

# 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 6/\$249 after March 6/Groups of 5 or more save \$25 per person

<b>Mindsets in the Classroom</b>	\$ _____
<input type="radio"/> 5/7	
<b>Motivation in Mathematics</b>	\$ _____
<input type="radio"/> 5/7	
<b>What Works in Writing Instruction</b>	\$ _____
<input type="radio"/> 5/8	
<b>Executive Functions in the Classroom</b>	\$ _____
<input type="radio"/> 5/8	

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 email me the monthly L&B Newsletter (FREE)**
- Please email me information about upcoming L&B events (FREE)**

## 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 March 6, 2020 and is \$219 for individuals. General registration is \$249 for individuals after March 6, 2020 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 writing, math, mindsets, and executive functions
- Insight into the ways disorders hinder the brain's abilities in writing and math
- 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, and speech-language pathologists. 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 courses 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, math disorders, mindsets, 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 May 2020 in Dedham, MA



## PROFESSIONAL DEVELOPMENT WORKSHOPS FOR EDUCATORS AND CLINICIANS

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

**MINDSETS IN THE CLASSROOM**

**MOTIVATION IN MATHEMATICS**

**WHAT WORKS IN WRITING INSTRUCTION**

**EXECUTIVE FUNCTIONS IN THE CLASSROOM**

**Professional development credit is available for:**

**Teachers**

**Administrators**

**School Psychologists**

**Speech-Language Pathologists**

**And more....**

Presented by:

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

Presort Standard  
U.S. Postage  
**PAID**  
Permit # 313  
Florence, KY

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.



## ONE-DAY PD SEMINARS

PRESENTED BY

LEARNING & *the* BRAIN<sup>®</sup>

IN DEDHAM, MA

**SELECTED DATES IN MAY**

Register by March 6 and Save!



**EARN  
PROFESSIONAL  
DEVELOPMENT  
CREDIT**

# MINDSETS IN THE CLASSROOM:

## Building a Growth Mindset Learning Environment for Success

May 7, 2020 • 8:15 AM - 2:30 PM • Dedham, MA

Would you like to build resiliency and perseverance in your students? Imagine a learning community where optimism is contagious, mistakes are expected, struggle is embraced, perseverance and resiliency are nurtured and valued, and where student growth is the focus. In other words, imagine a growth mindset learning community. In this interactive seminar, you will explore a variety of strategies to build a growth mindset learning environment in your classroom and school. The focus for this seminar will be to provide ideas and strategies for cultivating perseverance and resilience in your students, and to help them build a conceptual understanding of the brain, growth mindset feedback, and critical reasoning. You will explore literature that can be used to teach growth mindset principles. Discover some of the barriers and common misunderstandings surrounding growth and fixed mindsets and learn ways to help students overcome these hurdles. You will leave this workshop with ideas and strategies that can be implemented immediately in your classroom as well as your own goals for creating a growth mindset learning community.



### LEARNING OBJECTIVES

Participants will be able to:

- Motivate students through teaching them about how their brains learn
- Develop ways to nurture and build resilience and perseverance in students
- Understand why fixed and growth mindset thinking is important for our children
- Identify ways to help students learn from mistakes and failure and embrace challenges
- Implement a variety of strategies for building a growth mindset learning environment
- Discover how to use children's books as a catalyst for discussing growth mindsets
- Help students set goals and use productive struggle for perseverance

### WHO SHOULD ATTEND

This seminar is applicable for K-12 teachers, administrators, instructional coaches, counselors, and other educators that support classroom instruction.



### WORKSHOP LEADER

**Mary Cay Ricci, MSEd**, is a former elementary and middle school teacher, central office administrator, and Adjunct Professor at [Johns Hopkins Graduate School of Education](#). She is the NYT bestselling education author of *Mindsets in the Classroom: Building a Growth Mindset Learning Community* (2013). Mary Cay Ricci is also author of *Nothing You Can't Do! The Secret Power of Growth Mindsets* (2018) and *Ready to Use Resources for Mindsets in the Classroom* (2015) and co-author of *Mindsets for Parents: Strategies to Encourage Growth Mindsets in Kids* (2016). She currently consults, lectures, and provides professional learning sessions across the United States and Canada.

# MOTIVATION IN MATHEMATICS:

## Using Student-Centered Learning for Math Achievement

May 7, 2020 • 8:15 AM - 2:30 PM • Dedham, MA

Students are more engaged and achieve more academic growth when they get to set their own math learning goals and evaluate their own progress. But how can they set their own learning goals when schools have to meet certain required math curriculum or standards? How can teachers manage a classroom full of students with different, individual goals? At this seminar, you will explore ways to facilitate students' goal setting, choice of learning tasks, and self-monitoring. Discover ways to help students purposefully practice executive functioning and metacognition skills while engaging in developmentally appropriate and rigorous learning tasks in math. As part of this seminar, you will delve into these questions and topics through hands-on activities, videos, and student work samples. Come examine the process of engaging students in setting their own goals for learning and monitoring their progress towards meeting their goals by actively engaging in the Student-Centered Assessment Cycle. You will leave with a wealth of instructional strategies you can implement in your own classrooms or use when coaching teachers.



### LEARNING OBJECTIVES

Participants will be able to:

- Describe the process for engaging students in setting their own goals for math learning, monitoring their progress, and self-assessing their mastery of these goals
- Help students purposefully practice executive functioning and metacognition skills while engaging in developmentally appropriate learning tasks in math.
- Examine four types of student goals: in-the-moment, naturally occurring goals; class goals; non-academic individual goals; and academic individual goals
- Identify strategies for modeling and coaching math goals through progress monitoring and evaluation tools
- Explore math tasks and classroom structures that support student-created goals and student-centered assessment
- Create an action plan for engaging students in the Student-Centered Assessment Cycle in your classroom

### WHO SHOULD ATTEND

This seminar is applicable for PreK-8 teachers, special educators, curriculum and assessment coordinators, math specialists, instructional coaches, and administrators.



### WORKSHOP LEADER

**Kateri Thunder, PhD**, served as an inclusive, early childhood educator, an Upward Bound educator, a mathematics specialist, an Assistant Professor of Mathematics Education at [James Madison University](#), and Site Director for the Central Virginia Writing Project (a National Writing Project site at the [University of Virginia](#)). She is an author

for Corwin's *Visible Learning for Mathematics* Series and a member of NCTM's Research Committee. She has followed her passion back to the classroom and currently teaches in an at-risk PreK program, serves as the PreK-4 Math Lead for Charlottesville City Schools, and works as an educational consultant.

# WHAT WORKS IN WRITING INSTRUCTION:

## Fostering Independent, Self-Regulating Writers

May 8, 2020 • 8:15 AM - 2:30 PM • Dedham, MA

Writing can be a force that advances learning of core knowledge, builds critical thinking, nurtures social-emotional learning, and strengthens overall mastery of all the literacy standards. This seminar will explore easy-to-implement and time-efficient ways to revolutionize and re-inspire how you teach writing, based on the latest empirical studies and brain research. You will explore an instructional framework that helps students generate fresh insights when they write about what they learn. Discover how to lead discussions in ways that invigorate close reading and deep thinking about texts, the basis of strong writing. Examine ways to teach scaffolding and provide structures for navigating the writing process in collaborative, personalized ways, that won't curb voice, but will unleash agency in students. Learn how to help your students become more strategic, independent, and goal-oriented writers. Walk away with simple to use, powerful, practical, boots-on-the-ground strategies and free resources that will help your students become more mindful, engaged, and action-oriented writers.



### LEARNING OBJECTIVES

Participants will be able to:

- Explain how students can self-regulate as they write
- Describe the latest research-validated writing instruction approaches
- 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 writing as a way to build core knowledge, advance critical thinking, and build social-emotional learning skills
- 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 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 Laud, EdD**, supports schools nationally with strengthening their writing instruction. She holds a doctorate from **Teachers College, Columbia University**, and continues to adjunct teach there. In addition to teaching, she publishes empirical studies in peer-reviewed journals, consults at the district and state level, and presents

frequently at national conferences. She has supported state level adoptions of writing process instructional approaches across the United States. She is the author of *Releasing Writers* (2018) and *Using Formative Assessment to Differentiate Literacy Instruction* (2012).

# EXECUTIVE FUNCTIONS IN THE CLASSROOM:

## How They Affect Learning and Behavior

May 8, 2020 • 8:15 AM - 2:30 PM • Dedham, MA

Executive functions are responsible for a student's ability to engage in purposeful, organized, strategic, self-regulated, goal-directed behavior. In this seminar, you will explore a comprehensive model of executive functions in the brain and the impact of executive functioning on learning, behavior, and classroom production. Dr. McCloskey will explain the development of executive functions, as well as the involvement of executive function difficulties in clinical syndromes such as ADHD and autism. You will discover ways to self-assess personal executive function skills and how to assess the executive function strengths and weaknesses of students in your classroom. Learn classroom management techniques and general strategies you can use to help children with executive function difficulties improve their behavior and academic performance, either through increasing their capacity for self regulation or through external guidance. Dr. McCloskey will also discuss specific instructional programs and therapeutic approaches that emphasize the development and improvement of executive functioning.



### LEARNING OBJECTIVES

Participants will be able to:

- Understand how executive functions develop during the school-age years
- Describe the role executive functions play in classroom behavior, learning, and production
- Identify and use classroom-friendly methods to assess executive function strengths and weaknesses
- Examine executive function difficulties involved in clinical syndromes such as ADHD and autism
- Apply appropriate interventions for executive functioning disorders in children and adults
- Self-assess both your own and your students' personal executive function strengths and weaknesses
- Discover additional sources of information about assessment and interventions for executive functioning problems

### WHO SHOULD ATTEND

This seminar is applicable to general and special education teachers, school administrators, clinical and school psychologists, speech-language pathologists, and educational, occupational, and physical therapists.



### WORKSHOP LEADER

George McCloskey, PhD, is a Professor and Director of School Psychology Research in the School of Applied and Professional Psychology of the [Philadelphia College of Osteopathic Medicine](#). He frequently presents at international, national, 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). He also directed the development of the WISC-IV Integrated and was a Senior Research Director and the Clinical Advisor to the Wechsler Test Development Group.