MEMORY & MIND: IMPROVING MEMORY AND ACHIEVEMENT IN THE CLASSROOM

APRIL 7, 2011

A Special One-Day Symposium at the Alfred J. Lerner Hall, New York City
Connecting Mind, Memory & Achievement

Join neuroscientists and educators at this one-day Learning & the Brain Symposium to explore how memory works; examine the effects of stereotyping, poverty, parenting, stress, and learning differences on memory; and acquire teaching strategies to improve student memory and achievement.

LEARNING OBJECTIVES

SLP Participants Will Be Able To:

- Explore how poverty, parenting and prejudice affect student memory
- Explain how memory works in the brain and its connection to achievement
- Examine ways fear and stereotyping affects working memory in students
- Apply strategies to improve memory and achievement in the classroom
- Discover how poor working memory is connected to learning disorders
- Identify ways to help child with poor memory and learning disorders
- Discuss teaching strategies that promote memory formation and retention

WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PS–12 Teachers and Administrators
Learning Specialists and Special Educators
Psychologists, Social Workers, Counselors
Reading, Language, Math Educators
Superintendents, Principals, School Heads
Neuroscientists and Neuropsychologists
Occupational and Physical Therapists
College and University Professors
Researchers and Policy Makers

Co-Sponsors Include:

Program in Neuroscience and Education, Teachers College, Columbia University
The Dana Alliance for Brain Initiatives, The Dana Foundation
National Association of Elementary School Principals (NAESP)
National Association of Secondary School Principals (NASSP)
School Development Program, Yale University School of Medicine
Steinhardt School for Culture, Education and Human Development, New York University

Learn Professional Development Credit

This program is offered for 0.7 CEUs (Intermediate level; Professional area).

Special Rates on NYC Hotels

Special Rates at Preferred West Side Hotels. Save on accommodations near the symposium.

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Presented by:
Public Information Resources, Inc.
35 Highland Circle, First Floor
Needham, MA 02494-3099

CONFERENCE LOCATION:
Alfred J. Lerner Hall is conveniently located one block from the 116th St/Columbia University subway station.

LEARNING & THE BRAIN SYMPOSIUM

Keynote Address:
In Search of Memory: The New Science of Mind
Dr. Kandel is Professor of Biochemistry and Biophysics at Columbia University College of Physicians and Surgeons and Founder of the Center for Neurobiology and Behavior. Among his many awards are the Nobel Prizes in Physiology and Medicine (2000) and the National Medal of Science (2004).

Dr. Kandel is author of In Search of Memory: The Emergence of a New Science of Mind (2007) and co-author of Memory: From Mind to Molecules (2008).

FEATURED SPEAKER: Eric R. Kandel, MD, Nobel Laureate, Columbia University

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April 7, 2011 • Alfred J. Lerner Hall • New York, NY
Special One-Day Symposium for Speech-Language Pathologists and Clinicians

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MIND, MEMORY & ACHIEVEMENT

OPENING KEYNOTE: In Search of Memory: The New Science of Mind
Eric R. Kandel, MD, Nobel Laureate, Columbia University
Professor, Biochemistry and Biophysics, Columbia University College of Physicians and Surgeons; Founder, Center for Neurobiology and Behavior; winner of numerous awards including the Nobel Prize in Medicine, Lasker Award, Gairdner Award, the Harvey Prize and the National Medal of Science; author of In Search of Memory: The Emergence of a New Science of Mind (2007) and co-author of Memory: From Mind to Molecules (2008)

Attention and Memory: A Family Affair
Kirby Deater-Deckard, PhD, Developmental Psychologist; Professor, Dept. of Psychology, Virginia Tech; author of Parenting Stress (2004), “Maternal working memory and reactive negativity in parenting” (2010, Psychological Science); co-author of “Exploring how ADHD symptoms are related to reading and mathematics performance: General genes, general environments” (2010, Psychological Science)

Neuroscience and Teaching Strategies: What Will Improve a Student’s Memory?
Daniel T. Willingham, PhD, Cognitive Scientist; Professor, Dept. of Psychology; Faculty, Center for the Advance Study of Teaching and Learning, University of Virginia; author of Why Don’t Students Like School: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom (2009) and Cognition: The Thinking Animal (2006)

Afternoon Breakout Sessions A: 1:00 PM – 5:00 PM

MEMORY & THE BRAIN: IMPROVING MEMORY IN THE CLASSROOM

Brain Power: Improving Memory Fitness and Brain Health
Cynthia R. Green, PhD, Founder/Director, Memory Enhancement Program; Assistant Clinical Professor, Mount Sinai School of Medicine, NYC; President, Memory Arts, LLC; author of Brainpower Game Plan: Sharpen Your Memory, Improve Your Concentration, and Age-Proof Your Mind in Just 4 Weeks (2009), and Total Memory Workout: 8 Easy Steps to Maximum Memory Fitness (2001)

From the Lab to the Classroom: What Educators Can Achieve With Memory Research
Judy Willis, MD, EdM, Board-Certified Neurologist; Adjunct Professor, University of California, Santa Barbara; middle school teacher; author of Learning to Love Math (2010), How Your Child Learns Best: Brain-Friendly Strategies to Ignite Your Child’s Learning and Increase School Success (2008), and “Brain-based teaching strategies for improving students’ memory, learning, and test-taking success” (2007, Childhood Education Journal)

Rest, Memory Formation and Consolidation in the Human Brain
Lila Davachi, PhD, Principal Investigator, Learning and Memory Lab; Assistant Professor, Department of Psychology, New York University; co-author of “Distributed Learning Enhances Relational Memory Consolidation” (2008, Learning and Memory), and “Neural Correlates of Working Memory Retrieval” (2008, Journal of Cognitive Neuroscience)

Please visit www.LearningAndTheBrain.com for symposium schedule & more information.
Afternoon Breakout Sessions B: 1:00 PM – 5:00 PM

POOR WORKING MEMORY: CONNECTIONS TO LEARNING AND LANGUAGE DISORDERS

The Development of Working Memory Capacity in the Brain: Implications for Learning Disorders
John D. E. Gabrieli, PhD, Grover Herman Professor of Health Sciences and Technology and Professor of Brain and Cognitive Sciences; Co-Director, Clinical Research Center; Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, Massachusetts Institute of Technology; co-author of “Development of spatial and verbal working memory capacity in the human brain” (2009, Journal of Cognitive Neuroscience)

Improving Working Memory in Children with Learning Problems
Tracy P. Alloway, PhD, Director, Center for Memory and Learning in the Lifespan, University of Stirling, UK; author of Improving Working Memory (2010) and Training Your Brain For Dummies (2010); co-author of “Working memory, learning, and academic achievement” (2010, APA Educational Psychology Handbook), and Working Memory and Learning: A Practical Guide for Teachers (2008)

Interactions Between Language and Memory: Implications for Negative Neuroscience
Peter Gordon, PhD, Associate Professor, Speech & Language Pathology; Coordinator, Neuroscience and Education Program, Teachers College, Columbia University; co-author of “Facts, events and inflection: When language and memory dissociate” (2005, Journal of Cognitive Neuroscience)

Afternoon Breakout Sessions C: 1:00 PM – 5:00 PM

MEMORY & ACHIEVEMENT: POVERTY, PREJUDICE AND STEREOTYPES

Socioeconomic Disparities in Neurocognitive Development: Memory and Achievement
Kimberly G. Noble, MD, PhD, Pediatrician; Developmental Cognitive Neuroscientist; Assistant Professor of Pediatrics, Department of Pediatrics, and the G.H. Sergievsky Center, Columbia University; co-author of “Poverty, privilege, and brain development: Empirical findings and ethical implications” (2005, Neuroethics: Defining the Issues in Theory, Practice, and Policy)

Neuroscience of Stereotypes and Prejudice: Role of Memory Systems and Effects on Behavior
David M. Amodio, PhD, Director, Social Neuroscience Lab; Assistant Professor of Psychology; Assistant Professor, Center for Neural Science, New York University; co-author of “Reducing the expression of implicit stereotypes: Reflexive control through implementation intentions” (2010, Personality and Social Psychology Bulletin)

Stereotype Threat, Memory and Intellectual Performance
Joshua Aronson, PhD, Associate Professor of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University; author of Improving Academic Achievement: Impact of Psychological Factors on Education (2002)
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