\_\_\_\_

11/12 in Philadelphia, PA  11/29 in Tarrytown, NY  11/30 in West Orange, NJ  4/25 Cromwell, CT  4/26 Dedham, MA

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

Educator PA  Educator CT  Educator MA  Educator Other State  Certified Counselor

APA  NASW  ASHA  OTHER \_\_\_\_\_

For further information on credits, call 781-449-4010 ext. 102. Note: Approval for ASHA credits is pending. Check our website for updates.

**GRAND TOTAL: \$** \_\_\_\_\_

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

Credit Card Number: \_\_\_\_\_ Exp: \_\_\_\_\_

Cardholder Name: \_\_\_\_\_

Cardholder Billing Address \_\_\_\_\_ ZIP: \_\_\_\_\_

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 bird registration ends Oct. 12, 2012 (for November seminars)/Feb. 28, 2013 (for April seminars) and is \$199 for individuals. General registration is \$229 for individuals after Oct. 12, 2012 (for November seminars)/Feb. 28, 2013 (for April seminars) to the day before the seminar. There is an additional \$25 administrative fee for registration at the door. 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 three weeks before the seminar. No cancellations can be made after three 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® TRAINING 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 new, one-day training seminar format, participants will be able to earn 5 hours towards professional development credits focused on specific topics, such as reading or math. These courses are designed to provide educators and clinicians with practical knowledge to bring back to their schools. No previous coursework about the brain is required.



### WHAT SPEECH-LANGUAGE PATHOLOGISTS WILL GAIN FROM ATTENDING

- Practical strategies that you can immediately use in your classroom
- Methods to improve child reading, memory, math and executive functions
- Ways to improve your teaching or clinical practice through brain science
- Knowledge about the latest neuroscience findings on brains and learning
- Insights into ways disorders hamper the brain's ability to learn
- New ideas to enhance your classroom instruction and interventions

### EARN PROFESSIONAL DEVELOPMENT CREDITS



Boston University 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.

This program is offered for 0.5 CEUs (Intermediate level; Professional area).

### LOCATIONS FOR TRAINING SEMINARS:

**NOVEMBER 8, 2012 (The Reading Brain & Mathematics)**  
 Hilton Philadelphia City Avenue, 4200 City Avenue • Philadelphia, PA

**NOVEMBER 9, 2012 (The Reading Brain & Powerful Classroom Strategies)**  
 Wilshire Grand Hotel, 350 Pleasant Valley Way • West Orange, NJ

**NOVEMBER 12, 2012 (Executive Functions & Powerful Classroom Strategies)**  
 Hilton Philadelphia City Avenue, 4200 City Avenue • Philadelphia, PA

**NOVEMBER 13, 2012 (The Reading Brain & Powerful Classroom Strategies)**  
 Hilton Westchester, 699 Westchester Avenue • Rye Brook, NY

**NOVEMBER 29, 2012 (Executive Functions & Mathematics)**  
 Westchester Marriott, 670 White Plains Road • Tarrytown, NY

**NOVEMBER 30, 2012 (Executive Functions & Mathematics)**  
 Wilshire Grand Hotel, 350 Pleasant Valley Way • West Orange, NJ

**APRIL 8, 2013 (The Reading Brain & Powerful Classroom Strategies)**  
 Courtyard Hartford Cromwell, 4 Sebeth Drive • Cromwell, CT

**APRIL 9, 2013 (Mathematics & Powerful Classroom Strategies)**  
 Boston-Dedham Hotel & Conference Center, 55 Ariadne Road • Dedham, MA

**APRIL 25, 2013 (Executive Functions & Mathematics)**  
 Courtyard Hartford Cromwell, 4 Sebeth Drive • Cromwell, CT

**APRIL 26, 2013 (The Reading Brain & Executive Functions)**  
 Boston-Dedham Hotel & Conference Center, 55 Ariadne Road • Dedham, MA

Co-sponsored by the Dept. of Speech, Language & Hearing Sciences, Boston University.

LEARNING & *the* BRAIN® ONE-DAY SEMINARS

November 2012: Philadelphia, PA • Northern New Jersey • Westchester, NY



**NEW! PROFESSIONAL DEVELOPMENT TRAINING SEMINARS FOR EDUCATORS, SPEECH-LANGUAGE PATHOLOGISTS AND CLINICIANS**

Training Seminars are offered on the topics of:

**CONSTRUCTING THE READING BRAIN**

**POWERFUL CLASSROOM STRATEGIES FROM NEUROSCIENCE RESEARCH**

**MATHEMATICS AND THE BRAIN**

**EXECUTIVE FUNCTIONS IN CLASSROOMS**

**Credits are available for:**

Speech-Language Pathologists

Teachers

Administrators

School Psychologists

Certified Counselors

And more....

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

**EARLY DISCOUNT AND GROUPS RATES ARE AVAILABLE.**

Visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com) or call 781-449-4010 x 101 or 102 for more information.

Presented by:  
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 35 Highland Circle, First Floor  
 Needham, MA 02494-3099

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## NEW ONE-DAY TRAINING SEMINARS PRESENTED BY LEARNING & *the* BRAIN®

### COMING TO A LOCATION NEAR YOU:

- PHILADELPHIA, PA
- NORTHERN NEW JERSEY
- WESTCHESTER, NY
- CONNECTICUT
- BOSTON SUBURBS

### SELECTED DATES IN NOVEMBER 2012 AND APRIL 2013

Early registration discounts and group rates available



**EARN PROFESSIONAL DEVELOPMENT CREDITS**

# CONSTRUCTING THE READING BRAIN: Using Research to Help Struggling Readers

NOV. 8, 2012 • 8:30 AM – 3:00 PM • PHILADELPHIA, PA  
NOV. 9, 2012 • 8:30 AM – 3:00 PM • WEST ORANGE, NJ  
NOV. 13, 2012 • 8:30 AM – 3:00 PM • RYE BROOK, NY  
APRIL 8, 2012 • 8:30 AM - 3:00 PM • CROMWELL, CT  
APRIL 26, 2012 • 8:30 AM - 3:00 PM • DEDHAM, MA

You will learn about the relationship between the brain and reading development, from acquisition to expertise, and the effectiveness of reading interventions to help rewire the brain of struggling readers. Seminar leader Dr. Thomson will explain how readers who struggle with reading acquisition and development differ in their brain structure and function, as well as the differences and similarities between dyslexia and reading difficulty across languages. You will learn about the most recent advances in the field of neuroscience to predict who will be at highest risk of struggling to read and who may benefit from intervention. You will examine the limitations and progress of the field of educational neuroscience as it relates to reading development, assessment and intervention. By the conclusion of the workshop, you will have had the opportunity to discuss the roles and contributions of neuroscience to understanding reading and dyslexia.

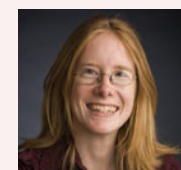
## LEARNING OBJECTIVES

SLP participants will be able to:

- Identify the typical and atypical acquisition and development of reading skills in children and adults
- Recognize definitions and characterizations of types of reading difficulties, including dyslexia
- Describe recent neuroscience research on readers with and without reading disabilities
- Explore how neuroscience can predict reading outcomes
- Explain how neuroscience informs us on reading difficulties across languages
- Find resources for reading-related research and programs
- Critique neuroscience information regarding the reading brain

## WHO SHOULD ATTEND

This seminar will be applicable for professionals in education, including teachers, administrators, reading specialists, graduate students, college/university faculty training teachers and others with similar interests.



### WORKSHOP LEADER

Jenny Thomson, PhD, CCC-SLP, is an Associate Professor at [Harvard Graduate School of Education \(HGSE\)](#) and an oral and written language clinician at Boston Children's Hospital. She directs an educational neuroscience research laboratory at HGSE where she studies and teaches courses on reading difficulties, the application of neuroscience to the study of learning disabilities and the use of neuroscience within education. She is co-author of "Auditory processing interventions and developmental dyslexia" (2012, *Reading and Writing*) and "Good practice in interventions for teaching dyslexic learners and in teacher training in English-speaking countries" (2010, *Dyslexia International*).

# POWERFUL CLASSROOM STRATEGIES FROM NEUROSCIENCE RESEARCH: Insights from a Neurologist/Classroom Teacher

NOV. 9, 2012 • 8:30 AM – 3:00 PM • WEST ORANGE, NJ  
NOV. 12, 2012 • 8:30 AM – 3:00 PM • PHILADELPHIA, PA  
NOV. 13, 2012 • 8:30 AM – 3:00 PM • RYE BROOK, NY  
APRIL 8, 2012 • 8:30 AM - 3:00 PM • CROMWELL, CT  
APRIL 9, 2012 • 8:30 AM - 3:00 PM • DEDHAM, MA

You will examine how the brain learns and the practical strategies that correlate with this research to improve students' joyful and successful learning. Seminar leader Dr. Willis will guide you on an interactive exploration of what neuroscience and cognitive science have revealed about how the brain turns sensory input into transferable knowledge. You will learn how the brain's response to stressors, including boredom and frustration, can reduce memory and result in the involuntary reactive behaviors of "act out" and "zone out." Classroom strategies will be discussed that are linked with planning and teaching to increase students' ability to remain in control of their stress levels, build habits of perseverance and setback tolerance. Additional *neuro-logical* interventions will be described and applied in this interactive workshop to promote accurate long-term memory and conceptual thinking. You will come away with enhanced understanding of the principles of neuroscience as they relate to education and acquire a rich toolkit of strategies readily applicable to your school, classroom or clinical practice.

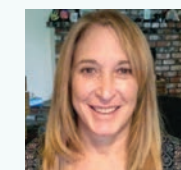
## LEARNING OBJECTIVES

SLP participants will be able to:

- Employ brain-friendly strategies to advance student achievement
- Examine ways to maximize and maintain student attention and focus
- Improve student participation by reducing stress and promoting confidence and resilience
- Increase creation of working and long-term memories through the use of patterning, mental manipulation and metacognition
- Use advances in neuroscience research to ignite student motivation and promote growth mindsets
- Apply the compelling video game model of individual achievable challenge levels and the recognition of incremental progress to increase student effort and perseverance

## WHO SHOULD ATTEND

This seminar will be applicable for all professionals in education, including teachers Pre-K through-graduate school, administrators, policy makers, curriculum designers, professional development coordinators, consultants (in-schools and private), teacher educators, psychologists, tutors and graduate students.



### WORKSHOP LEADER

Judy Willis, MD, MEd, is on the adjunct faculty of the Graduate School of Education, [University of California, Santa Barbara](#), and is an authority on brain research regarding learning and the brain. She practiced neurology for 15 years before returning to university to obtain her teaching credentials. Dr. Willis subsequently taught both in elementary and middle schools for 10 years. With the unique background as both a neurologist and classroom teacher, she publishes in several education journals and is the author of six books including *Research-Based Strategies to Ignite Student Learning* (2006) and *How Your Child Learns Best* (2008).

# MATHEMATICS AND THE BRAIN: A Neurodevelopmental Approach to Number Sense

NOV. 8, 2012 • 8:30 AM – 3:00 PM • PHILADELPHIA, PA  
NOV. 29, 2012 • 8:30 AM – 3:00 PM • TARRYTOWN, NY  
NOV. 30, 2012 • 8:30 AM – 3:00 PM • WEST ORANGE, NJ  
APRIL 9, 2012 • 8:30 AM - 3:00 PM • DEDHAM, MA  
APRIL 25, 2012 • 8:30 AM - 3:00 PM • CROMWELL, CT

You will explore, from a neurocognitive perspective, how young children acquire basic mathematical skills in the elementary school years. Seminar leader 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. He 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.

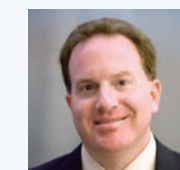
## LEARNING OBJECTIVES

SLP participants will be able to:

- Describe a neurocognitive model of math by identifying basic neural codes which format numbers
- Explore the role of three primary neurocognitive processes: working memory, visual-spatial functioning, and executive functioning, with respect to math problem solving ability
- Apply 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
- Outline international trends in mathematics and reasons why the United States lags behind most industrialized nations in math and science
- Explain 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 a nationally renowned speaker and author in the field of learning disabilities, and has authored six books on learning and emotional disorders in children. He is a licensed psychologist and has 19 years of experience as a school psychologist. Dr. Feifer is currently on the faculty at the Graduate School of Education and Human Development, [George Washington University](#) and maintains a private practice at the Monocacy Neurodevelopmental Center in Frederick, MD. Dr. Feifer was voted the Maryland School Psychologist of the Year in 2008, and awarded the 2009 National School Psychologist of the Year.

# EXECUTIVE FUNCTIONS IN CLASSROOMS: How It Affects Learning and Behavior

NOV. 12, 2012 • 8:30 AM – 3:00 PM • PHILADELPHIA, PA  
NOV. 29, 2012 • 8:30 AM – 3:00 PM • TARRYTOWN, NY  
NOV. 30, 2012 • 8:30 AM – 3:00 PM • WEST ORANGE, NJ  
APRIL 25, 2012 • 8:30 AM - 3:00 PM • CROMWELL, CT  
APRIL 26, 2012 • 8:30 AM - 3:00 PM • DEDHAM, MA

You will learn about a comprehensive model of executive functions in the brain and explore the impact of executive functions on learning, behavior and classroom production. Seminar leader Dr. McCloskey will explain the development of executive functions during school-age years, as well as the involvement of executive functions difficulties in clinical syndromes such as ADHD, autism, and Asperger's. You will learn ways to self-assess personal executive functions strengths and weaknesses and how to assess in-class the executive functions strengths and weaknesses of students. Dr. McCloskey will discuss classroom management techniques and general strategies that teachers and other professionals can use to help children with executive functions 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 functions.

## LEARNING OBJECTIVES

SLP participants will be able to:

- Analyze how executive functions develop during the school-age years
- Utilize knowledge of executive functions, and their roles in classroom behavior, learning and production
- Identify and use classroom-friendly methods to assess executive functions strengths and weaknesses
- Appraise executive functions difficulties involved in clinical syndromes such as ADHD and autism
- Determine appropriate interventions for executive functions difficulties in children and adults
- Self-assess your own personal executive function strengths and weaknesses along with your students
- Locate additional sources of information about assessment and interventions for executive functions difficulties

## 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, reading teachers and other instructional specialists, school administrators, clinical and school psychologists, speech therapists, educational therapists, occupational and physical therapists, and life skills coaches and ADHD coaches.



### 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 for The Psychological Corporation (now part of Pearson).