

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 October 26/\$249 after October 26/Groups of 5 or more save \$25 per person

Mathematics and the Brain

\$ _____

11/29

Fostering a Growth Mindset in Readers

\$ _____

11/30

Growing Up Mindful

\$ _____

12/6

Teaching the Teenage Brain

\$ _____

12/7

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 October 26, 2018 and is \$219 for individuals. General registration is \$249 for individuals after October 26, 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 reading, math, mindfulness, and teen instruction
- Insight into the ways disorders hinder the brain's abilities in reading 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. *PIRI is a NYSED approved CTLE Sponsor.* 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 courses registered to offer ASHA CEUs.



LOCATION FOR ONE-DAY SEMINARS

WHITE PLAINS, NY

Crowne Plaza White Plains-Downtown
66 Hale Avenue
White Plains, NY 10601

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

Please check 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 for more information.



LEARNING & the BRAIN® ONE-DAY PD SEMINARS

Selected dates in November and December 2018 in White Plains, NY



PROFESSIONAL DEVELOPMENT WORKSHOPS FOR EDUCATORS AND CLINICIANS

One-Day Seminars are offered on the topics of:

MATHEMATICS AND THE BRAIN

FOSTERING A GROWTH MINDSET IN READERS

GROWING UP MINDFUL

TEACHING THE TEENAGE BRAIN

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

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

EARLY DISCOUNT AND GROUP RATES ARE AVAILABLE.

Visit LearningAndTheBrain.com or call (781) 449-4010 ext. 101 or 102 for more information.



ONE-DAY PD SEMINARS

PRESENTED BY

LEARNING & *the* BRAIN[®]

IN WHITE PLAINS, NY

SELECTED DATES IN NOVEMBER AND DECEMBER

Register by October 26 and Save!



**EARN
PROFESSIONAL
DEVELOPMENT
CREDIT**

MATHEMATICS AND THE BRAIN: A Neurodevelopmental Approach to Number Sense

November 29, 2018 • 8:15 AM - 2:30 PM • White Plains, NY

You will explore, from a neurocognitive perspective, how young children acquire basic mathematical skills in the elementary school years. Dr. Feifer will explain the specific brain pathways that assist in children being able to recall basic math facts and the order of numbers into sets, calculate multiple-step equations, and tackle word problems. You will also examine the relationship between anxiety and mathematical performance, as well as two critical constructs often overlooked when evaluating students with math difficulty: working memory and executive functions. Dr. Feifer will discuss the three primary ways in which numbers are formatted in the brain and the central role of language to expand upon conceptually ordered number sets. You will come away with a better understanding of math disabilities in children along with some critical assessment techniques for these disabilities and more efficient ways to diagnose and remediate math disorders in children.



LEARNING OBJECTIVES

Participants will be able to:

- Introduce a neurocognitive educational model of math by identifying three basic subtypes of math disabilities in children, and developing targeted intervention strategies for each subtype
- Explore the role of various neurocognitive processes including language, working memory, visual-spatial functioning, and executive functioning, with respect to math problem-solving ability and quantitative reasoning
- Discuss international trends in mathematics and reasons why the United States lags behind most industrialized nations in math and science
- Identify the relationship between anxiety and mathematical performance
- Diagnose and remediate math disorders in children

WHO SHOULD ATTEND

This seminar will be applicable for special education teachers, elementary education teachers, school psychologists, K-6 math instructors, private psychologists, administrators, and parents.



WORKSHOP LEADER

Steven G. Feifer, DEd, NCSP, ABSNP, has more than 20 years of experience as a school psychologist, and is a diplomate in school neuropsychology. He was voted the Maryland School Psychologist of the Year in 2008 and named the National School Psychologist of the Year in 2009. Dr. Feifer has authored seven books on the neuropsychology of learning and emotional disorders in children, as well as two tests, the FAR and the FAM, both published by PAR. He currently assesses children at the Monocacy Neurodevelopmental Center in Frederick, MD.

FOSTERING A GROWTH MINDSET IN READERS: Motivating Successful Reading in Your Students

November 30, 2018 • 8:15 AM - 2:30 PM • White Plains, NY

How do educators create successful readers? Developing an active and engaging reading workshop is one way to support your students and help them become independent and successful readers. Through modeling and coaching, student readers learn how to use strategies and deepen their thinking and literacy skills. However, many students rely too heavily on teacher modeling, allowing them to become narrowly focused on reading levels and assignments, and enter our classrooms with a fixed mindset about their reading ability. In this seminar, you will learn how to use intentional teaching strategies to help students shift toward a growth mindset, which will allow your students to appreciate the value of struggle, effort, and feedback in helping them grow. This seminar, based on the research of mindset, will be very practical and filled with teaching moves, classroom video examples, and tools that participants can go back and use right away in their reading classrooms.



LEARNING OBJECTIVES

Participants will be able to:

- Apply specific strategies for developing independent and successful readers in different types of classroom settings
- Discover four teacher moves that support a growth mindset and help students take charge of their reading
- Develop an understanding of common pitfalls and how to avoid them when it comes to reading independence and growth
- Learn tips for how to use mini-lessons, conferences, and small group lessons to foster growth mindsets and a willingness to struggle
- How to coach, model, mentor, and provide feedback in ways that guide students to a new way of reading
- Create a plan for how to implement strategies for improving reading in classrooms and schools

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

Gravity Goldberg, EdD, is an educational consultant who specializes in student-centered literacy practices, building independence, and instructional decision-making. Her work ranges from demonstrating lessons and leading workshops to developing curriculum and customizing professional development programs. Dr. Goldberg was

a former staff developer at the [Teachers College](#) Reading and Writing Project and an assistant professor of education at [Iona College](#) where she was awarded the Excellence in Teaching honor. She is author of *Mindsets and Moves: Strategies That Help Readers Take Charge* (2015) and co-author of the series *What Do I Teach Readers Tomorrow?* (2017) and *Conferring With Readers: Supporting Each Student's Growth and Independence* (2007).

GROWING UP MINDFUL:

Bringing Mindfulness to the Classroom

December 6, 2018 • 8:15 AM - 2:30 PM • White Plains, NY

Introducing mindfulness into the lives of our children and teenagers is perhaps the greatest gift we can offer. Mindfulness builds emotional intelligence, boosts happiness, increases curiosity and engagement, reduces anxiety and depression, soothes the pain of trauma, and helps kids (and adults) focus, learn, and make better choices. Join Dr. Christopher Willard in this one-day seminar on bringing mindfulness to children and teens in the classroom, clinic, and beyond. Dr. Willard will share proven practices and show how to integrate these practices into your classroom and schools. You will examine the research behind mindfulness, including the latest from advances in the neurobiology of learning and emotions. You will learn how to harness the benefits of present-focused awareness for students, including at-risk youth and those with special needs. Discover ways to incorporate mindfulness into a broad range of activities, such as movement, music, games, writing, art, and more, for attention spans from 30 seconds to 30 minutes.



LEARNING OBJECTIVES

Participants will be able to:

- Discover ways to explain mindfulness to children and get them to buy into mindfulness practice and its benefits
- Understand the neuroscience of mindfulness and the effects of mind-body interventions on the stress response
- Practice simple, short, effective mindfulness practices to use in the classroom, practice, and with various children's activities
- Explore new ways to engage kids and increase their attention
- Engage present-focused awareness to increase balance, calm, and resilience
- Examine ways to integrate mindfulness systemically into your school, classroom, or clinic

WHO SHOULD ATTEND

This seminar is geared toward all levels of educators and clinicians who are interested in mindfulness including K-12 educators, special educators, school psychologists, and occupational and physical therapists.



WORKSHOP LEADER

Christopher Willard, PsyD, is a psychologist, a teacher at **Harvard Medical School**, and an educational consultant specializing in mindfulness. He has been practicing meditation for 20 years, and leads workshops nationally and internationally. Dr. Willard currently serves on the board of directors at the Institute for Meditation

and Psychotherapy, and is the president of the Mindfulness in Education Network. He has presented at TEDx conferences and his thoughts have appeared in the *New York Times*, *The Washington Post*, mindful.org, and elsewhere. He is the author of *Raising Resilience* (2017), *Growing Up Mindful* (2016), and *Child's Mind* (2010).

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

December 7, 2018 • 8:15 AM - 2:30 PM • White Plains, NY

Why are teenagers so hard to understand? This lively and interactive seminar explores current brain research to explain cognitive and emotional developments in middle and high school students. Through the field of neuroscience, you will explore neural networks and myelination to better understand teenage thinking and feeling. In the field of psychology, you will consider the importance of working memory, self-control, attention, and motivation — and their key differences in teenagers. These scientific explorations will inform your teaching practice and offer practical classroom strategies. The workshop will also consider research into sleep, the unique sleep needs and schedules of adolescents, and their implications for current school schedules. Finally, you will investigate the surprising and often contradictory research into technology and video games that keep adolescents busy and (dis-)connected. You will leave with a deeper understanding of adolescent brains and minds, and better ways to 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 trajectory of teenage cognitive development, especially working memory, long-term memory, 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 President of Translate

the Brain—an educational consultancy. He is also the author of *Learning Begins: The Science of Working Memory and Attention for the Classroom Teacher* (2017) and editor of the LEARNING & the BRAIN® blog.