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Based on cutting-edge neuroscience, these Summer Institutes extend the L&B conferences and provide personalized training and practical applications. All workshops are limited to no more than 35 participants. Register early to reserve your space.

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MAKE CONNECTIONS:
The Art & Science of Teaching
JUNE 21–24, 2011
At Lawrence Academy in historic Groton, MA
Sponsored by Learning & the Brain and Lawrence Academy

You will learn about the latest findings from affective and social neuroscience connecting social interactivity, creativity and emotions with learning. Collaborate in facilitated discussions and analyses of case studies to develop scientifically grounded approaches for understanding and meeting the diverse cognitive, social and emotional needs of students and foster healthy enduring development and learning in your students. Acquire concrete tools and strategies for the design of curricula and assessments in your schools.

Workshop Leader: Mary Helen Immordino-Yang, EdD, Assistant Professor, Rossier School of Education; Assistant Professor of Psychology, Brain and Creativity Institute, University of Southern California; Co-Author, “We feel, therefore we learn: The relevance of affective and social neuroscience to education” (2007, Mind, Brain & Education)

TUITION: $1,975 PER PERSON (includes room and board)

THE NEUROSCIENCE OF LEARNING: Meeting the Challenges of Individual Differences
JULY 19–22, 2011
At The Harvard Faculty Club, Cambridge, MA
Sponsored by Learning & the Brain and CAST (Center for Applied Special Technology)

Most theories of learning and development treat individual differences as noise. In this workshop, we will treat individual differences as fundamental to understanding both the science of learning and the “art” of teaching. The first half of the workshop will consider individual differences from the perspective of recent affective and cognitive neuroscience – such as the major sources of variability and dynamic instabilities in learning. The second half of the workshop will consider how educators can optimally respond to those differences, emphasizing recent advances in learning technologies and universal design for learning.

Workshop Leader: David H. Rose, EdD, Founder and Chief Education Officer, Center for Applied Special Technology (CAST); Faculty, Harvard University Graduate School of Education; Co-Author, A Practical Reader in Universal Design for Learning (2006), Teaching Every Student in the Digital Age: Universal Design for Learning (2002) and Learning to Read in the Computer Age (1998)

TUITION: $2,275 PER PERSON (includes meals, as well as accommodations at the Harvard Square Hotel)

NEUROSCIENCE & THE CLASSROOM: Strategies for Maximizing Engagement, Memory & Potential
AUGUST 2–5, 2011
At University of California, Santa Barbara
Sponsored by Learning & the Brain and the Neuroscience Research Institute, UC Santa Barbara

Explore the latest findings from the neuroscience of learning and what you can do now in your classroom to ignite student learning. You’ll dive deeper into the structure and function of the brain to learn how memories are formed and how skills are learned. Application of these neuro-logical strategies will help build students’ confidence, independence, and resilience to persevere through challenges as they reconnect with the joy of learning and discovery they experienced in childhood. The knowledge you’ll leave with will guide you to prepare students for success in meeting the challenges and participating in the opportunities that await them in the 21st Century.

Workshop Leader: Judy Willis, MD, EdM, Board-Certified Neurologist; Former Elementary and Middle School Teacher; Adjunct Lecturer, Graduate School of Education, University of California, Santa Barbara; Author, Learning to Love Math (2010), Teaching the Brain to Read (2008) and Research-Based Strategies to Ignite Student Learning (2006).

TUITION: $1,975 PER PERSON (includes room and board)
Gain insights from neuroscience into why some academic achievers, musicians and athletes have brains that are maximized
to excel. Learn how practice, motivation, mindsets and fears can lead to triumph or failure in school and on the athletic field.
Discover how to use this “science of success” to help all students achieve inside and outside the classroom by improving
performance in learning, memory, math, reading, testing and athletics.

LEARNING OBJECTIVES

SLP participants will be able to:
✓ Explore how anxiety, stereotype threat and emotions affect learning
✓ Explain how mindsets and beliefs affect motivation and learning
✓ Understand why smart kids “choke” on tests, grades and school
✓ Examine ways exercise and experiences improve focus and memory
✓ Apply strategies to improve student performance and reduce failure
✓ Discover how attitudes and feedback can improve classroom success
✓ Identify ways expertise, practice and music can enhance reading and math
✓ Discuss teaching strategies that promote resilience and achievement
✓ Implement brain-based strategies to improve student test-taking skills
✓ Use new methods to help students overcome bias and stereotyping
✓ Add strategies for teaching a diverse, distracted and distressed students
✓ Discuss how brain and gender differences influence learning

WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PS-12 Teachers and Administrators
Learning Specialists, Special Educators
Psychologists, Social Workers, Counselors
Reading, Language, Math, Music Educators
Superintendents, Principals, School Heads
Coaches, Physical Ed., Athletic Directors
Occupational, Physical Therapists
College, University Professors
Assessment/Testing Professionals
Researchers, Policy Makers

STAY AT THE WESTIN MICHIGAN AVENUE – SPECIAL RATES

Pay only $199 per night, single or double (plus applicable taxes). Call The Westin Michigan Avenue Hotel (site of the
conference) at 1-888-627-8385 or 312-943-7200 and refer to “Learning & the Brain.” The discount rate will no
longer apply when the block is full, or after April 19, 2011. If the hotel block is filled, access LearningAndTheBrain.com or
call PIRIS reservations center at (781) 449-4010 ext. 101 or 102 for additional hotel choices. Located on the Magnificent Mile
across from Bloomingdale’s and the upscale shops of Water Tower Place, the hotel provide easy access to downtown Chicago
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LEARNING & the BRAIN CONFERENCE

29th International Conference For Speech-Language Pathologists and Clinicians
May 5-7, 2011 • At The Westin Michigan Avenue • Chicago, IL

THE SCIENCE OF SUCCESS: OPTIMIZING STUDENT MINDSETS AND MOTIVATION FOR ACHIEVEMENT

Explore the latest research on:

- Developing a “Winner’s Brain”
- Mindsets, Motivation and Memory
- Strategies to Focus Student Attention
- Why Students “Choke” on Challenges
- Raising Resilience and Reducing Failure
- Practice on Music/Math/Language Skills
- Teens, Climbing and Learning
- ADHD/Reading/Learning Differences
- Optimizing Fitness, Flow and Focus
- Gender Bias, Stereotyping and Learning
- Brain Plasticity, Talents and Abilities
- Reducing Math and Exam Anxiety
- Emotions, Culture and Self-Awareness
- Improving Test Performance
- Student Attitudes and Achievement
- Teaching Kids from Diversity/Poverty

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EARN PROFESSIONAL DEVELOPMENT CREDITS (See inside)

UPCOMING L&B SUMMER INSTITUTES (See inside)
“Neuroscience is revealing the secrets of the brain and how it supports achievement and success at school and play.”

—Sian L. Beilock, PhD
Human Performance Lab, The University of Chicago

THE SCIENCE OF SUCCESS:
OPTIMIZING STUDENT MINDSETS AND MOTIVATION FOR ACHIEVEMENT

AT THE WESTIN MICHIGAN AVENUE, CHICAGO, IL

MAY 5-7, 2011

Pre-Conference Workshops: May 4
Early Registration Discount Deadline: February 25, 2011
CONFERENCE PROGRAM TOPICS
WITH A Distinguished Faculty

ACHIEVING SUCCESS: MINDSETS, BELIEFS & PERFORMANCE

CHOKE: The Science Behind Academic Stress and Student Performance
Sian L. Beilock, PhD, Director, Human Performance Lab; Associate Professor of Psychology, The University of Chicago; Author, CHOKE: What the Secrets of the Brain Reveal About Getting It Right When You Have To (2010); Co-Author, “Math performance in stressful situations” (2008, Current Directions in Psychological Science)

Mindsight and the New R’s of Education: Reflection, Relationships and Resilience
Daniel J. Siegel, MD, Associate Clinical Professor of Psychiatry, UCLA School of Medicine; Faculty, Center for Culture, Brain, and Development; Co-Director, Mindful Awareness Research Center; Executive Director, Mindsight Institute; Author, Mindsights: The New Science of Personal Transformation (2010) and The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being (2007)

Mindsets, Motivation and Rebounding from Failure
Jennifer A. Mangels, PhD, Director, Cognitive Neuroscience of Memory and Attention; Associate Professor, Baruch College and City University of New York; Co-Author, “Why do beliefs about intelligence influence learning success?” (2006, Social Cognitive and Affective Neuroscience) and “Motivational effects on attention, cognition and performance” (2004, Motivation, Emotion, and Cognition)

The Winner’s Brain: How Great Minds Achieve Focus for Success
Mark J. Fenske, PhD, Director, Cognitive-Attractive Neuroscience Lab; Associate Professor, Dept. of Neuroscience & Applied Cognitive Science, University of Guelph; Co-Author, The Winner’s Brain: 8 Strategies Great Minds Use to Achieve Success (2010)

Child Development Mindsets, Motivation and Resilience: Implications for Classroom Practice
Fay E. Brown, PhD, Associate Research Scientist; Director, Child and Adolescent Development, Comer School Development Program, Yale University School of Medicine; Co-Author of “Child development is the foundation of education” (2004, Six Pathways to Healthy Development and Academic Success)

Changing Minds, Motivation and Mastery with Neuroscience Based Strategies
Judy Willis, MD, EdM, Board-Certified Neurologist, Middle School Teacher; Adjunct Lecturer, Graduate School of Education, University of California, Santa Barbara; Author, Learning to Love Math: Teaching Strategies That Change Student Attitudes and Get Results (2010)

FOCUSBING THE BRAIN: ATTENTION, MEMORY & FITNESS

Flow: The Psychology of Optimal Experience and Education
Mihaly Csikszentmihalyi, PhD, Professor of Psychology and Management; Director, Quality of Life Research Center, Drucker Graduate School of Management, Claremont Graduate University; Former Chair, Department of Psychology, The University of Chicago; Author, Flow: The Psychology of Optimal Experience (2008), Finding Flow (1998) and Creativity: Flow and the Psychology of Discovery and Invention (1997)

School Readiness, Attention Skills and Later Achievement
Amy E. Claessens, PhD, Assistant Professor, Center for Human Potential and Public Policy, The Harris School of Public Policy Studies, The University of Chicago; Co-Author, “Kindergarten skills and fifth grade achievement” (2008, Economics of Education Review) and “School readiness and later achievement” (2007, Developmental Psychology)

Fit Minds: Effects of Child Exercise on Cognitive and Brain Health
Arthur F. Kramer, PhD, Director, Lifelong Brain & Cognition Lab; Faculty, Human Perception and Performance; Director, Beckman Institute for Advanced Science and Technology, University of Illinois at Urbana-Champaign; Co-Author, “A neuroimaging investigation of the association between aerobic fitness, hippocampal volume, and memory performance in preadolescent children” (2010, Brain Research)

Teaching Students to Pay Attention
Lucy Jo Palladino, PhD, Award-Winning Psychologist; Sports Psychologist; Attention Expert; Former Clinical Faculty, University of Arizona Medical School; Author, Find Your Focus Zone: An Effective New Plan to Defeat Distraction and Overload (2007) and Dreamers, Discoverers, and Dynamos (1999, formerly titled The Edison Trait)

Memory and the Brain: Lifestyles, Fitness and Life-Long Learning
Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Harriman Chair and Professor of Neuroscience Research, University of California, Santa Barbara; Author, The Alzheimer’s Solution: How Today’s Care Is Failing Millions — and How We Can Do Better (2010)

Using Physical Experiences to Create Teen Memory Using a Learning Cycle Model
Jeb Schenck, PhD, Adjunct Professor, University of Wyoming; High School Teacher; Author, Teaching and the Adolescent Brain (2011) and Teaching to the Brain: Best Practices, Best Ideas (2008); leader and veteran of mountaineering expeditions including Mt. Everest and Mt. McKinley; and Jessica Cruickshank, EdM Candidate (2011), Program and Curriculum Director, Solid Rock Outdoor Ministries (SRM); Member of international expeditions; Researcher on the applications of neuroscience to learning

“MEETING OF THE MINDS” WINE AND CHEESE RECEPTION
THURSDAY, MAY 5 from 5:15 PM - 6:15 PM — Free & Open to All Attendees
Enjoy this opportunity to meet other attendees and some of the nation’s brightest minds.
Sponsored by THE DANA ALLIANCE FOR BRAIN INITIATIVES Advance registration required on the registration form.
MOTIVATING MINDS: ATTITUDES, GOALS & RESILIENCE

Attitudes and Achievement: Student Self-Talk and Achievement Motivation
Dolores Albarracin, PhD, Director, Social Action Lab; Professor of Psychology; Affiliate Investigator, Beckman Institute, University of Illinois at Urbana-Champaign; Co-Author, Handbook of Attitudes (2005), “Motivating goal-directed behavior through introspective self-talk” (2010, Psychological Sciences) and “Structure of attitudes: Memory, judgment, and implications for change” (2007, Frontiers of Social Psychology)

Neurobiology of Social Emotions: How Culture Shapes Focused Awareness, Motivation and Learning
Mary Helen Immordino-Yang, EdD, Assistant Professor, Rossier School of Education and Brain and Creativity Institute, University of Southern California; Author, “Neuroscientific perspectives on a motivating emotion” (2010, Contemporary Educational Psychology)

Scaffolding Success: Role of Assessment and Feedback in Motivation and Achievement
Willy Wood, MA, President, Open Mind Technologies; Former High School Teacher; Expert on brain-compatible teaching

The Power of Resilience: Helping Children Achieve Balance, Confidence and Success
Sam Goldstein, PhD, Assistant Clinical Instructor, University of Utah Medical School; Clinical Director, Neurology Learning and Behavior Center in Salt Lake City; Co-Author, The Power of Resilience: Achieving Balance, Confidence and Personal Strength in Your Life (2009)

What Every Teacher Should Know About Student Motivation
Donna Walker Tileston, EdD, Founder and President, Strategic Teaching and Learning in Dallas, TX; Author, What Every Teacher Should Know About Motivation (2010, 2nd Edition) and What Every Teacher Should Know About Diverse Learners (2010, 2nd Edition)

PROMOTING PRACTICE: BRAINS, TALENTS & EXPERTISE

The Talent Code: Getting Greatness in Students
Daniel Coyle, Journalist; Contributing Editor, Outside Magazine; Adjunct Faculty Member, Northwestern University; Author, The Talent Code: Greatness Isn’t Born. It’s Grown. Here’s How (2009) and Lance Armstrong’s War (2006)

How Making Music Shapes Our Children’s Brains: Implications for Language, Learning and Literacy
Dana Strait, PhD candidate, Auditory Neuroscience Laboratory, Northwestern University; Music Instructor; Pianist; and Nina Kraus, PhD, Professor of Neurobiology, Physiology and Otolaryngology; Director, Auditory Neuroscience Laboratory, Northwestern University; Co-Authors “Musical experience promotes subcortical efficiency in processing emotional vocal sounds” (2009, New York Academy of Sciences)

The Brain Goes to School: Facing the Promises and Challenges of Educational Neuroscience
Daniel Ansari, PhD, Associate Professor and Canada Research Chair; Department of Psychology, University of Western Ontario; Author, “The Brain Goes to School: Strengthening the Education–Neuroscience Connection” (2008, Education Canada)

The Underpinnings of Skilled Performance: The Case of Music
Elizabeth J. Meinz, PhD, Associate Professor; Dept. of Psychology, Southern Illinois University Edwardsville; and David Z. Hambrick, PhD, Associate Professor, Dept. of Psychology, Michigan State University; Co-Authors, “Deliberate practice is necessary but not sufficient to explain individual differences in piano sight-reading skill: The role of working memory capacity” (2010, Psychological Science)

Stimulating the Brain and Math Learning Through Music
Kamile Geist, MA, MT-BC, Board Certified Music Therapist; Assistant Professor of Music Therapy, School of Music, College of Fine Arts, Ohio University; Co-Author, “Do re mi, 1, 2, 3: Using music to support emergent mathematics” (2008, NAECT Young Children Magazine)

Practice and Perceptual Learning: Implications for Learning, Language and Reading
Beverly A. Wright, PhD, Director, Hugh Knowles Center for Clinical and Basic Science in Hearing and its Disorders; Professor, Audiology and Hearing Sciences, Institute for Neuroscience, Northwestern University; Co-Author, “The influence of practice on the discrimination of spectro-temporal modulation depth,” (2010, Journal of the Acoustical Society of America)

CONFERENCE BEGINS 8:30 AM, MAY 5

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PROPOSAL DEADLINE MARCH 31, 2011 • For more information and details, visit LearningAndTheBrain.com or call 781-449-4010 ext. 101.
Submit a summary of your poster session for review to info@learningandthebrain.com.
FEARING FAILURE: STEREOTYPES, ANXIETY & ABILITIES

Pink Brains, Blue Brains: Plasticity, Sex Differences and Abilities
Lise S. Eliot, PhD, Associate Professor of Neuroscience, Chicago Medical School, Rosalind Franklin University of Medicine and Science; Author, Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps and What We Can Do About It (2010); Co-Author, What’s Going on in There? How the Brain and Mind Develop in the First Five Years of Life (2000)

The Effects of Negative Stereotypes on Women’s Ability to Learn
Robert J. Rydell, PhD, Assistant Professor of Psychology, Indiana University; Co-Author, “Stereotype threat prevents perceptual learning” (2010, Proceedings of the National Academy of Sciences) and “Multiple social identities and stereotype threats: Imbalance, accessibility and working memory” (2009, Journal of Personality and Social Psychology)

Combating Math Anxiety in the Classroom
Eugene A. Geist, PhD, Associate Professor in Early Childhood, Ohio University; Author, “Anti-anxiety curriculum: Combating math anxiety in the classroom” (2010, Instructional Psychology) and Children are Born Mathematicians: Supporting Development in Young Children (2000)

Disorders of the ‘Mathematical Brain’: Developmental Dyscalculia and Mathematics Anxiety
Daniel Ansari, PhD, Associate Professor and Canada Research Chair; Department of Psychology; Faculty, Graduate Program in Neuroscience, University of Western Ontario; Co-Author, “The effect of mathematics anxiety on the processing of numerical magnitude” (2011, Quarterly Journal of Experimental Psychology)

Female Teachers’ Math Anxiety Affects Girls’ Math Achievement
Susan C. Levine, PhD, Co-Director, Center for Early Childhood Research; Professor/Chair, Dept. of Psychology, The University of Chicago; Co-Author, “Female teachers’ math anxiety impacts girls’ math achievement” (2010, Proceedings of the National Academy of Sciences)

How Situational Cues and Beliefs Influence Social Identity and Academic Outcomes
Mary C. Murphy, PhD, Assistant Professor, Department of Psychology, University of Chicago at Illinois; NSF Minority Postdoctoral Fellowship, National Science Foundation; Co-Author, “Signaling threat: How situational cues affect women in math, science, and engineering settings” (2007, Psychological Sciences)

TESTING SUCCESS: ASSESSMENTS, GRADES & PRACTICE

Mitigating the Undermining Effects of Grade Motivation: A Self-Determination Theory Perspective
Kennon M. Sheldon, PhD, Professor of Psychology, University of Missouri –Columbia; Author, Optimal Human Being: An Integrated Multi-Level Perspective (2004); Co-Author, “A versus F: The effects of implicit letter priming on cognitive performance” (2010, The British Journal of Educational Psychology) and Designing the Future of Positive Psychology (2010)

Test Success in the Brain-Compatible Classroom

When and Why Practice Tests Improve Student Learning
Katherine A. Rawson, PhD, Director, Comprehension and Memory Lab; Associate Professor of Psychology, Kent State University; Co-Author, “Why testing improves memory” (2010, Science) and “Costs and benefits of dropout schedules of test-retestyudy practice: Implications for student learning” (2010, Applied Cognitive Psychology)

See It, Say It, Do It: Creating Successful and Confident Students in Schools and on Tests

VISIT LearningAndTheBrain.Com for more information and additional speakers.

NORTHEASTERN BRAIN WAVES TOURS: HOW THE BRAIN LISTENS

WEDNESDAY, MAY 4 AT 2:00 PM AND 3:00 PM  Cost Per Person: $120 (Each tour is one hour.)
Sponsored by the AUDITORY NEUROSCIENCE LABORATORY, Northwestern University

Take this unique opportunity to see brain activity recorded in action and learn about research at Northwestern University’s Auditory Neuroscience Lab. Call 781-449-4010 ext. 101 for information and to register for a tour. One person from each tour will be selected by the Laboratory to have their brain waves recorded while doing an experiment. Limited enrollment. For more information on the Auditory Neuroscience Laboratory and brain stem recordings, go to brainvolts.northwestern.edu.
PRE-CONFERENCE WORKSHOPS - WEDNESDAY, MAY 4

FULL-DAY WORKSHOPS • 10:00 AM – 5:00 PM • Cost: $250 per person
Best Practices in Brain Compatible Classrooms: The Science of Success
This workshop will show how teachers can strive to close the “opportunity gap” with the science of success by embedding brain--friendly learning. Dr. Fogarty will discuss the science of how best teachers learn and how teachers use that knowledge to create better learning environments. Discover how to spark student learning with novelty and help prepare all the students for the challenges of the 21st Century.
Robin Fogarty, PhD, President, Robin Fogarty Company; Former Teacher at all grade levels; Author, Brain-Compatible Classrooms (2009), Close the Achievement Gap (2005), Nine Best Practices (2003), Twelve Brain Principles (2003) and From Staff Room to Classroom (2006, 2009)

Brain Research and Strategies to Increase Student Focus, Motivation, Memory and Test Success
In this workshop, you will learn about the latest neuroscience research and correlated educational interventions to promote motivation, attentive focus, growth mindsets and resilient, joyful learners. You will examine how to restore students’ natural curiosity; how the brain learns from mistakes; and how you can reduce fear of mistakes and increase the risk-taking needed to build strong, accurate, long-term memory.
Judy Willis, MD, EdM, Board-Certified Neurologist, Middle School Teacher; Adjunct Lecturer, Graduate School of Education, University of California, Santa Barbara; Author, How Your Child Learns Best (2008) and Research-Based Strategies to Ignite Student Learning (2006)

HALF-DAY WORKSHOPS • 1:00 PM – 5:00 PM • Cost: $185 per person
The Myth of Talent and What it Means for K-12 Classroom Practice
The concept of innate talent and the resulting cult of genius is a widely held belief. However, recent studies in fields of epigenetics, psychology, motivation, and sports science all point to a much more interesting conclusion: that people have much greater potential than they are typically given credit for, and that the means for developing that potential are available to us all. In this engaging session, Mr. Wood will walk you through some of the most interesting aspects of this recent shift in thinking and what it means for improving classroom practice.
Willy Wood, MA, President, Open Mind Technologies; former high school teacher; national speaker on brain-based teaching

Understanding the Brain and Learning for Beginners
The brain is capable of producing breathtaking athletic feats, sublime works of art, and profound scientific insights. You will be taken inside this astonishingly complex organ and shown how the brain processes and retains information. Learn the basics of brain anatomy, how neuroscience informs us about how students learn and remember, and how emotions affect our thoughts and actions.
Jeanette J. Norden, PhD, Neuroscientist; Director of Medical Education; Professor of Cell and Developmental Biology, Vanderbilt University School of Medicine; Professor of Neuroscience, Vanderbilt University; Winner of Outstanding Teacher of the Year Award

TWO-HOUR WORKSHOP • 1:00 PM – 3:00 PM • Cost: $95 per person
From Climbing Mt. Everest to the Classroom: Using Experiential Learning to Design Successful, Lasting Change in Teenagers and Young Adults
Explore the principles of experiential learning gained on Mt. Everest and in the extreme wilderness areas of the world that can also be used in classrooms. Experience a learning cycle model used in experiential learning and based upon leading neuroscience research and established neurolinguistic practices. Participate in a dynamic process that has created lasting changes in students and instructors alike.
Jeb Schenck, PhD, Adjunct Professor, University of Wyoming; High School Teacher; Author, Teaching and the Adolescent Brain (2011) and Teaching to the Brain: Best Practices, Best Ideas (2008); leader and veteran of mountaineering expeditions including Mt. Everest and Mt. McKinley; and Jessica Cruickshank, EdM Candidate (2011), Program and Curriculum Director; Solid Rock Outdoor Ministries (SROM); Member of international expeditions; Researcher on the applications of neuroscience to learning

POST-CONFERENCE WORKSHOPS - SATURDAY, MAY 7

HALF-DAY WORKSHOPS • 1:00 PM – 4:30 PM • Cost: $145 per person
Teaching Students of Poverty and Diversity
In this workshop, you will study the effects of culture, poverty and bias on students’ learning processes and assessments, and methods to overcome those challenges. Learn strategies that emphasize declarative and procedural knowledge, that modify for diverse students’ particular needs and which exploit the functions of memory and build resilience.
Donna Walker Tileston, EdD, Founder and President, Strategic Teaching and Learning in Dallas, TX; Author, What Every Teacher Should Know About Learning, Memory and the Brain (2003); Co-Author, Closing the Poverty and Culture Gap: Strategies to Reach Every Student (2009)

Risk and Resilience: Changing the Lives of Children with ADHD
Dr. Goldstein will provide an overview of current research on the effectiveness of treatments for ADHD, on both a symptom relief and long-term outcome basis. He will review the resilience literature focusing on variables to improve outcomes for youths with neurodevelopmental problems. Dr. Goldstein will provide suggestions for a treatment protocol for ADHD that balances symptom relief and resilience.
Sam Goldstein, PhD, Assistant Clinical Instructor, University of Utah Medical School; Clinical Director, Neurology Learning and Behavior Center in Salt Lake City; Co-Author, Practitioner’s Guide to Assessing Intelligence and Achievement (2010), Handbook of Resilience (2006) and Managing Attention and Learning Disorders in Late Adolescence and Adulthood (2010, 2nd Ed.)

The Neuropsychology of Math Disorders
Explore how children learn and acquire basic mathematical skills in the elementary years. Dr. Feifer will discuss ways in which numbers are formatted in the brain and the role of language in ordered number sets. He will also address cultural stereotypes regarding gender differences in mathematics and the relationship between anxiety and math performance. Come away with a better understand of math disabilities, learn critical assessment techniques, and be able to introduce better ways to diagnose and remediate math disorders in children.

For more details on workshops, visit LearningAndTheBrain.com/workshopsil.html
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**Payment is high and space is limited. Please register early.**

**Please register me for the Conference**

- EARLY DISCOUNT RATE (ENDS FEBRUARY 25, 2011)  $495 per person ($460 for L&B Society Members)
- General Registration  $565 per person ($530 for L&B Society Members)
- Late Registration (AFTER APRIL 22, 2011)  $580 per person ($545 for L&B Society Members)
- Group Rates (Five or more from one organization submitted together)  $450 (ENDS Feb. 25)/$5475 (AFTER Feb. 25) per person x _______ registrants

**Please register me for a Wednesday Pre-Conference Workshop on May 4. Add $25 if not attending the Feb. conference**

- Best Practices in Brain Compatible Classrooms  10:00 am – 5:00 pm  $250 per person
- Strategies to Increase Focus, Motivation, Memory and Test Success  10:00 am – 5:00 pm  $250 per person
- The Myth of Talent and What it Means for Classroom Practice  1:00 pm – 5:00 pm  $185 per person
- Understanding the Brain and Learning  1:00 pm – 5:00 pm  $185 per person
- Using Experiential Learning to Design Successful, Lasting Change in Teenagers  1:00 pm – 3:00 pm  $95 per person

**Please register me for a Saturday Post-Conference Workshop on May 7. Add $25 if not attending the Feb. conference**

- Teaching Students of Poverty and Diversity  1:00 pm – 4:30 pm  $145 per person
- Risk and Resilience: Changing the Lives of Children with ADHD  1:00 pm – 4:30 pm  $145 per person
- Neuropsychology of Math Disorders  1:00 pm – 4:30 pm  $145 per person

**Please register me for the May 5, 2011 Meeting of the Minds Reception.** (Complimentary for conference attendees)

I am interested in the Northwestern Brain Waves Tours. (Please call 781-449-4010 ext. 101 or to check availability for tours.)

**CONFERENCE EVENTS & TOURS**

**GRAND TOTAL: $__________**

**Satisfaction and Cancellations** Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax or mail. Cancellations at request are not allowed after April 22, 2011. No cancellations can be accepted after April 22, 2011. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $50 per person if you cancel after Feb. 25, 2011, or $150 per person if you cancel after April 22, 2011. Registrations without a purchase order will not be confirmed. Payments are in U.S. dollars.

**Program Changes and Responsibility** Public Information Resources, Inc. (PIRI) 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 PIRI, in its sole discretion, deem such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, 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 (or to the extent participating and/or endorses) the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the conference.

**Attendance 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, please call PIRI at (781) 449-4010 ext. 101 or 102. Early bird registration is $495 per person ($460 for L&B Society Members) through Feb. 25, 2011. General conference registration is $565 per person ($530 for L&B Society Members) through April 22, 2011. After April 22, 2011, late registration is $580 per person ($545 for L&B Society members). Groups of five or more may register at $450 per person through Feb. 25, 2011 and $475 after Feb. 25, 2011, if registering together with payment or purchase order. A $55 administrative fee will be added for on-site registration at the conference.

**Refund Program** Registrations are non-refundable. Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax or mail. Cancellations at request are not allowed after April 22, 2011. No cancellations can be accepted after April 22, 2011. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $50 per person if you cancel after Feb. 25, 2011, or $150 per person if you cancel after April 22, 2011. Registrations without a purchase order will not be confirmed. Payments are in U.S. dollars. If you do not receive a confirmation within three weeks after sending full payment or purchase order, please call PIRI at (781) 449-4010 ext. 101 or 102. Early bird registration is $495 per person ($460 for L&B Society Members) through Feb. 25, 2011. General conference registration is $565 per person ($530 for L&B Society Members) through April 22, 2011. After April 22, 2011, late registration is $580 per person ($545 for L&B Society members). Groups of five or more may register at $450 per person through Feb. 25, 2011 and $475 after Feb. 25, 2011, if registering together with payment or purchase order. A $55 administrative fee will be added for on-site registration at the conference.

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