

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 (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

Registration is \$199 through October 18/\$229 after October 18/Groups of 5 or more save \$25 per person

The Brain, Lesson Design and Common Core

\$ _____

11/20 in King of Prussia, PA 11/21 in New Rochelle, NY 12/05 in College Park, MD

Executive Function

\$ _____

11/21 in King of Prussia, PA 11/22 in New Rochelle, NY 12/03 in College Park, MD

The Neuropsychology of Reading Disorders

\$ _____

11/21 in King of Prussia, PA 11/22 in New Rochelle, NY 12/05 in College Park, MD

Memory and Classroom Learning

\$ _____

11/20 in King of Prussia, PA 12/04 in New Rochelle, NY 12/05 in College Park, MD

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

\$ _____

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

For further information on credits, call 781-449-4010 ext. 102. Note: Approval for ASHA credit 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: _____

Signature: _____ Date: _____

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.** 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 October 18, 2013 and is \$199 for individuals. General registration is \$229 for individuals after October 18, 2013 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 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 in how students learn and practical knowledge to bring back to their schools. No previous coursework about the brain is required.

SLP PARTICIPANTS WILL BE ABLE TO:

- Explain the latest neuroscience findings on brains and learning
- Provide methods to improve student reading, memory and executive functions
- Identify ways that disorders can hamper the brain's ability to learn, read or think
- Apply strategies to improve your teaching or clinical practice through brain science
- Examine the brain science and theory behind disabilities and classroom interventions
- Explore new ideas to enhance your classroom instruction and interventions

EARN PROFESSIONAL DEVELOPMENT CREDIT



The Association of Educational Therapists 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 up to .5 CEUs (Intermediate level; Professional area).

SEMINARS CO-SPONSORED BY ASSOCIATION OF EDUCATIONAL THERAPISTS (AET)

LOCATIONS FOR ONE-DAY SEMINARS:

New Rochelle, NY

Spellman Hall and LaPenta Student Union, Iona College

715 North Avenue, New Rochelle, NY 10801

NOVEMBER 21, 2013 (The Brain/Common Core)

NOVEMBER 22, 2013 (Executive Function and Reading)

DECEMBER 4, 2013 (Memory)

King of Prussia, PA

Radisson Hotel Valley Forge, 1160 First Avenue, King of Prussia, PA 19406

NOVEMBER 20, 2013 (The Brain/Common Core and Memory)

NOVEMBER 21, 2013 (Executive Function and Reading)

College Park, MD

Samuel Riggs IV Alumni Center, University of Maryland, College Park, MD 20742

DECEMBER 3, 2013 (Executive Function)

DECEMBER 5, 2013 (The Brain/Common Core, Reading and Memory)

Please check LearningAndTheBrain.com for directions.



LEARNING & the BRAIN® ONE-DAY SEMINARS

Selected dates in November and December 2013
in New Rochelle, NY, King of Prussia, PA and College Park, MD



PROFESSIONAL DEVELOPMENT WORKSHOPS FOR SPEECH-LANGUAGE PATHOLOGISTS AND CLINICIANS

One-Day Seminars are offered on the topics of:

**THE BRAIN, LESSON DESIGN AND COMMON CORE
EXECUTIVE FUNCTION**

**THE NEUROPSYCHOLOGY OF READING DISORDERS
MEMORY AND CLASSROOM LEARNING**

Professional development credit is available for:

**Teachers
Administrators
School Psychologists
Certified Counselors
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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Needham, MA 02494-3099

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ONE-DAY SEMINARS

PRESENTED BY

LEARNING & *the* BRAIN[®]

COMING TO A LOCATION NEAR YOU:

- NEW ROCHELLE, NY
- KING OF PRUSSIA, PA
- COLLEGE PARK, MD

SELECTED DATES IN NOVEMBER AND DECEMBER 2013

Register by October 18 and Save!



**EARN
PROFESSIONAL
DEVELOPMENT
CREDIT**

THE BRAIN, LESSON DESIGN AND COMMON CORE: Applications of Neuroscience Research to K-12 Learning

November 20, 2013 • 8:30 AM – 3:00 PM • King of Prussia, PA
November 21, 2013 • 8:30 AM – 3:00 PM • New Rochelle, NY
December 5, 2013 • 8:30 AM – 3:00 PM • College Park, MD

You will examine how research on learning and the brain can support optimal lesson design and inform classroom instruction. In this highly interactive workshop, Dr. Armstrong will model key principles of effective lesson design (not just lesson plans) based on research on the brain and learning that will empower both teachers and learners. She will share findings from neuroscience related to memory systems, executive function, attention states, self-regulation and engagement of learners while looking through the lens of Common Core standards (as well as, other standards and competencies). Dr. Armstrong will highlight additional tools and strategies that focus on designing lessons that are differentiated for diverse learners. You will also learn strategies to activate visual memory systems like recall and thinking skills. Educators will gain insights on how neuroscience research can be applied to daily practice with “use tomorrow” strategies that focus on teaching smarter, not working harder!

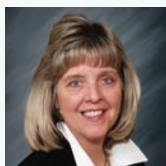
LEARNING OBJECTIVES

At this seminar, SLP participants will be able to:

- Use research on the brain and learning to support lesson design
- Adapt lessons to support sustained attention and engagement of students
- Incorporate brain research to inform lesson design that meets the instructional needs of a wide-range of K-12 learners
- Activate visual memory systems to enhance recall
- Infuse lessons with tasks that develop critical thinking and assess executive function in students
- Discover an interactive, robust learning environment with modeled strategies

WHO SHOULD ATTEND

This seminar is applicable for all professionals in education, including teachers Pre-K through graduate school, administrators, curriculum designers, professional development coordinators, speech-language pathologists, teacher educators and those preparing to teach.



WORKSHOP LEADER

Sarah Armstrong, EdD, is Senior Director of K-12 Statewide Professional Development for the School of Continuing and Professional Studies, **University of Virginia**. She is also President of Leading and Learning Solutions, serving as a consultant on instructional improvement, specializing in the application of brain research and effective differentiation in the classroom. Dr. Armstrong has been a reading specialist, supervisor of gifted, elementary principal and assistant superintendent. She is the author of *Teaching Smarter with the Brain in Focus* (2008) and *A Practical Guide to Tiering Instruction in the Differentiated Classroom* (2010).

EXECUTIVE FUNCTION:

From Theory to Assessment and Effective Classroom Instruction

November 21, 2013 • 8:30 AM – 3:00 PM • King of Prussia, PA
November 22, 2013 • 8:30 AM – 3:00 PM • New Rochelle, NY
December 3, 2013 • 8:30 AM – 3:00 PM • College Park, MD

You will learn a comprehensive model of executive function that includes both behavior and neurocognitive abilities. Because the brain-based concept of executive function has considerable impact on learning and life success for all students, this concept should be well understood by all educational and psychological professionals. Dr. Naglieri will help you better understand how the various views of executive function(s) can be united into a research-based definition that has considerable implications for learning across the entire life span. He will review methods for evaluating executive function so that teachers can be good consumers of information obtained from ability tests and rating scales of executive function. Dr. Naglieri will provide brain-based strategies that are practical, easy to implement and will improve academic performance by better utilizing executive function for math and reading for all students including those with learning disabilities.

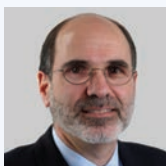
LEARNING OBJECTIVES

At this seminar, SLP participants will be able to:

- Discuss an empirically supported definition of executive function
- Apply a measurement of executive function as seen by classroom behaviors or measured using ability tests
- Explore self-assessing your own personal executive function strengths and weaknesses as well as your students
- Examine the relationship between intelligence and executive function
- Apply Instructional strategies for addressing strengths and weaknesses in nine areas of executive function
- Define executive function similarities and differences for children with ADHD, autism, and specific learning disabilities

WHO SHOULD ATTEND

This seminar will be applicable for special education teachers, elementary education teachers, school psychologists, reading and math instructors, speech-language pathologists, administrators and parents.



WORKSHOP LEADER

Jack A. Naglieri, PhD, is Research Professor at the Curry School of Education at the [University of Virginia](#), 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. Dr. Naglieri has authored more than 300 scholarly papers, book chapters, books and tests. Most recently, he published the *Comprehensive Inventory of Executive Function (2012)*, *Devereux Elementary Student Strength Assessment-Second Edition (2012)* and his book for teachers entitled *Helping Children Learn (2010)*.

THE NEUROPSYCHOLOGY OF READING DISORDERS: Diagnosis and Intervention

November 21, 2013 • 8:30 AM – 3:00 PM • King of Prussia, PA
November 22, 2013 • 8:30 AM – 3:00 PM • New Rochelle, NY
December 5, 2013 • 8:30 AM – 3:00 PM • College Park, MD

You will examine reading from a brain-based educational perspective and learn to classify reading disorders into four distinct subtypes. Dr. Feifer will discuss matching each reading subtype with specific evidence-based interventions. He will show how using neuropsychological assessment addressing multiple cognitive constructs including phonological processing, working memory, executive functioning and orthography can be used as the primary means to pinpoint specific reading disorders in children. This will be followed by a detailed discussion linking each learning disorder's subtype with evidence-based interventions. Dr. Feifer will present new research developments revealing that brain chemistry and neural pathways can actually be altered based upon effective interventions and four universal truths about reading research. Lastly, the 90-minute dyslexia evaluation will provide practitioners with a multi-method approach to both assessment and intervention.

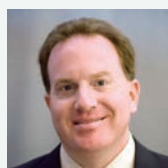
LEARNING OBJECTIVES

At this seminar, SLP participants will be able to:

- Explore four universal truths of reading research and explain why relying solely upon IQ scores, or a curriculum-based measurement, can be misleading when identifying reading disorders in children
- Develop a brain-behavior model of reading by examining specific neural circuits which underscore phonological development, orthographic development and comprehension skills
- Identify four subtypes of reading disabilities from a brain-behavioral perspective, and link scores of evidenced based interventions to address each subtype
- Examine a 90-minute dyslexia evaluation as a more viable means to assess and remediate reading disabilities in children from a brain-based educational perspective

WHO SHOULD ATTEND

This seminar will be applicable for special education teachers, elementary education teachers, school psychologists, reading specialists, speech-language pathologists, private psychologists, administrators and parents.



WORKSHOP LEADER

Steven G. Feifer, EdD, NCSP, ABSNP, is an internationally renowned speaker and author in the field of learning disabilities, and has authored six books on learning, reading and math 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 was awarded the 2009 National School Psychologist of the Year. He is a diplomate in school neuropsychology, and currently works in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD. Dr. Feifer also serves as a consultant to a variety of school districts, and is a clinical supervisor in the ABSNP school neuropsychology training program.

MEMORY AND CLASSROOM LEARNING: Applying Memory Research to Student Learning

November 20, 2013 • 8:30 AM – 3:00 PM • King of Prussia, PA
December 4, 2013 • 8:30 AM – 3:00 PM • New Rochelle, NY
December 5, 2013 • 8:30 AM – 3:00 PM • College Park, MD

You will explore the mental capacities we commonly refer to collectively as memory, including attention, short-term memory/initial registration, working memory and information storage and retrieval that are essential to classroom learning. Dr. McCloskey will discuss specific topics including how lesson content relates to the use of specific memory capacities; how presentation format and teacher presentation style can affect students' use of memory capacities; how the memory capacities of individual students can vary greatly and how good teaching can take this fact into account. He will describe instructional methods that can be used to help students with memory processing problems. These methods will focus on how to reduce excessive demands for memory processing; teach students specific strategies for increasing the effective use of their memory capacities and help compensate for memory processing deficits; and to increase students' memory capacities.

LEARNING OBJECTIVES

At this seminar, SLP participants will be able to:

- Describe ways to think about memory as an interrelated system of multiple mental capacities
- Explain how students need to use these memory capacities to be effective learners
- Apply instructional methods that can be used to help students that exhibit memory difficulties
- Identify the memory capacities that are involved in different types of learning activities
- Examine how your teaching methods affect how students do or do not use their memory capacities
- Discover recently developed instructional programs and therapeutic approaches that can be used to improve students' memory capacities

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, remedial teachers and other instructional specialists, educational therapists and speech-language pathologists, clinical and school psychologists and school administrators.



WORKSHOP LEADER

George McCloskey, PhD, is 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).