

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 \$199 through October 28/\$229 after October 28/Groups of 5 or more save \$25 per person

The Link to How We Think	\$ _____
<input type="radio"/> 12/2	
Mindsets Matter in Math	\$ _____
<input type="radio"/> 12/5	
Mindsets + Skill Sets = Results!	\$ _____
<input type="radio"/> 12/6	
Reading and Struggling Readers	\$ _____
<input type="radio"/> 12/9	

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 ends October 28, 2016 and is \$199 for individuals. General registration is \$229 for individuals after October 28, 2016 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 reading, learning, mindsets, math and/or executive functions
- Insight into the ways disorders hinder the brain's ability to learn
- Ways to improve your teaching or clinical practice through brain science
- 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 for more information on the availability of professional development credit, or call 781-449-4010 x104.

Visit LearningAndTheBrain.com for more information on course registered to offer ASHA CEUs.



LOCATION FOR ONE-DAY SEMINARS

New Rochelle, NY

Iona College

715 North Avenue

New Rochelle, NY 10801

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

Please check LearningAndtheBrain.com for directions.

INSERVICE TRAINING

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

Visit LearningAndTheBrain.com/inservice for more information.



LEARNING & the BRAIN® ONE-DAY PD SEMINARS

Selected dates in December in New Rochelle, NY



PROFESSIONAL DEVELOPMENT WORKSHOPS FOR EDUCATORS AND CLINICIANS

One-Day Seminars are offered on the topics of:

THE LINK TO HOW WE THINK

MINDSETS MATTER IN MATH

MINDSETS + SKILL SETS = RESULTS!

READING AND STRUGGLING READERS

Professional development credit is available for:

Teachers

Administrators

School Psychologists

Speech-Language Pathologists

And more....

Presented by:

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Send a team from your school to meet inservice training requirements.

EARLY DISCOUNT AND GROUP RATES ARE AVAILABLE.

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ONE-DAY PD SEMINARS

PRESENTED BY

LEARNING & *the* BRAIN[®]

IN NEW ROCHELLE, NY

SELECTED DATES IN DECEMBER

Register by October 28 and Save!



**EARN
PROFESSIONAL
DEVELOPMENT
CREDIT**

THE LINK TO HOW WE THINK: Engaging Students in Deeper Thinking and Learning

December 2, 2016 • 8:15 AM - 2:30 PM • New Rochelle, NY

Is this going to be on the test? Why do we have to know this? Is this for a grade? Can you tell me what I need to do to get this right? These questions haunt each and every teacher that is on the receiving end of such inquiry by their students. However, when we create an environment that fosters and nurtures engagement, questions like these evaporate from our schools and classrooms while our students engage in their learning. How can we create this type of environment? Over the past fifteen years, the science of learning has provided many insights into how we learn and think. These promising principles provide a starting point for educators to apply the science of learning to the instructional decisions they make in their classroom. This workshop unpacks the most recent and relevant findings from the science of learning and shows you how to put them into action! Practicing what we preach, participants will take part in an out-of-your-seat experience that models the promising principles from the science of learning for deep thinking and understanding.



LEARNING OBJECTIVES

Participants will be able to:

- Describe findings from the science of learning that are relevant to teaching and learning
- Identify key principles from the science of learning that support instructional decisions
- Understand the relationship between surface and deep level learning
- Explore instructional practices that promote rigor in all content areas
- Explain the role of formative evaluation and feedback on teaching and learning
- Apply the SOLO Taxonomy to the development and progression of student thinking

WHO SHOULD ATTEND

This seminar is applicable for PreK-12 teachers, instructional coaches, and instructional leaders on the school and district level.



WORKSHOP LEADER

John Almarode, PhD, is the Sarah Miller Luck Endowed Professor of 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).

MINDSETS MATTER IN MATH:

How Beliefs and Belonging Affect Math Learning

December 5, 2016 • 8:15 AM - 2:30 PM • New Rochelle, NY

I'm just not a math person! How many times have you heard this statement as an excuse for students' low performance in math? But it conveys more than just an excuse...it also belies an underlying mindset about the nature of one's math abilities. And as research has shown, how students think about themselves as learners...their mindsets...have important implications for their motivation, learning, engagement and performance. In this session, you will learn about a variety of mindsets that shape students' identities as learners. These include their beliefs about the nature of math intelligence and whether they feel like valued members of the mathematics community of learners. You will also learn how your own mindsets can impact your teaching practices. Finally, you will learn specific teaching strategies that convey a growth, rather than a fixed, mindset and that create room for many more students to feel like valued members of your classroom.



LEARNING OBJECTIVES

Participants will be able to:

- Explain what a growth mindset is and what it is not
- Describe how a growth mindset impacts student motivation, engagement, learning, and performance in math
- Recognize the importance of belonging mindsets for students' math outcomes
- Understand how their own mindsets impact their teaching practices
- Implement pedagogical practices and classroom discourse that creates a growth mindset learning culture
- Discover techniques that foster feelings of belonging in your mathematics classroom

WHO SHOULD ATTEND

This seminar is applicable for K-12 mathematics teachers and instructional leaders at the school and district level.



WORKSHOP LEADER

Catherine Good, PhD, is Associate Professor of Psychology at Baruch College and The Graduate Center of the City University of New York. She has a master's degree in mathematics and an Ad Hoc Interdisciplinary PhD in mathematics education and social psychology. Dr. Good's research focuses on the social psychological factors that impact students' academic achievement, learning, and motivation in STEM fields.

MINDSETS + SKILL SETS = RESULTS!:

Practical Strategies for Building Self-Regulation, Self-Reflection and Executive Function Skills

December 6, 2016 • 8:15 AM - 2:30 PM • New Rochelle, NY

Teaching students to develop growth mindsets is only half of the equation for academic and social-emotional growth. Students must also know how to engage their metacognitive, self-regulatory skill sets if they are going to succeed. In this highly interactive, “Live It to Learn It” seminar, you will learn current theories about self-regulation, metacognition and executive function along with many practical strategies that promote these skills by developing student mindsets and skill sets. If we want students to be excited about and prepared for life in and beyond school, we must teach in ways that put them in charge of their own learning brains. We do this through Intentional and Transparent teaching, that is, teaching *with* our students, not *at* them. While these skills are important for all learners, they are essential for our most at-risk learners. This seminar merges the art and science of teaching in ways that are meaningful, accessible and appealing for both you and your students.



LEARNING OBJECTIVES

Participants will be able to:

- Incorporate the tenets of educational cognitive and neuroscience into your classroom instruction in meaningful and engaging ways
- Weave growth mindset thinking and strategies into your daily school environment and classroom instruction
- See how effort, discipline and deliberate practice contribute more to school success than IQ or innate ability
- Show students how to “Think Smart”, think deeply, and self assess regularly—essentially, to live metacognitive lives
- Implement strategies that foster good work habits and build self regulation and metacognitive skill sets
- Teach six foundations for creating a culturally, emotionally and academically safe classroom

WHO SHOULD ATTEND

This seminar is applicable for K-12 teachers, special education teachers and support staff, educators of gifted learners and instructional leaders at the school and district-level.



WORKSHOP LEADER

Kathleen M. Kryza, MA, is an experienced teacher and a consultant/coach who has presented in numerous school districts, nationally and internationally, for over 24 years. She has taught general education, special education, and gifted and talented students. Ms. Kryza is the co-author of several books including, most recently, *Transformative Teaching: Changing Classrooms Culturally, Emotionally, and Academically* (2015).

READING AND STRUGGLING READERS

The Role of Executive Functions

December 9, 2016 • 8:15 AM - 2:30 PM • New Rochelle, NY

Why are my students struggling with reading even though they are receiving appropriate interventions? Often, executive function difficulties are the source of reading issues with students who continue to struggle despite the best efforts of teachers and specialists. In this session, you will learn about executive functions and how they are involved in learning and classroom production. You will also learn how executive functions are involved in learning to read and how they are used to integrate reading skills so that the act of reading can occur in an efficient and productive manner. Interventions for helping students improve their use of executive functions inside the classroom will be discussed. You will acquire techniques that can be used with struggling readers to help those students overcome executive function difficulties and improve reading proficiency. The role of motivation in learning to read will be addressed as well as the interplay between motivation and executive functions. You will leave with techniques for increasing students' motivation for full engagement in intervention efforts.



LEARNING OBJECTIVES

Participants will be able to:

- Describe how executive functions are involved in classroom production
- Explain the role of executive functions in the act of reading
- Understand how executive function difficulties can impact the act of reading
- Show how motivation impacts intervention efforts
- Apply assessment techniques to determine the extent to which executive function difficulties are impacting reading proficiency
- Implement instructional techniques that address reading problems related to executive function difficulties

WHO SHOULD ATTEND

This seminar is applicable for teachers, special educators, psychologists, social workers, speech-language pathologists, literacy specialists, and school and district level administrators.



WORKSHOP LEADER

George McCloskey, PhD, is a Professor and Director of School Psychology Research in the Psychology Department of the [Philadelphia College of Osteopathic Medicine](#) and holds Diplomate status with the American Academy of Pediatric Neuropsychology.

Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* (2008) and *Essentials of Executive Functions Assessment* (2012) and his most recent writing on interventions for executive function and executive skills difficulties appears in the book *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners* (2014).