

LEARNING & the BRAIN®

SPRING VIRTUAL CONFERENCE • APRIL 17-18, 2021

CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

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

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name	Position	
Organization		
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City	State/Province	
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PLEASE REGISTER NOW TO SAVE.

Register Me for the Virtual Conference - Saturday, April 17 and Sunday, April 18 \$ _____

- Early Registration** (THROUGH MARCH 12, 2021) \$299 per person (\$279 per person for groups of 5+)
General Registration (THROUGH APRIL 9, 2021) \$319 per person (\$299 per person for groups of 5+)
Late Registration (AFTER APRIL 9, 2021) \$339 per person (\$319 per person for groups of 5+)

Register Me for a Virtual Pre-Conference Workshop - Friday April 16 Add \$10 if not attending the April conference \$ _____

\$89 if attending the April Conference. \$99 if not attending the conference. Please check one of four:

- The Self** 5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT \$89 per person
 The Science of a Meaningful Life 5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT \$89 per person
 Heal Your Self, Heal Your Classroom 5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT \$89 per person
 Learning Through Failures 5:30 pm – 8:30 pm ET / 2:30 pm – 5:30 pm PT \$89 per person

Please Sign Me Up for Professional Development Credits*

- Please send via email** (FREE)

*For more information on CEUs credits, visit LearningAndTheBrain.com.

All prices are in U.S. dollars.

GRAND TOTAL: \$ _____

- Please email me the monthly L&B Newsletter** (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 \$299 (\$279 per person for groups of 5 or more) through March 12, 2021. General conference registration is \$319 per person (\$299 per person for groups of 5 or more when registering together) through April 9, 2021. After April 9, 2021, late registration is \$339 per person (\$319 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 April 9, 2021. No cancellations can be accepted after April 9, 2021. 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 March 12, 2021, or \$75 per person if you cancel after March 12, 2021, but by April 9, 2021. 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.

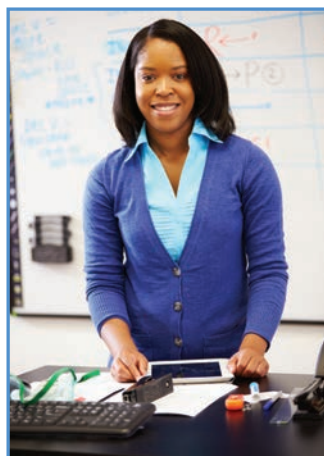
HELPING STUDENTS AND TEACHERS THRIVE

While the pandemic has left many students feeling stressed and uncertain about the future, schools can help them thrive in this uncertainty. Psychological science research has found that providing a sense of purpose and meaning, fostering love and social connections, and encouraging curious exploration can help children thrive despite rising anxiety, trauma, economic hardship, and challenges. In fact, Psychologist Scott Barry Kaufman proposes that Abraham Maslow's "Hierarchy of Needs" is more like a ship than a pyramid where the sails that propels self-actualization and helps buffer against fear and uncertainty are purpose, love, and exploration. *This virtual conference will show how students, teachers, and leaders can cope, grow, and thrive in a new normal of uncertainty. It will explore the science and benefits of promoting purpose, restoring connections, supporting self-stories, and cultivating curiosity. Discover ways to create thriving schools, meaningful learning, a sense of belonging, and collaborative, curious classrooms to boost learning and resilience in an uncertain Post-COVID Age.*

LEARNING OBJECTIVES

You will gain knowledge about:

- Rethinking the focus of education in a changing world
- The science of purpose and creating purposeful classrooms
- Helping students, teachers, and leaders cope, grow, and thrive
- The science of social connections and moving from just "me" to "we"
- How curiosity counters anxiety and how to create curious classrooms
- Strategies for self-care, resilience, and change for educators and leaders
- Benefits of games, design thinking, and curiosity for math and reading
- The need for purpose, meaning, and exploration in uncertain times
- Ways to strengthen student resilience and agency for achievement
- Creating schools of belonging and promoting positive self-stories
- Promoting purposeful, meaningful collaboration and teamwork



THIS UNIQUE CONFERENCE WILL PROVIDE YOU WITH:

- ✓ 2 days of LIVE keynote presentations and breakout sessions from renowned psychological and cognitive scientists
- ✓ LIVE Q&A periods with experts and ways to connect with colleagues through our social networking features
- ✓ Up to 12 hours of LIVE Professional Development
- ✓ More than 30 hours of recordings for a limited time following the conference
- ✓ Access to slides and resources from presenters
- ✓ The latest research on thriving, purpose, meaning, social connections, curiosity, and more...

CO-SPONSORS

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Laboratory for Learning Engineering and Neural Systems

University of Connecticut and **UCSF**

The Neuro-Educational Initiative

Johns Hopkins Graduate School of Education

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WHO SHOULD ATTEND

Educators, Parents

Curriculum, Staff Developers

Speech-Language Pathologists

PreK-12 Teachers, Administrators

Learning Specialists, Special Educators

Psychologists, School Psychologists, Counselors

Early Childhood Educators, Professionals

Reading, Math, Science, Technology Teachers

Superintendents, Principals, School Heads

Adolescent Educators, Clinicians, Counselors

Social Workers, Mental Health Professionals

Guidance, Career, College Counselors

College, University Professors

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Professional Development Credit: Earn 12 hours 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

59TH International Conference for PreK Through University Educators, Clinicians, and Parents
April 17-18, 2021 • Pre-Conference Workshops on April 16, 2021

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



FEATURED SPEAKER:

Scott Barry Kaufman, PhD
Professor, Barnard College, [Columbia University](#); Co-Author, *Transcend: The New Science of Self-Actualization* (2020)

TEACHING PURPOSEFUL MINDS: CREATING MEANING, CURIOSITY, AND CONNECTIONS TO HELP KIDS THRIVE IN UNCERTAINTY

Explore the latest research on:

- | | |
|------------------------------------|---------------------------------------|
| Building Schools of Belonging | The Science of Thriving |
| Creating Purposeful Classrooms | Promoting Meaningful Learning |
| How Curiosity Counters Anxiety | The Science and Power of Meaning |
| Helping Kids and Teachers Thrive | Cultivating Curiosity and Exploration |
| Rethinking the Purpose of Schools | Self-Care for Educators and Leaders |
| Raising Resilience for Uncertainty | Thriving Connections and Belonging |
| Developing Positive Self-Stories | Curiosity in Reading and Math |
| Purposeful Collaboration | Learning Through Failure |

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For information on available PD credit, summer institutes, and in-service training, visit [LearningAndTheBrain.com](#).



"Imagine if schools weren't only a place to learn standardized academic material but were also places of wonder, awe, and self-actualization, as well as hope for humanity"

—Scott Barry Kaufman, PhD
Columbia University

TEACHING PURPOSEFUL BRAINS: CREATING MEANING, CURIOSITY, AND CONNECTIONS TO HELP KIDS THRIVE IN UNCERTAINTY

APRIL 17-18, 2021

Pre-Conference Workshops: April 16, 2021

Early Registration Deadline: **March 12**



SPRING LEARNING & *the* BRAIN® VIRTUAL CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) PURPOSEFUL BRAINS: CREATING SCHOOLS OF MEANING & PURPOSE



Featured: Setting Sail:

The Need for Purpose, Meaning, and Exploration in a Sea of Uncertainty

Scott Barry Kaufman, PhD, Professor, [Columbia University](#); Flow Coach; Host of the #1 psychology podcast in the world, *The Psychology Podcast*, with over 12 million downloads; Columnist, *Scientific American*; Author, *Transcend* (2020) and “Post-Traumatic Growth: Finding Meaning and Creativity in Adversity” (2020, *Scientific American*); Co-Author, *Wired to Create* (2016)



Featured: The Science and Power of Meaning

Emily Esfahani Smith, MA, Doctoral Student in Clinical Psychology, [Catholic University](#); Instructor in Positive Psychology, [University of Pennsylvania](#); Author, *The Power of Meaning* (2017), which was an international bestseller that has been translated into 16 languages; Presenter who delivered a popular TED talk in 2017 called “There’s More to Life Than Being Happy”

Helping Children and Teens Discover Their Purpose in Life and Thrive

Kendall Cotton Bronk, PhD, Professor, Division of Behavioral and Social Sciences; Director, Adolescent Moral Development Lab, [Claremont Graduate University](#); Author, *Purpose in Life: A Critical Component of Optimal Youth Development* (2013); Co-Author, “Purpose Among Youth From Low-Income Backgrounds” (2020, *Child Development*) and “Youth Purpose During the Great Recession” (2018, *Positive Psychology*)

Promoting Purposeful Learning in Teens and Schools

Patrick Cook-Deegan, BA, Lecturer, [Stanford University](#); Social Entrepreneur; Founder, Director, and CEO, Project Wayfinder – an educational organization funded by the Stanford University d.School to equip students and teachers with tools and skills to create purposeful lives; Former Fulbright Scholar; Author, “Redesigning American High Schools for the 21st Century” (2016, *Stanford Social Innovation Review*)

The Human Side of Education: Leading and Changing Schools in Uncertain Times

Julie M. Wilson, MEd, Founder and Executive Director, Institute for the Future of Education; Co-Founder and President, Academic Leadership Group; Advisor, Innovation Lab, [Harvard University](#); Recipient of the “Harvard Hero” Award for outstanding contributions to the university; Author, *The Human Side of Changing Education* (2018)

Purposeful Classrooms: Establishing Purpose for Yourself and Your Students

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* (2020), *Teaching Hope and Resilience for Students Experiencing Trauma* (2019), and *Purposeful Classroom: How to Structure Lessons With Learning Goals* (2011)

2) THRIVING SCHOOLS: HELPING STUDENTS, TEACHERS, & LEADERS THRIVE



Featured: Reimagining Leadership: Building Schools and Finding Your Purpose

Robyn R. Jackson, PhD, CEO, Mindsteps Inc.; Middle School Administrator; Former Teacher and Instructional Coach; Author, *Stop Leading, Start Building!: Turn Your School Into a Success Story With the People and Resources You Already Have* (Forthcoming, 2021) and *Never Underestimate Your Teachers: Instructional Leadership for Excellence in Every Classroom* (2013)



Featured: The New Science of Thriving:

Helping Children Flourish in a Post-COVID World

Christina D. Bethell, PhD, Director, Child and Adolescent Health Measurement Initiative, Bloomberg School of Public Health, [Johns Hopkins University](#); Co-Author, “Physical Distancing With Social Connectedness” (2020, *The Annals of Family Medicine*) and “Family Resilience and Connection Promotes Flourishing Among US Children, Even Amidst Adversity” (2019, *Health Affairs*)

The First Step to Resilience: Don’t Make Things Harder on Yourself

Mark R. Leary, PhD, Garonzik Professor of Psychology and Neuroscience, [Duke University](#); Author, *The Curse of the Self* (2007); Co-Author, “Self-Judgments of Authenticity” (2020, *Self and Identity*), *Selfhood: Identity, Esteem, and Regulation* (2019), and “Self-Compassion and Responses to Negative Social Feedback” (2018, *Self and Identity*); Co-Editor, *Handbook of Self and Identity* (2013)

Building Resilience and Psychological Thriving in Times of Chaos and Uncertainty

Emma Seppala, PhD, Co-Director, Yale College Emotional Intelligence Project, Yale Center for Emotional Intelligence; Lecturer, Yale School of Management, [Yale University](#); Science Director, Center for Compassion and Altruism Research and Education, [Stanford University](#); Co-Editor, *The Oxford Handbook of Compassion Science* (2017); Author, *The Happiness Track* (2017)

Applying Brain Science to Improve Resilience in Students During Difficult and Uncertain Times

Horacio Sanchez, MEd, President/CEO, Resiliency Inc.; Former Teacher; Former Mental Health Director and Consultant; Author, *The Poverty Problem: How Education Can Promote Resilience and Counter Poverty’s Impact on Brain Development and Functioning* (2021), *The Education Revolution: How to Apply Brain Science to Improve Instruction and School Climate* (2016), and *A Brain-Based Approach to Closing the Achievement Gap* (2008)

Taking Time for You: Utilizing Self-Care for Educators to Help Them Thrive

Tina H. Boogren, PhD, Former Teacher; Professional Developer; Author, *180 Days of Self-Care for Busy Educators* (2019), *Take Time for You: Self-Care Action Plans for Educators Using Maslow’s Hierarchy of Needs and Positive Psychology* (2018), and *Supporting Beginning Teachers* (2015)

CONFERENCE BEGINS AT 9:00 AM ET (6:00 AM PT) ON APRIL 17

SCHEDULE:	Pre-Conference Workshops	Friday, April 16	5:30 PM – 8:30 PM ET (2:30 PM – 5:30 PM PT)
	Conference Day 1	Saturday, April 17	9:00 AM – 6:30 PM ET (6:00 AM – 3:30 PM PT)
	Conference Day 2	Sunday, April 18	9:30 AM – 3:30 PM ET (6:30 AM – 12:30 PM PT)



3) CURIOUS MINDS: CULTIVATING CURIOSITY FOR LEARNING & COPING



Featured: A Nuanced View of Curiosity: Managing the Anxiety of Confronting the New
Todd B. Kashdan, PhD, Senior Scientist, Center for the Advancement of Well-Being; Professor, Department of Psychology, George Mason University; Author, “The Five Benefits of Curiosity” (2019, *Experience Life*); Co-Author, “Meaning in Life Buffers the Impact of Experiential Avoidance on Anxiety” (2020, *Contextual Behavioral Science*) and *Curious? Discover the Missing Ingredient to a Fulfilling Life* (2009)

Thriving and Curiosity: Ensuring Young Children’s Wellbeing, Emotional Regulation, Achievement, and Curiosity in Difficult Times

Prachi E. Shah, MD, Associate Professor, Division of Developmental Behavioral Pediatrics; Assistant Research Professor, Center for Human Growth and Development, [University of Michigan](#); Co-Author, “Emotional Regulation in Children and Adolescents” (2020, *Developmental and Behavioral Pediatrics*) and “Early Childhood Curiosity and Kindergarten Reading and Math Academic Achievement” (2018, *Pediatric Research*)

Curiosity in the Classroom: Promoting Curiosity, Exploration, Questions, and Scientific Thinking

Jamie J. Jirout, PhD, Assistant Professor; Principal Investigator, Research in Education and Learning Laboratory, Curry School of Education, [University of Virginia](#); Co-Author, “Curiosity in Schools” (2018, *The New Science of Curiosity*), “Children’s Scientific Curiosity: In Search of an Operational Definition of an Elusive Concept” (2012, *Developmental Review*), and “Children’s Recognition of Uncertainty and Exploratory Curiosity” (2009, *Society for Research in Child Development*)

Building a Curious School

Bryan Goodwin, MA, President and CEO, McREL International; Former Teacher; Author, *Building a Curious School: Restore the Joy That Brought You to School* (2020), *Out of Curiosity: Restoring the Power of Hungry Minds for Better Schools, Workplaces, and Lives* (2018); Co-Author, *Learning That Sticks: A Brain-Based Model for K-12 Instructional Design and Delivery* (2020) and *Pursuing Greatness: Empowering Teachers to Take Charge of Their Professional Growth* (2019)

Creating Curious Classrooms

Kathleen M. Kryza, MA, Master Teacher; CIO, Infinite Horizons; Co-Author, *Transformative Teaching: Changing Today’s Classrooms Culturally, Academically, and Emotionally* (2015), *Developing Growth Mindsets in the Inspiring Classroom* (2011), *Inspiring Elementary Learners* (2008), *Inspiring Middle and Secondary Learners* (2007), and *Differentiation for Real Classrooms* (2009)

The Future of Education: Applying Cognitive Science, Design Thinking, and Games to Bring Purpose, Passion, and Curiosity to the Classroom

Lindsay Portnoy, PhD, Cognitive Scientist; Associate Teaching Professor in the Curriculum, Teaching, Learning, and Leadership, Doctor of Education Program, [Northeastern University](#); Former Teacher; Member of the World Economic Forum’s Expert Network; Author, *Game On? Brain On! The Surprising Relationship Between Play and Gray (Matter)* (2020) and *Designed to Learn: Using Design Thinking to Bring Purpose and Passion to the Classroom* (2019)

Training the Brain to Thrive: A Framework for Promoting Purpose, Connections, and Curiosity

Cortland Dahl, PhD, Research Scientist, Center for Healthy Minds, [University of Wisconsin-Madison](#), Co-Author, “The Plasticity of Wellbeing: A Training-Based Framework for Cultivating Human Flourishing” (2020, *Proceeds for the National Academy of Sciences*) and “Mindfulness and Contemplative Life: Pathways to Connection, Insight, and Purpose” (2019, *Current Opinion in Psychology*)

“This was one of the most useful, meaningful, invigorating, inspiring professional developments I have ever attended.”

—**Adele Rubin**

Middle School General Studies & Math Department Chair,
Abraham Joshua Heschel Day School

For a complete list of speakers, go to [LearningAndTheBrain.com](#).

Follow us on Twitter, Facebook, and Instagram.

4) CONNECTED BRAINS: BUILDING BELONGING & COLLABORATION



Featured: Building Purposeful, Positive Relationships and Belonging

Barbara L. Fredrickson, PhD, Kenan Distinguished Professor; Director, Positive Emotions and Psychophysiology Laboratory, [University of North Carolina at Chapel Hill](#); Author, "Biological Underpinnings of Positive Emotions and Purpose" (2016, *The Social Psychology of the Good Life*), *Love 2.0* (2013), and *Positivity* (2009); Co-Author, "Staying 'In Sync' With Others During COVID-19: Positivity Resonance Mediates Cross-Sectional and Longitudinal Links Between Trait Resilience and Mental Health" (2020, *Positive Psychology*) and "The Lay Concept of a Meaningful Life" (2020, *In Review*)



Featured: The Neurobiology of Me and We (MWe):

Integrating Both for Belonging and Thriving Relationships After COVID

Daniel J. Siegel, MD, Founding Co-Director, Mindful Awareness Research Center; Faculty, Center for Culture, Brain, and Development; Clinical Professor of Psychiatry, School of Medicine, [University of California, Los Angeles](#); Contributor, Greater Good Science Center, [University of California, Berkeley](#); Author, *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are* (2020, 3rd Edition), *Mind, Consciousness, and Well-Being* (2020), and *The Power of Showing Up* (2020); Co-Author, *The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child* (2018)

We Are Crew: Creating Schools of Belonging and Teamwork

Ron Berger, MEd, Chief Academic Officer, EL Education; Annenberg Foundation Teacher Scholar; Co-Author, *We Are Crew: A Teamwork Approach to School Culture* (2020), *Learning That Lasts: Challenging, Engaging, and Empowering Students With Deeper Instruction* (2016), *Leaders of Their Own Learning* (2014), and *Transformational Literacy* (2014)

Purposeful, Meaningful Collaboration: Teaching Students How to Work Together

Trevor Muir, MA, Lecturer, [Grand Valley State University](#); Former Teacher at New Tech Project Based Learning School; Author, *The Collaborative Classroom: Teaching Students How to Work Together Now* (2019) and *The Epic Classroom: How to Boost Engagement, Make Learning Memorable, and Transform Lives* (2017)

5) STORYTELLING BRAINS: SUPPORTING SELF-STORIES & AGENCY



Featured: The Deep History of Ourselves

Joseph E. LeDoux, PhD, Director, Emotional Brain Institute; Principal Investigator, Center for Neural Science, [New York University](#); Researcher, Nathan S. Kline Institute for Psychiatric Research; Author, *The Deep History of Ourselves: The Four-Billion-Year Story of How We Got Conscious Brains* (2019), *Anxious: Using the Brain to Understand and Treat Fear and Anxiety* (2016), *Synaptic Self* (2003), and *The Emotional Brain* (1996)

Redirect: Strengthening Students by Editing Their Self-Stories

Timothy D. Wilson, PhD, Sherrell J. Aston Professor of Psychology, Department of Psychology, [University of Virginia](#); Author, *Redirect: The Surprising New Science of Psychological Change* (2011) and *Strangers to Ourselves* (2004); Co-Author, *The Handbook of Self-Knowledge* (2012) and *Social Psychology* (2012, 8th Edition)

The Power of Student Agency: Developing Purpose, Grit, and Positive Change

Anindya Kundu, PhD, Education Sociologist; Senior Research Fellow, Graduate Center, [City University of New York](#); Former Adjunct Professor, [New York University](#); Author, *The Power of Student Agency: Looking Beyond Grit to Close the Opportunity Gap* (2020)

A Neurological Approach to Thriving: Building Student Strengths and Self-Stories in Schools

Paula Prentis, LMSW, Licensed Social Worker; Co-Founder, Your Self Series, a company that provides social-emotional learning curriculum; Co-Author, *Reach Before You Teach: Ignite Passion and Purpose in Your Classroom* (2013) and *Express Yourself: The Middle School Years* (2010)

Strengthen Literacy by Focusing on Self-Efficacy, Relevance, Agency, and Authenticity

Leslie E. Laud, EdD, Founding Director, thinkSRSD; Adjunct Professor, [Columbia University](#); Former Learning Specialist, United Nations International School; Co-Author, *Releasing Writers: Evidence-Based Strategies for Developing Self-Regulated Writers* (2020) and *Using Formative Assessment to Differentiate Middle School Literacy Instruction* (2012)

REGISTER NOW FOR UPCOMING L&B SUMMER INSTITUTES



Find out about **LEARNING & the BRAIN®**'s virtual Summer Institutes in June and July.

The institutes are designed to be highly interactive and are limited to 50 participants. You will explore topics in depth in an engaging, week-long learning experience.

Please visit our website to learn more about our summer programs at www.LearningAndTheBrain.com.

VIRTUAL PRE-CONFERENCE WORKSHOPS

FRIDAY, APRIL 16 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. The Self: The Foundation for Finding Our Purpose in School and in Life (6-12)

As educators, we have the opportunity to empower students to discover themselves and all they have to offer the world. So how do we help them figure out who they are and why it matters? This virtual workshop will cover how the self evolves and continues to evolve. You will learn how early attachment patterns shape self-concepts and how they show up in your classroom today. You will discover how the self and brain development overlap. This interactive workshop will provide many lessons, connection strategies, and activities to bring back to your classroom to help your students find their sense of self, their passions, and a purpose in school and in life. **Paula Prentis, LMSW**, Licensed Social Worker; Co-Founder, Your Self Series; Co-Author, *Reach Before You Teach: Ignite Passion and Purpose in Your Classroom* (2013)

2. The Science of a Meaningful Life: Creating Kinder, More Purposeful, Compassionate Classrooms (For Educators of All Grade Levels)

In this virtual workshop, you will explore the science of prosocial human development and how it can be integrated into school settings. Discover how helping children and adults cultivate empathy, compassion, purpose, and gratitude develops their ability to form positive relationships and care for those outside their "circle of concern." **Amy L. Eva, PhD**, Associate Education Director, Greater Good Science Center, **University of California, Berkeley**; Co-Author, "The Mindful Teacher" (2018, *The Clearing House Journal*) and "The Top 10 Insights From the Science of a Meaningful Life" (2018, *Greater Good Magazine*); and **Vicki Zakrzewski, PhD**, Education Director, Greater Good Science Center, **University of California, Berkeley**; Former Teacher; Researcher who has studied under Dr. Mihaly Csikszentmihalyi; Author, "How These Teens Found Their Sense of Purpose" (2018, *Greater Good Magazine*)

3. Heal Your Self, Heal Your Classroom: Effective Practices for Developing Teacher and Student Wellbeing (For Teachers of All Grade Levels)

Do you feel stressed and overwhelmed with all you have to accomplish these days? You are not alone. The good news is that current brain research shows that educators who prioritize self-care and self-compassion in their lives actually have better results with their students, both behaviorally and academically. In this virtual workshop, you will learn about this research and be inspired to develop healing tools you can build into your "self" and your daily life – small moments to rest and renew. Learn mindfulness practices, relaxation techniques, and ways to be more self-compassionate. You will also learn strategies for bringing these practices into your classroom. Heal not only yourself – but your students, too. **Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Transformative Teaching: Changing Today's Classrooms Culturally, Academically, and Emotionally* (2015), *Developing Growth Mindsets in the Inspiring Classroom* (2011), *Inspiring Elementary Learners* (2008), *Inspiring Middle and Secondary Learners* (2007), and *Differentiation for Real Classrooms* (2009)

4. Learning Through Failures: Moving Past Self Doubt and Embracing the Process (All Ages)

Mandy Wintink, a neuroscientist, and Jennifer Chan, a designer, will bring together two disciplines to show how people can move past self-doubt and use failures as a tool for achieving success. Through neuroscience, you will understand self-doubt and feelings of defeat from a neurobiological perspective while also learning how to navigate the discomfort and fear of failure in order to lead to success. Through design tools, you will understand the value of iterations and why failing fast, means failing often. This workshop will explore the thoughts that lead to self-doubt and avoidance of failure and move people toward letting go of both so that they can embrace success. **Amanda J. Wintink, PhD**, Chief Executive Officer and Director, Centre for Applied Neuroscience; Instructor, Department of Psychology, **University of Guelph-Humber**; Author, *Self-Science: A Guide to the Mind and Your Brain's Potential* (2016); and **Jennifer Chan, MDes**, Innovation and Experimentation Coach; Design Thinking and Community Engagement Consultant; Director of Programming and Co-Founder, Department of Imaginary Affairs

REGISTER NOW FOR OUR 2021 WEBINAR SERIES



LEARNING & the BRAIN® is offering a series of *LIVE* webinars throughout the first half of 2021 on topics such as reading, math, engagement, social-emotional learning, executive function, and more.

- Earn professional development from your home
- Interact with renowned experts in their fields
- Gain classroom strategies based on the science of learning

See LearningAndTheBrain.com for more information.