

# REGISTER ME FOR A LEARNING & the BRAIN® ONE-DAY PD 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.

Full Name	Position/Title	
School/Organization		
Address		
City	State	ZIP
Phone	E-mail	

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

**All workshops run 8:15 AM to 2:30 PM.**

**Register me for a workshop**

Registration is \$219 through March 9/\$249 after March 9/Groups of 5 or more save \$25 per person

Teaching Self-Regulation

\$ \_\_\_\_\_

4/12

Using Evidence-Based Reading Comprehension Instruction

\$ \_\_\_\_\_

4/30

Building Better Math Brains

\$ \_\_\_\_\_

4/30

Teaching the Teenage Brain

\$ \_\_\_\_\_

4/30

All prices are in U.S. dollars.

**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. **Registrations without payment or purchase order will not be confirmed.**

**Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.**

**Please check here if you would like to be emailed our free monthly newsletter.**

## 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 is \$219 for individuals and ends on March 9, 2018. General registration is \$249 for individuals after March 9, 2018 to the day before the seminar. 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 PD SEMINARS

LEARNING & *the* BRAIN® has been connecting educators to the science of learning since 1999, by presenting new research on the brain 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 on how students learn and practical knowledge to bring back to their schools.



### WHAT YOU WILL GAIN FROM ATTENDING

- Knowledge about the latest research on brains and learning
- Methods to improve student self-regulation, math, reading, and teen instruction
- Insight into the ways disorders hinder the brain's ability to learn
- Ways to improve your teaching or clinical practice through the science of learning
- Understanding of the theory behind disabilities and classroom interventions
- New ideas to enhance your classroom instruction and interventions

### EARN PROFESSIONAL DEVELOPMENT CREDIT

Earn five hours toward professional development credit for educators, psychologists, speech-language pathologists, and social workers. In order to be eligible for credit, you must sign in and out at the seminar and complete an evaluation form. Access [LearningAndTheBrain.com](http://LearningAndTheBrain.com) for more information on the availability of professional development credit, or call 781-449-4010 x104.

Visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com) for more information on course registered to offer ASHA CEUs.



### LOCATION FOR ONE-DAY SEMINARS

#### Dedham, MA

Holiday Inn Boston - Dedham Hotel & Conference Center  
55 Ariadne Road, Dedham, MA 02026

All seminars run from 8:15 AM to 2:30 PM.

Please check [LearningAndTheBrain.com](http://LearningAndTheBrain.com) for directions.

### ON-SITE PD TRAINING

Bring LEARNING & *the* BRAIN® to your school! LEARNING & *the* BRAIN® has a select group of workshop leaders who can provide on-site professional development training on topics including reading disorders, executive functions, mindsets, math disorders, and learning disabilities.

Visit [LearningAndTheBrain.com/on-site-pd](http://LearningAndTheBrain.com/on-site-pd) for more information.



# LEARNING & the BRAIN® ONE-DAY PD SEMINARS

Selected dates in April 2018 in Dedham, MA



## PROFESSIONAL DEVELOPMENT WORKSHOPS FOR EDUCATORS AND CLINICIANS

*One-Day Seminars are offered on the topics of:*

- TEACHING SELF-REGULATION**
- USING EVIDENCE-BASED READING COMPREHENSION INSTRUCTION**
- BUILDING BETTER MATH BRAINS**
- TEACHING THE TEENAGE BRAIN**

**Professional development credit is available for:**

- Teachers**
- Administrators**
- School Psychologists**
- Speech-Language Pathologists**
- And more....**

Send a team from your school to meet in-service training requirements.

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

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

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

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## ONE-DAY PD SEMINARS

PRESENTED BY

LEARNING & *the* BRAIN<sup>®</sup>

IN DEDHAM, MA

**SELECTED DATES IN APRIL 2018**

Register by March 9 and Save!



**EARN  
PROFESSIONAL  
DEVELOPMENT  
CREDIT**

# TEACHING SELF-REGULATION:

## Balancing Affect, Behavior, and Cognition for Student Success

April 12, 2018 • 8:15 AM - 2:30 PM • Dedham, MA

As an educator, you know what you want for your students. You want them to seek out challenges, ask for help, resist distraction, and see mistakes as chances to try again. In other words, you want kids to be self-regulated learners.

Self-regulation for learning (SRL) is the ability to effectively balance the ABCs of Affect (how you feel), Behaviors (what you do), and Cognition (how to think) to pursue worthy academic goals. Teaching students to balance these three elements builds motivation, resilience, and college and career readiness. In this interactive seminar, learn doable, evidence-based practices to help students engage in learning, build confidence, set and manage goals, develop habits of thinking, do effective home study, and reflect on their learning. Hear real stories of students who achieved success through SRL skills. You will be provided a framework for both classroom practice and schoolwide implementation. Discover how schools have used this whole child approach to assist students in gaining greater social/emotional well-being, developing scholarly behaviors, and acquiring valuable thinking tools to be successful in school and beyond.



### LEARNING OBJECTIVES

Participants will be able to:

- Connect the impact of self-regulation to learning and life success
- Learn how to implement strategies to effectively assist students in becoming autonomous learners
- Discover how to build a student-centered learning environment that encourages self-regulation for learning
- Help students to effectively balance affect, behavior, and cognition to improve learning
- Provide the elements needed to build motivation, resilience, and career readiness
- Explore specific ways to manage self-regulation and executive functioning skills

### WHO SHOULD ATTEND

This seminar is applicable for K-12 teachers, special educators, principals, administrators, counselors, social workers, and speech-language pathologists.



### WORKSHOP LEADER

**Richard M. Cash, EdD**, is an award-winning educator, author, and consultant/coach, who has worked with schools throughout the United States and internationally. His educational experience ranges from classroom teaching, building and program administration, curriculum, and professional development. He has authored *Advancing*

*Differentiation: Thinking and Learning for the 21<sup>st</sup> Century* (2017), *Self-Regulation in the Classroom: Helping Students Learn How to Learn* (2016), and co-authored *Differentiation for Gifted Learners: Going Beyond the Basics* (2014).



# USING EVIDENCE-BASED READING COMPREHENSION INSTRUCTION: Powerful Approaches for Close Reading

April 30, 2018 • 8:15 AM - 2:30 PM • Dedham, MA

What is the latest research on reading comprehension instruction? Explore the three most powerful approaches to teaching close reading in ways that develop deep comprehension. These approaches include the coordinated use of multiple strategies at once, text structure analysis, and meta-cognitive 'fix-ups'. Learn how to support students' executive functioning and enable them to self-regulate (with self-statements, self-monitoring, and goal setting) so they can effectively guide and motivate themselves through the process of close reading. Equally important, explore realistic, time-efficient, and manageable ways that we (and students) can regularly monitor the impact and clearly see growth in comprehension. Doing so allows us to continuously personalize instruction, based on each student's rate of growth as well as their unique strengths and struggles. Discover new promising research on how writing to learn (short writes in response to texts) can also build the kinds of critical thinking skills that are essential to deep reading comprehension.



## LEARNING OBJECTIVES

Participants will be able to:

- Describe the three most research-validated reading comprehension approaches
- Explain how students can self-regulate as they read closely
- Incorporate (then remove) scaffolds that support executive functioning
- Explore ways to monitor the impact of instruction, set goals, and personalize instruction
- Discover how to leverage 'short writes' in response to texts to strengthen reading comprehension
- Establish realistic, time efficient, and manageable ways to monitor student growth
- Adapt these approaches to your unique teaching situations

## WHO SHOULD ATTEND

This seminar is applicable for for K-8 teachers, reading and writing teachers, instructional coaches, special educators, psychologists, social workers, speech-language pathologists, and leaders at the school or district level.



## WORKSHOP LEADER

**Leslie E. Laud, EdD**, is the Director of thinkSRSD, and has taught courses at [Bank Street College](#), [Columbia University](#), and Massachusetts General Hospital's Speech, Language, and Literacy Center. She has also taught both special and general education, served as a principal, published in peer-reviewed journals, and consulted nationally on

literacy and school change. Dr. Laud has authored several books for educators, including *Releasing Writers: Evidence-Based Strategies for Developing Self-Regulated Writers* (Forthcoming) and *Using Formative Assessment to Differentiate Middle School Literacy Instruction* (2012).

# BUILDING BETTER MATH BRAINS: What Counts Most in the Teaching and Learning of Mathematics

April 30, 2018 • 8:15 AM - 2:30 PM • Dedham, MA

From mathematics phobias and anxieties to mathematics mastery, a growing body of research has provided incredible insight into how our students develop skills and acquire deep conceptual understanding in mathematics. Furthermore, this body of research sheds light on what you can do to foster and nurture the necessary level of engagement for this skill-based and conceptual understanding in mathematics. Dr. Almarode will explore the latest research on how the brain learns mathematics and how to design classrooms that unlock young minds and promote deeper, long-lasting learning in mathematics. Take part in an “out of your seat and on your feet” experience that models the brain rules for engagement, skill-mastery, and conceptual understanding in mathematics. The seminar will cover challenges to mathematics learning such as phobias, anxieties, and/or learning disabilities. You will leave with ideas, strategies, and a new perspective on how to unlock young minds in mathematics by creating an inclusive and engaging classroom environment.



## LEARNING OBJECTIVES

Participants will be able to:

- Explain the research on how the student brain learns mathematics
- Connect the brain science of learning mathematics to instructional practices in schools and classrooms
- Summarize the role of formative assessment and feedback in the teaching and learning of mathematics
- Identify the essential components of an effective and engaging mathematics learning experience
- Apply these components to specific teaching and learning strategies in mathematics
- Differentiate mathematics instruction to be inclusive of students with challenges to learning mathematics
- Develop an action plan for implementing these specific teaching and learning strategies

## WHO SHOULD ATTEND

This seminar will be applicable for special education teachers, K-12 mathematics teachers, and instructional leaders at the school and district-level.



## WORKSHOP LEADER

**John T. Almarode, PhD**, is an Associate Professor in the Department of Early, Elementary, and Reading Education in the College of Education and Co-Director of the Center for STEM Education and Outreach at **James Madison University**. He began his career teaching mathematics and science to a wide range of students and now works

with pre-service teachers while pursuing research in educational neuroscience and student engagement in STEM disciplines. He is co-editor of the *Teacher Educator's Journal* and author of *Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12* (2013).

# TEACHING THE TEENAGE BRAIN: Aligning Your Classroom Practice to Adolescent Brain Development

April 30, 2018 • 8:15 AM - 2:30 PM • Dedham, MA

Why are teenagers so hard to understand? This lively and interactive seminar explores current adolescent brain research to help you understand the cognitive and emotional developments in middle and high school students. Through the field of neuroscience, you will explore the development of neural networks and myelination to better understand teenage thinking and feeling. Using psychology, you will consider the importance of working memory, self-control, attention, and motivation – and their key differences in teenagers. In every case, these scientific explorations will inform your teaching practice and offer practical strategies that best align with your students' brain development. Andrew Watson will discuss research into sleep, the unique sleep needs and schedules of adolescents, and their implications for current school schedules. You will also consider the surprising and often contradictory research into technology usage and video games that keep adolescents busy and (dis-)connected. You will leave with a deeper understanding of adolescent brains and minds, and ways to better serve them in school.



## LEARNING OBJECTIVES

Participants will be able to:

- Explain the neural changes behind adolescent emotional development, especially the “imbalance hypothesis”
- Outline the neural changes behind teenage cognitive development, including working memory, executive function, processing speed, and self-control
- Realign teaching strategies, school policies, and schedules to fit with teenage brain development and learning
- Enhance students' self-control with research-supported strategies
- Explain the benefits and detriments of adolescent technology use, including academic technology, social media, and video games
- Understand the limitations of scientific research, in order to use it most effectively in the classroom

## WHO SHOULD ATTEND

This seminar will be applicable for 6-12 teachers of all disciplines, academic administrators, instructional leaders, learning specialists, and middle school and high school counselors.



## WORKSHOP LEADER

**Andrew Watson, MA, EdM**, has been connecting brain research with teachers and schools for the better part of a decade. A one-time dean of faculty, and an award-winning teacher with 16 years of experience, Andrew Watson now presents on the classroom uses of neuroscience and psychology research. He is the Founder and

President of Translate the Brain—an educational consultancy. He is also the author of *Learning Begins* (2017) and editor of the LEARNING & the BRAIN® blog.