

THE SCIENCE OF MINDSETS AND MOTIVATION IN STUDENT SUCCESS

This one-day symposium will bring cognitive scientists, psychologists and educators together to explore the role that mindsets, attitudes, anxiety, goals, optimism, dopamine, intentions, resilience, persistence and character play in student success and achievement in life and school. Learn strategies you can use to make students more successful, motivated and resilient.

LEARNING OBJECTIVES

SLP participants will be able to:

- Apply strategies to motivate students with LD
- Explain how mindsets can boost academic success
- Explore the effects of attitudes and anxiety on achievement
- Discuss the importance of persistence and grit for success
- Use rewards and expectations to motivate brains and students
- Examine the “science of success” in academics and school
- Identify how character and optimism affect performance
- Apply strategies for improving resilience in at-risk students
- Design instruction to improve motivation and mindsets
- Examine how mindsets affect stereotypes and intelligence



WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PreK–12 Teachers and Administrators
Learning Specialists and Special Educators
Psychologists, Social Workers, Counselors
Motivation and Performance Professionals
Superintendents, Principals, School Heads
Life Skills and Learning Disabilities Coaches
Occupational and Child Therapists
College and University Professors
Researchers and Policy Makers

Co-Sponsors Include:

Motivation Science Center, **Columbia University**

Program in Neuroscience and Education, Teachers College,
Columbia University

School Development Program, **Yale University**
School of Medicine

Dana Alliance for Brain Initiatives, **The Dana Foundation**

National Association of Elementary School Principals (**NAESP**)

LEARNING & the BRAIN® Foundation

NASSP

EARN SLP PROFESSIONAL DEVELOPMENT CREDIT



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 up to 0.7 CEUs (Intermediate level; Professional area).

Special Rates on NYC Hotels

Special rates available at preferred West Side hotels. Save on accommodations near the symposium. Access LearningAndTheBrain.com for hotels and special rates or call PIRI's information desk at (781)-449-4010 ext. 101 or 102 for hotel options.



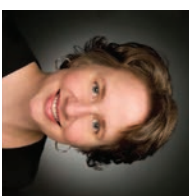
LEARNING & the BRAIN® SYMPOSIUM

Special One-Day Symposium for Speech-Language Pathologists and Clinicians

April 10, 2013 • Alfred J. Lerner Hall • New York, NY

STUDENT MINDSETS AND MOTIVATION: ATTITUDES, STRESS AND PERFORMANCE

FEATURED SPEAKER: Heidi Grant Halvorson, PhD, Columbia University



Keynote Address: THE SCIENCE OF MINDSETS AND MOTIVATION

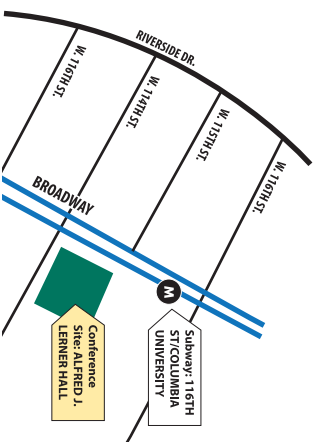
Associate Director, Motivation Science Center, **Columbia University**; Blogger, *Psychology Today*; Rising star in the field of motivational science; Member of the American Psychological Association, the Association for Psychological Science and the Society for Personality and Social Psychology; Author: *Success: How We Can Reach Our Goals* (2011); Co-Author, *Nine Things Successful People Do Differently* (2012) and *The Psychology of Goals* (2009)

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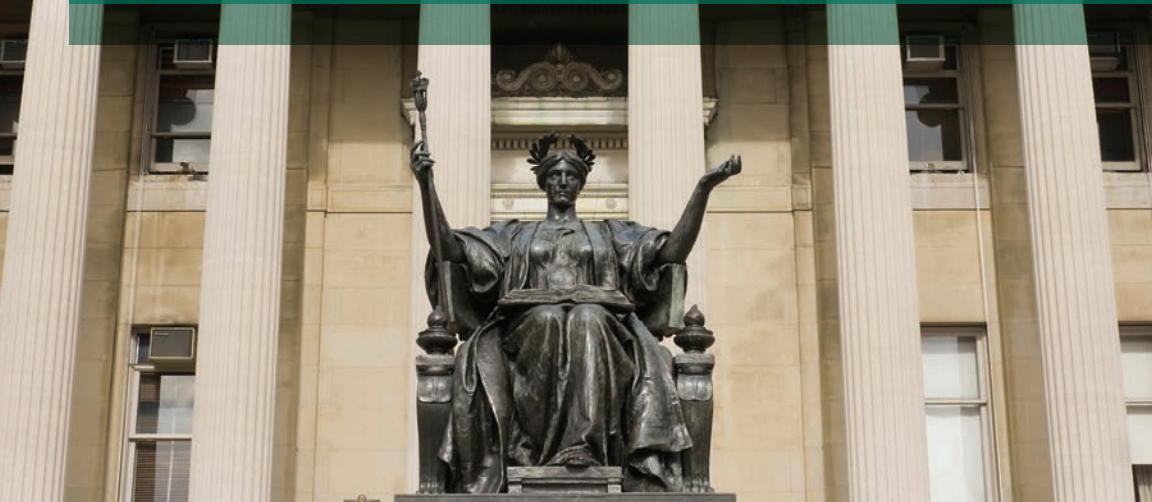


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STUDENT MINDSETS AND MOTIVATION:
ATTITUDES, STRESS AND PERFORMANCE

APRIL 10, 2013

A Special One-Day Symposium
at the Alfred J. Lerner Hall, New York City



SYMPOSIUM PROGRAM TOPICS

APRIL 10, 2013 • Opening Morning Addresses: 8:45 AM – 12:20 PM

MINDSETS, MOTIVATION AND RESILIENCE

OPENING KEYNOTE: Learning and Performance in School: Mindsets, Attitudes and Anxiety



Sian L. Beilock, PhD, The University of Chicago

Principal Investigator, Human Performance Lab; Professor, Department of Psychology, **The University of Chicago**; Researcher in the cognitive and neural substrates of skill learning as well as the mechanisms by which performance breaks down in high-stress or high-pressure situations; Recipient, 2012 Outstanding Young Investigator Award from the Psychonomic Society; Author, *CHOKE: What the Secrets of the Brain Reveal About Getting It Right When You Have To* (2010)



How the Science of Mindsets and Motivation Provides the Key to Unlocking Our Children's Fullest Potential

Heidi Grant Halvorson, PhD, Associate Director, Motivation Science Center, **Columbia University**; Blogger, *Psychology Today*; Rising star in the field of motivational science; Lecturer on "Motivational Mindsets"; Member of the American Psychological Association, the Association for Psychological Science and the Society for Personality and Social Psychology; Author, *Succeed: How We Can Reach Our Goals* (2011); Co-Author, *Nine Things Successful People Do Differently* (2012) and *Focus: Use Different Ways of Seeing the World for Success and Influence* (2013, Forthcoming)



The Power of Mindsets: Nurturing Motivation and Resilience in Students

Robert B. Brooks, PhD, Faculty, **Harvard Medical School**; Former Director of the Department of Psychology at McLean Hospital; Author, *The Self-Esteem Teacher* (1991); Co-Author, *Raising Resilient Children with Autism* (2011), *Raising a Self-Disciplined Child: Help Your Child Become More Responsible, Confident, and Resilient* (2009), *Handbook of Resilience in Children* (2006) and *The Power of Resilience: Achieving Balance, Confidence, and Personal Strength in Your Life* (2004)

Afternoon Concurrent Addresses A: 1:30 PM – 5:30 PM

HOW MINDSETS, ATTITUDES AND GRIT HELP STUDENTS SUCCEED AND ACHIEVE



Beyond Smart: How Grit, Curiosity and Character Help Students Succeed and Thrive

Paul Tough, Contributing Writer to the *New York Times Magazine*; Founding Editor of *Open Letters*, an online magazine; Contributor to *This American Life* and *The New Yorker*, who has focused on education, poverty, parenting, and politics; Author, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* (2012) and *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America* (2008)



Igniting Every Child's Full Potential: What Science Tells Us About How to Excel

Edward M. Hallowell, MD, Child and Adult Psychiatrist; Founder/Director, The Hallowell Center for Cognitive and Emotional Health in MA and NYC; Former Instructor, **Harvard Medical School**; Author, *Shine: Using Brain Science to Get the Best from Your People* (2011) and *CrazyBusy: Overstretched, Overbooked, and About to Snap!* (2006); Co-Author, *Driven to Distraction - Revised* (2011)



Changing Thinking About the Brain: Growth Mindsets, Stereotypes and Intelligence

Joshua M. Aronson, PhD, Associate Professor of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, **New York University**; Author, *Improving Academic Achievement: Impact of Psychological Factors on Education* (2002)



Afternoon Concurrent Addresses B: 1:30 PM – 5:30 PM

HOW REWARDS, GOALS AND DOPAMINE MOTIVATE STUDENTS



Learning and Motivation in the Brain: Rewards, Dopamine and Decision Making

Daphna Shohamy, PhD, Assistant Professor, Department of Psychology, **Columbia University**; Author, “Learning and motivation in the human striatum” (2011, *Current Opinion in Neurobiology*); Co-Author, “Dopamine and adaptive memory” (2010, *Trends in Cognitive Neuroscience*)



The Motivation Breakthrough: Turning On the Tuned-Out Child

Richard D. Lavoie, MEd, Consultant; Visiting Professor, **Harvard University**; Former Member of Professional Advisory Board, Learning Disabilities Association; Author of *The Motivation Breakthrough: 6 Secrets to Turning On the Tuned-Out Child* (2007) and *It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success* (2005)



From Dreams to Action: Mental Contrasting and Behavior Change

Gabriele Oettingen, PhD, Professor of Psychology, **New York University**; Professor of Psychology, University of Hamburg; Co-Author, “Self-regulation strategies improve self-discipline in adolescents: Benefits of mental contrasting and implementation intentions” (2011, *Educational Psychology*) and “Mental contrasting facilitates academic potential” (2011, *Motivation and Emotion*)

Afternoon Concurrent Addresses C: 1:30 PM – 5:30 PM

HOW ANXIETY, STRESS AND LIFE'S CHALLENGES AFFECT PERFORMANCE AND RESILIENCE



Resilience: The Science of Mastering Life's Greatest Challenges

Dennis S. Charney, MD, Anne and Joel Ehrenkranz Dean; Professor, Departments of Psychiatry, Neuroscience, and Pharmacology and Systems Therapeutics, **Mount Sinai School of Medicine**; Executive Vice President for Academic Affairs, The Mount Sinai Medical Center; Co-Author, *Resilience: The Science of Mastering Life's Greatest Challenges* (2012)



Understanding and Shaping the Mindsets and Anxiety of At-Risk Students for Happiness, Confidence and Success

Sam Goldstein, PhD, Neuropsychologist; School Psychologist; Assistant Clinical Instructor, Department of Psychiatry, **University of Utah School of Medicine**; Affiliate Research Professor of Psychology, **George Mason University**; Editor-in-Chief, *Journal of Attention Disorders* and Contributing Editor, *Attention Magazine*; Executive Producer of the award winning documentary *Tough Times/Resilient Kids*; Co-Author, *The Handbook of Resilience in Children* (2005), *The Power of Resilience* (2004) and *Seven Steps to Help Your Child Worry Less* (2003)



Performance Anxiety and How to Reduce It

Ben Bernstein, PhD, Performance Psychologist/Coach for individuals in high stress/high performance occupations such as athletes, actors, students and business executives; Author, *A Teen's Guide to Success: How to Be Calm, Confident and Focused* (2013, Forthcoming) and *Test Success! How to Be Calm, Confident and Focused on Any Test* (2010)

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Group Rates (Five or more from one organization submitted together)	\$205 (ENDS Feb. 8)/\$245 (AFTER Feb. 8) per person x _____ registrants

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SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the symposium, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than April 5, 2013. No cancellations can be accepted after April 5, 2013. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$45 per person if before February 8, 2013 or \$95 per person if you cancel after February 8, 2013, but before April 5, 2013. 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.

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