

# LEARNING & *the* BRAIN® 2019 SUMMER INSTITUTES

L&B Summer Institutes extend the L&B conferences, and provide personalized training and practical applications. These workshops are limited in size for a more in-depth experience so register soon. **For more information**, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com).



## THE POWER OF MINDSETS: PROMOTING POSITIVE SCHOOL CLIMATES AND MOTIVATION IN STUDENTS

JUNE 24-28 OR JULY 8-12

On the campus of **Boston University, Boston, MA**

**Workshop Leader: Robert B. Brooks, PhD**, Psychologist; Faculty, (part-time), Department of Psychiatry, [Harvard Medical School](http://HarvardMedicalSchool.com)



## THE NEUROSCIENCE OF READING: USING RESEARCH TO UNDERSTAND READING ACQUISITION AND DISORDERS

JULY 8-11

On the campus of **Massachusetts Institute of Technology, Cambridge, MA**

**Workshop Leader: John D. E. Gabrieli, PhD**, Professor of Brain and Cognitive Sciences, [Massachusetts Institute of Technology](http://MassachusettsInstituteofTechnology.com); and **Joanna A. Christodoulou, EdD**, Research Affiliate, [Massachusetts Institute of Technology](http://MassachusettsInstituteofTechnology.com)



## NEUROSCIENCE AND THE LEARNING BRAIN: DEVELOPING THE PRE-FRONTAL CORTEX FOR ACADEMIC AND SOCIAL-EMOTIONAL SUCCESS

JULY 8-12

On the campus of **UCSB, Santa Barbara, CA**

**Workshop Leaders: Kathleen M. Kryza, MA**, Master Teacher, International Educational Consultant/Coach; and **Jack A. Naglieri, PhD**, Research Professor, [University of Virginia](http://UniversityofVirginia.com); Senior Research Scientist, Devereux Center for Resilient Children



## NEUROSCIENCE AND CLASSROOM ENGAGEMENT: STRATEGIES FOR MAXIMIZING STUDENTS' ATTENTION, FOCUS, AND POTENTIAL

JULY 8-12

On the campus of **UCSB, Santa Barbara, CA**

**Workshop Leader: Judy A. Willis, MD, MEd**, Board-Certified Neurologist and Former Teacher



## MAKING MINDFULNESS STICK: USING MEDITATION AND MINDFULNESS IN YOUR SCHOOLS AND CLASSROOMS

JULY 15-19

On the campus of **Boston University, Boston, MA**

**Workshop Leader: Christopher T. Willard, PsyD**, Teaching Associate, [Harvard Medical School](http://HarvardMedicalSchool.com)



## NEUROSCIENCE AND EXECUTIVE SKILLS: STRATEGIES FOR EXECUTIVE FUNCTIONS, MEMORY, AND CLASSROOM LEARNING

JULY 15-19

On the campus of **UCSB, Santa Barbara, CA**

**Workshop Leader: Judy A. Willis, MD, MEd**, Board-Certified Neurologist and Former Teacher



## A TEACHER'S GUIDE TO THE LEARNING BRAIN: TRANSLATING PSYCHOLOGY AND NEUROSCIENCE RESEARCH FOR THE CLASSROOM

JULY 22-26

On the campus of **Boston University, Boston, MA**

**Workshop Leaders: Andrew Watson, MEd**, Founder and President, Translate the Brain; Former Teacher; and **Scott MacClintic, BS**, Director of the Henry R. Kravis '63 Center for Excellence in Teaching Science, Loomis Chaffee School



## **SCHOOLING SOCIAL MINDS:** PROMOTING SOCIAL SKILLS, LEARNING, AND FRIENDSHIPS IN A DISCONNECTED AGE

May 3-5, 2019, in New York, NY at the Sheraton NY Times Square Hotel

Co-sponsors include: Neuroscience and Education Program, Teachers College, [Columbia University](#) and the Dana Alliance for Brain Initiatives

### **IMPROVING SOCIAL SKILLS & LEARNING IN A SOCIAL MEDIA AGE**

Children and teens today are spending more time texting, playing video games, and using social media than ever before. A 2018 Pew Research Center study reported that 95% of teens have access to a smartphone, with 45% of teens saying they are online almost constantly. Psychologists are finding that smartphone use is correlated to higher levels of anxiety, depression, and loss of social skills in children and teens. However, researchers in the cognitive and social sciences have found that social skills and competencies are linked to better behavior and higher academic performance and income levels, and that the brain is wired for learning through physical social interactions and collaborations. Join us in New York this May and explore how our brains are wired for relationships and social connections and how the loss of social skills may be affecting achievement. Learn how you can help all students, including those with autism, navigate the social world and “fit in” today’s socially disconnected world. Discover strategies to help children and teens develop social skills and friendships and increase their academic achievement through social learning, positive social interactions, and healthy relationships.

### **FEATURED SPEAKERS:**

**Temple Grandin, PhD**, Autism Rights Advocate; Professor, College of Agricultural Sciences, [Colorado State University](#); Member, American Academy of Arts and Sciences; Author, *Calling All Minds: How to Think and Create Like an Inventor* (2018) and *Thinking in Pictures: My Life With Autism* (Expanded Edition, 2006); Co-Author, *Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism* (2017) and *The Autistic Brain: Helping Different Kinds of Minds Succeed* (2014)

**Adam Alter, PhD**, Associate Professor of Psychology and Marketing, Stern School of Business, [New York University](#); Author, *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked* (2018) and *Drunk Tank Pink: And Other Unexpected Forces That Shape How We Think, Feel, and Behave* (2014)

**Michelle Garcia Winner, MA, CCC-SLP**, Founder and CEO, Social Thinking; Author, *Social Media, the Social Mind, and Social Thinking* (2013, [socialthinking.com](#)) and *Think Social* (2006); Co-Author, *Good Intentions Are Not Good Enough* (2016), *Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens and Young Adults* (2011), and “Measuring the Effectiveness of Teaching Social Thinking to Children With Asperger Syndrome (AS) and High Functioning Autism (HFA)” (2008, *Journal of Autism and Developmental Disorders*)

**Ty Tashiro, PhD**, Author and Consultant; Former Award-Winning Professor, [University of Maryland](#) and [University of Colorado](#); Author, *Awkward: The Science of Why We’re Socially Awkward and Why That’s Awesome* (2018) and *The Science of Happily Ever After: What Really Matters in the Quest for Enduring Love* (2014)

**Laurie R. Santos, PhD**, Director, Comparative Cognition Laboratory; Director, Canine and Primate Laboratory (aka CapLab), which explores the evolutionary origins of the human mind by comparing the cognitive abilities of humans and non-human animals, including primates and canines; Director of Psychology; Professor of Psychology and Cognitive Science, [Yale University](#); Head of [Silliman College](#); Her course titled “Psychology and the Good Life” became the most popular course in Yale’s history; Co-Author, “Developmental Shifts in Social Cognition: Socio-Emotional Biases Across the Life Span in Rhesus Monkeys” (2018, *Behavioral Ecology*) and “Young Children Are More Generous When Others Are Aware of Their Actions” (2013, *PLoS ONE*)

Register online at [LearningAndTheBrain.com](#) by December 14, 2018 and save, or call 781-449-4010 ext. 101 or 102.

# CULTIVATING COMPASSIONATE CHILDREN

The importance of empathy in the classroom and student development has become more recognized in recent years. However, researchers at Indiana University have found that empathy in American students has been in decline over the past few decades, with the biggest declines corresponding to the rise in social media, narcissism, bullying, and social isolation. Fortunately, researchers in the cognitive and social sciences are finding ways to reduce conflict, bullying, and bad behavior, as well as ways to train positive emotions (such as empathy, compassion, self-compassion, kindness, gratitude, cooperation, hope, and altruism) in children. **Join us in San Francisco this February to explore the "Science of Human Goodness" and how empathy, compassion, and kindness are hardwired in the brain and are essential for human survival. Learn how to cultivate empathy and compassion in your students; discover how to reduce bullying and suspensions; and examine new ways to strengthen compassion, cooperation, and achievement in children and teens.**

## LEARNING OBJECTIVES

### You will gain knowledge about:

- ✓ The science of human goodness and bad behaviors
- ✓ Promoting altruism, fairness, empathy, and compassion
- ✓ Ways schools can cultivate compassion and gratitude in kids
- ✓ Class management and encouraging empathetic, positive discipline
- ✓ How to teach kindness, self-compassion, and mindfulness in schools
- ✓ The benefits of promoting cooperation and social-emotional learning
- ✓ How to battle bullying and use technology to train prosocial behavior
- ✓ The biological and evolutionary roots of altruists and psychopaths
- ✓ Improving school behavior and climate with restorative practices
- ✓ Raising kind, confident, and compassionate students and teens
- ✓ Effects of executive skills and digital technology on reading
- ✓ Enhancing empathy through stories and design thinking



## CO-SPONSORS

Graduate School of Education, **Stanford University**  
Center for Compassion and Altruism Research and Education, **Stanford University**  
Greater Good Science Center, **University of California, Berkeley**  
Neuroscape, **University of California, San Francisco**  
Laboratory for Educational NeuroScience (brainLENS),  
**University of California, San Francisco**  
Dana Alliance for Brain Initiatives, **The Dana Foundation**  
Neuroscience Research Institute, **University of California, Santa Barbara**  
Mind, Brain and Education Program, **Harvard Graduate School of Education**  
**LEARNING & the BRAIN® Foundation**  
National Association of Secondary School Principals (**NASSP**)

## WHO SHOULD ATTEND

Educators, Parents  
Curriculum, Staff Developers  
Speech-Language Pathologists  
Learning Specialists, Special Educators  
Early Childhood Educators, Professionals  
Superintendents, Principals, Assistant Principals  
PreK-12 Teachers, Administrators, School Heads  
Literacy, Reading, Math, SEL, Technology Teachers  
Restorative Practice, Conflict Resolution Educators  
School Safety, Bullying Prevention Professionals  
College, University Professors, Teen Counselors

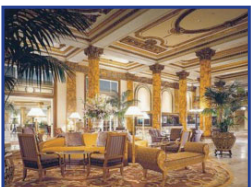
## EARN PROFESSIONAL DEVELOPMENT CREDIT

**Professional Credit:** Earn 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals, social workers, and others. Visit our website at **LearningAndTheBrain.com** for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 781-449-4010 ext. 101.

**Speech-Language Pathologist Credits:** Please visit **LearningAndTheBrain.com** for more information on courses registered to offer ASHA CEUs.



## STAY AT THE HISTORIC FAIRMONT HOTEL – SPECIAL RATES



Save on hotel costs by booking a room at a discounted conference rate. LEARNING & the BRAIN® has negotiated discounted rates at the Fairmont Hotel, the site of the conference, and several nearby hotels. **Please access LearningAndTheBrain.com for information on hotel reservations and room availability. Refer to "Learning & the Brain" when making reservations.** Please call PIRI's information line at (781) 449-4010 ext. 101 or 102 for additional hotel questions. LEARNING & the BRAIN® conference hotels are conveniently located atop Nob Hill and in the Union Square area close to cable car routes, shopping, and the sights of San Francisco.



# LEARNING & the BRAIN® CONFERENCE

Winter 2019 International Conference for Pre-K through University Educators, Parents, and Clinicians  
**February 15-17, 2019** • At The Historic Fairmont Hotel, Nob Hill • **San Francisco, CA**

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

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

## EDUCATING WITH EMPATHY: CULTIVATING KINDNESS, COMPASSION, COOPERATION, AND GOOD BEHAVIOR

Explore the latest research on:

**The Science of Human Goodness**

**Using Positive, Mindful Discipline**

**Encouraging Empathy and Kindness**

**Cooperation and Fairness in Children**

**Cultivating Compassion in Classrooms**

**The Decline of Empathy in Students**

**Reducing Bullying and Trolling**

**Promoting Good Behaviors**

**Providing Positive School Discipline**

**The Reading Brain in the Digital Age**

**The Good News About Bad Behavior**

**Using Technology to Teach Compassion**

**Using Executive Skills, Stories, and Design**

**Mindfulness and Restorative Practice**

**Applying Social-Emotional Learning**

**Training Self-Compassion in Teens**

For more, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com)

### FEATURED SPEAKER:



**Dacher Keltner, PhD**

Co-Director, Greater Good Science  
Center, [University of California,  
Berkeley](http://Universityofcalifornia,berkeley); Author, *The Power Paradox*  
(2017) and *Born to Be Good* (2009);  
Co-Editor, *The Compassionate Instinct:  
The Science of Human Goodness* (2010)

**EARN PROFESSIONAL DEVELOPMENT CREDIT**

**UPCOMING L&B SPRING CONFERENCE AND SUMMER INSTITUTES**

See inside or visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com) for information on conferences, seminars, summer institutes, and on-site PD.



*“Research suggests that compassion, empathy, and benevolence are an evolved part of human nature, rooted in our brain and biology, and ready to be cultivated for the greater good.”*

Dacher Keltner, PhD  
Greater Good Science Center,  
University of California, Berkeley



## **EDUCATING WITH EMPATHY:** CULTIVATING KINDNESS, COMPASSION, COOPERATION, AND GOOD BEHAVIOR

AT THE HISTORIC FAIRMONT HOTEL,  
ATOP NOB HILL, SAN FRANCISCO, CA

**FEBRUARY 15-17, 2019**

Pre-Conference Workshops: February 15

**Early Discount Deadline: November 30, 2018**



WINTER LEARNING & *the* BRAIN<sup>®</sup> CONFERENCE

# CONFERENCE PROGRAM TOPICS

## WITH A DISTINGUISHED FACULTY

### 1) THE SCIENCE OF HUMAN GOOD & EVIL: FROM ALTRUISM TO AGGRESSION

#### The Science of Human Goodness: Cultivating Compassion and Hope

**Dacher Keltner, PhD**, Co-Director, Greater Good Science Center; Principal Investigator, Berkeley Social Interaction Laboratory, **University of California, Berkeley**; Author, *The Power Paradox* (2017), "The Magic of Hope" (2017, *The Journal of Educational Research*), and *Born to Be Good: The Science of a Meaningful Life* (2009); Co-Editor, *The Compassionate Instinct: The Science of Human Goodness* (2010)

#### How to Raise (Human) Goodness

**Michele Borba, EdD**, Psychologist; Author, *End Peer Cruelty, Build Empathy* (2018), *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World* (2016), and *Building Moral Intelligence: The Seven Essential Virtues That Teach Kids to Do the Right Thing* (2002)

#### Rational Compassion and the Origins of Good and Evil

**Paul Bloom, PhD**, Brooks and Suzanne Ragen Professor of Psychology and Cognitive Science, **Yale University**; Author, *Against Empathy: The Case for Rational Compassion* (2016), *Just Babies: The Origins of Good and Evil* (2013), and *How Pleasure Works* (2010)

#### The Fear Factor: The Neuroscience of Empathy, Altruism, and Psychopaths

**Abigail A. Marsh, PhD**, Director, Social and Affective Neuroscience Lab, **Georgetown University**; Author, "The Neuroscience of Empathy" (2018, *Behavioral Sciences*) and *The Fear Factor: How One Emotion Connects Altruists, Psychopaths, and Everyone In-Between* (2017)

#### The Goodness Paradox: The Strange Relationship Between Virtue and Violence

**Richard W. Wrangham, PhD**, Ruth B. Moore Professor and Chair of Biological Anthropology, Department of Evolutionary Biology, **Harvard University**; Author, *The Goodness Paradox: The Strange Relationship Between Virtue and Violence in Human Evolution* (Forthcoming, 2019); Co-Author, *Chimpanzees and Human Evolution* (2017) and, with Jane Goodall, *In the Shadow of Man* (2010)

#### What Children Reveal About the Origins of Altruism and Fairness

**Felix Warneken, PhD**, Director, Social Minds Laboratory, **University of Michigan**; Author, "How Children Solve the Two Challenges of Cooperation" (2018, *Annual Review of Psychology*); Co-Author, "The Developmental Foundations of Human Fairness" (2017, *Nature Human Behaviour*) and "Insights Into the Biological Foundation of Human Altruistic Sentiments" (2016, *Current Opinion in Psychology*)

### 2) THE SCIENCE OF EMPATHY: TEACHING GRATITUDE & GOOD BEHAVIOR

#### A New View on Empathy

**Jamil Zaki, PhD**, Director, Social Neuroscience Lab; Assistant Professor, Department of Psychology, **Stanford University**; Author, *The War for Kindness: Building Empathy in a Fractured World* (Forthcoming, 2019); Co-Author, "Motivated Empathy" (2018, *Current Opinion in Psychology*)

#### Are Teens and College Students Becoming Less Empathetic?

**Sara H. Konrath, PhD**, Principal Investigator, Interdisciplinary Program for Empathy and Altruism Research, **Indiana University**; Co-Author, "Changes in Dispositional Empathy in American College Students Over Time" (2010, *Personality and Social Psychology Review*)

#### The Roots of Empathy and Prosocial Behavior: Lessons From the Lab

**Inbal Ben-Ami Bartal, PhD**, Miller Research Fellow, **University of California, Berkeley**; Co-Author, "Empathy as a Driver of Prosocial Behaviour" (2016, *The Royal Society*) and "The Roots of Empathy" (2016, *Neuroscience and Biobehavioral Reviews*)

#### Second Nature: Using Neuroscience to Help Kids Develop Empathy and Self-Control

**Erin Clabough, PhD**, Neurobiologist; Assistant Professor of Biology, **Hampden-Sydney College**; Author, *Second Nature: How Parents Can Use Neuroscience to Help Kids Develop Empathy, Creativity, and Self-Control* (Forthcoming, 2019)

#### Gratitude Works! The Science and Power of Gratitude

**Robert A. Emmons, PhD**, Professor of Psychology, **University of California, Davis**; Author, *The Little Book of Gratitude* (2016), *Gratitude Works!* (2013), and *Thanks!: How the New Science of Gratitude Can Make You Happier* (2007); Co-Author, *The Psychology of Gratitude* (2004)

#### The Cultivation of Altruism via Gratitude

**Christina M. Karns, PhD**, Research Associate, Brain Development Lab; Director, Emotions and Neuroplasticity Project, **University of Oregon**; Co-Author, "The Cultivation of Pure Altruism via Gratitude" (2017, *Frontiers in Human Neuroscience*)

### UCSF "NEUROSCAPE" TOUR: THE BRAIN IN ACTION

THURSDAY, FEBRUARY 14 – 3:00 or 4:00 PM (COST PER PERSON: \$149)

Sponsored by **Neuroscape**, **University of California, San Francisco**

Take this special opportunity to tour the Neuroscape Lab at UCSF run by Adam Gazzaley, MD, PhD. You will experience this cutting-edge translational neuroscience center, where you will view an MRI in action; visit innovative cognitive neuroscience lab space and see different ways to record brain activity (via EEG); demo different forms of non-invasive brain stimulation (TMS, TES) that rely on MRI data for targeting; and see how video games from tablet-based to virtual reality are being used for research purposes. The tour will take place on site at the UCSF campus in San Francisco, CA. The Neuroscape building is accessible from the Fairmont San Francisco via public transit. Directions will be provided. **Space is limited. For conference registrants only.**





CONFERENCE BEGINS 1:15 PM, FEBRUARY 15



### 3) THE SCIENCE OF COMPASSION: CULTIVATING KINDNESS IN CHILDREN

#### The Science and Power of Compassion

**Kelly M. McGonigal, PhD**, Psychology Lecturer, [Stanford University](#); Co-Creator of the “Compassion Cultivation Training (CCT)” Course at the Center for Compassion and Altruism Research and Education, [Stanford University School of Medicine](#); Author, *The Science of Compassion: A Modern Approach for Cultivating Empathy, Love, and Connection* (2016), *The Upside of Stress* (2016), and *The Neuroscience of Change* (2012)

#### How Compassion Meditation Transforms the Brain and Altruistic Behavior in Young Adults

**Helen Y. Weng, PhD**, Assistant Professor of Psychiatry; Affiliate Faculty Member, Neuroscape Research Labs, [University of California, San Francisco](#); Co-Author, “The Impact of Compassion Training on the Brain and Prosocial Behavior” (2017, *Handbook of Compassion Science*)

#### How to Raise and Educate Kind Kids

**Thomas E. Lickona, PhD**, Director, Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs (Respect and Responsibility); Professor of Education Emeritus, [State University of New York at Cortland](#); Author, *How to Raise Kind Kids: And Get Respect, Gratitude, and a Happier Family in the Bargain* (2018), *Raising Good Children* (2012), and *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (2009)

#### Making Friends With Yourself: A Mindful Self-Compassion Program for Teens

**Karen Bluth, PhD**, Assistant Professor, School of Medicine, [University of North Carolina at Chapel Hill](#); Author, *The Self-Compassion Workbook for Teens: Mindfulness and Compassion Skills to Overcome Self-Criticism and Embrace Who You Are* (2017)

#### Promoting Prosocial Behaviors: Teaching a Mindfulness-Based Kindness Curriculum

**Lisa Flook, PhD**, Senior Researcher, Learning Policy Institute; Co-Author, “Promoting Prosocial Behavior and Self-Regulatory Skills in Preschool Children Through a Mindfulness-Based Kindness Curriculum” (2014, *Developmental Psychology*)

#### Designing Compassionate Classrooms

**Ellen Feig Gray, MA, CIPP, CPPC**, Certified Positive Psychology Practitioner and Researcher; Developmental Psychologist; Founder, Parent with Perspective; Co-Author, *Hacking School Culture: Designing Compassionate Classrooms* (2018)

#### No More Mean Girls: The Secret to Raising Strong, Confident, and Compassionate Girls

**Katie F. Hurley, LCSW**, Child and Adolescent Psychotherapist; Parenting Expert; Founder of “Girls Can!”, an empowerment group for girls between ages 5-11; Author, *No More Mean Girls: The Secret to Raising Strong, Confident, and Compassionate Girls* (2018)

### 4) THE SCIENCE OF TEENS: TRAINING EMPATHY & REDUCING TROLLING

#### Better Schools for Teen Brains: Executive Function, Empathy, and Social-Emotional Learning

**John J. Medina, PhD**, Developmental Molecular Biologist; Affiliate Professor of Bioengineering, [University of Washington School of Medicine](#); Author, *Attack of the Teenage Brain! Understanding and Supporting the Weird and Wonderful Adolescent Learner* (2018)

#### Cultivating Compassion, Empathy, and Socialization in an Unbalanced Digital World

**Ana R. Homayoun, MA, PPS**, Founder and Director, Green Ivy Educational Consulting; Author, *Social Media Wellness: Helping Tweens and Teens Thrive in an Unbalanced Digital World* (2017) and *The Myth of the Perfect Girl* (2013)

#### Shame Nation: Helping Teens Choose Kindness and Compassion in an Age of Trolling

**Sue Scheff**, Founder, Parents' Universal Resource Experts, Inc.; Author, *Wit's End: Advice and Resources for Saving Your Out-of-Control Teen* (2008); Co-Author, *Shame Nation: Choosing Kindness and Compassion in an Age of Cruelty and Trolling* (2018)

#### Video Games for Empathy Training in Adolescents

**Kurt D. Squire, PhD**, Faculty, Connected Learning Lab; Professor, Department of Informatics, [University of California, Irvine](#); Co-Author, “Neural Correlates of Video Game Empathy Training in Adolescents: A Randomized Trial” (2018, *Science of Learning*)

#### Beyond BFFs: Using Digital Technology to Increase Empathy and Prosocial Behavior

**Sara H. Konrath, PhD**, Principal Investigator, Interdisciplinary Program for Empathy and Altruism Research, [Indiana University](#); Co-Author, “Digital Life and Youth Wellbeing, Social Connectedness, Empathy, and Narcissism” (2017, *Pediatrics*) and “Can Text Messages Increase Empathy and Prosocial Behavior?” (2015, *PLoS ONE*)



## CONFERENCE SCHEDULE:

Pre-Conference Workshops  
Conference Day 1  
Conference Day 2  
Conference Day 3

Friday, February 15 8:30 AM – 12:30 PM  
Friday, February 15 1:15 PM – 6:00 PM  
Saturday, February 16 8:15 AM – 5:15 PM  
Sunday, February 17 8:15 AM – 3:30 PM

## 5) THE SCIENCE OF BAD BEHAVIOR: PROMOTING POSITIVE DISCIPLINE

### Encouraging Empathic Discipline in Schools

**Jason A. Okonofua, PhD**, Assistant Professor, [University of California, Berkeley](#); Co-Author, “Brief Intervention to Encourage Empathic Discipline Cuts Suspension Rates in Half Among Adolescents” (2016, *Proceedings of the National Academy of Sciences*)

### Positive Discipline: Tools for Classroom Management for Connections, Cooperation, and Conflicts

**Jane Nelsen, EdD, LMFT**, Psychologist; Family and Child Counselor; Co-Author, *Positive Discipline Tools for Teachers: Effective Classroom Management for Social, Emotional, and Academic Success* (2017) and *Positive Discipline in the Classroom* (2013, 4<sup>th</sup> Edition)

### The Power of Mindfulness in Parenting, Discipline, and Education

**Shauna L. Shapiro, PhD**, Clinical Psychologist; Professor of Counseling and Psychology, [Santa Clara University](#); Co-Author, *Mindful Discipline: A Loving Approach to Setting Limits and Raising an Emotionally Intelligent Child* (2014) and *The Art and Science of Mindfulness* (2009)

### The Good News About Bad Behavior

**Katherine Reynolds Lewis, BS**, Journalist; Researcher; Author, *The Good News About Bad Behavior: Why Kids Are Less Disciplined Than Ever and What to Do About It* (2018) and “What If Everything You Knew About Disciplining Kids Was Wrong?” (2015, *Mother Jones*)

### Restorative Practices for Positive Classroom Management

**Douglas B. Fisher, PhD**, Chair, Department of Educational Leadership, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; and **Dominique B. Smith, EdD, MSW**, Vice Principal, Health Sciences High and Middle College; Co-Authors, *Building Equity* (2017) and *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management* (2015)

### Victims of Peer Bullying and Aggression in Schools: Academic and Social Consequences

**Gary W. Ladd, EdD**, Cowden Distinguished Professor, T. Denny Sanford School of Social and Family Dynamics, [Arizona State University](#); and **Becky Kochenderfer-Ladd, PhD**, Professor, T. Denny Sanford School of Social and Family Dynamics, [Arizona State University](#); Co-Authors, “Peer Victimization Trajectories From Kindergarten Through High School: Differential Pathways for Children’s School Engagement and Achievement?” (2017, *Educational Psychology*) and *Children’s Peer Relationships and Social Competence* (2005)

## 6) THE SCIENCE OF STORIES: ENGAGING EMPATHY, READING, & DESIGN

### The Reading Brain in a Digital World: Effects on Empathy, Reflection, and Critical Thinking

**Maryanne Wolf, PhD**, Director, Center for Dyslexia, Diverse Learners, and Social Justice; Visiting Professor, Graduate School of Education and Information Studies, [University of California, Los Angeles](#); Affiliate Faculty, Dyslexia Center, [University of California, San Francisco School of Medicine](#); Author, *Reader Come Home: The Reading Brain in a Digital World* (2018) and *Proust and the Squid* (2007)

### Early Education and the Brain: Executive Function and Interventions in Reading

**Bruce D. McCandliss, PhD**, Professor, [Stanford Graduate School of Education](#); Professor, Department of Psychology, [Stanford University](#); Co-Principal Investigator, “Contributions of Executive Function Subdomains to Math and Reading Cognition in the Classroom” Project

### The Neural Correlates of Empathy and the Narrative Brain

**Jonas T. Kaplan, PhD**, Assistant Professor of Research, [University of Southern California](#); Co-Author, “Decoding the Neural Representation of Story Meanings Across Languages” (2017, *Human Brain Mapping*) and “Neural Correlates of Gratitude” (2015, *Frontiers in Psychology*)

### Turbocharging the Brain: Influence of Shared Reading Practices and Animated Content

**John S. Hutton, MD**, Assistant Professor, Reading and Literacy Discovery Center; Assistant Professor, Cincinnati Children’s Hospital Medical Center; Co-Author, “Shared Reading Quality and Brain Activation During Story Listening in Preschool-Age Children” (2017, *Pediatrics*)

### Promoting a School Culture of Empathy: The Role of Socio-Emotional Health and UDL

**Nicole Ofiesh, PhD**, Director, Schwab Learning Center; Director, UDL Innovation Studio, [Stanford University](#); Senior Research Scientist, CAST; Co-Author, *Teaching for the Lifespan: Successfully Transitioning Students With Learning Differences to Adulthood* (2015)

### Empathy Is King: How Empathy Paves the Way for Innovation and Sustainable Change

**Alyssa Gallagher, MA**, Director of Global Leadership Development Practice, Wiseman Group; and **Kami Thordarson, MA**, Director of Innovation and Digital Learning, Campbell Union School District; Co-Authors, *Design Thinking for School Leaders* (2018)

For more information, visit [LearningAndTheBrain.com](#). Also follow us on  Twitter and  Facebook.

## PROVIDE ON-SITE PROFESSIONAL DEVELOPMENT

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

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



# PRE-CONFERENCE WORKSHOPS

---

FRIDAY, FEBRUARY 15 8:30 AM – 12:30 PM

(Cost per person: \$199. By advance registration only. Select one of six. Add \$30 fee if you are not attending the conference.)

## 1) Visible Learning for Literacy

Educators have been in search of “what works” for decades. We think it’s time we focused on what works, what doesn’t work, and what can’t hurt. So we’ve turned to *Visible Learning* (Hattie, 2009) for help. As Dr. John Hattie noted, students must develop surface-level learning if they are ever going to go deep. We know that deep learning can facilitate transfer, which has been a goal shared by educators for as long as there have been teachers. The workshop presenter will focus on specific approaches that work at the surface level of learning and literacy, and how those approaches are different from strategies that work at the deep and transfer levels. Importantly, he will clarify which approaches work at each phase of learning. **Douglas B. Fisher, PhD**, Chair, Department of Educational Leadership, [San Diego State University](#); Co-Author, *Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning* (2016)

## 2) Using the Science of a Meaningful Life to Foster Kind, Compassionate Classrooms

Helping children and adults cultivate empathy, compassion, and gratitude develops their ability to form positive relationships and care for those outside their “circle of concern,” but also helps to foster kinder, more compassionate, and equitable schools. This workshop’s presenters will explore the science of prosocial development and how it can be integrated into school settings. Ultimately, you will leave with several research-based strategies for enhancing your own well-being, your staff relationships, and overall school climate.

**Vicki Zakrzewski, PhD**, Education Director, Greater Good Science Center, [University of California, Berkeley](#); **Amy L. Eva, PhD**, Associate Education Director; Education Content Specialist, Greater Good Science Center, [University of California, Berkeley](#); Co-Author, “The Mindful Teacher: Translating Research Into Daily Well-Being” (2016, *The Clearing House*)

## 3) How to Raise Empathetic, Courageous Kids in a Plugged-In, Trophy-Driven World

Today’s parents and educators are dealing with technology and digitally driven challenges that no previous generation has faced. What really matters in raising successful, happy, compassionate, and socially responsible children in a hyper-competitive, plugged-in world? Dr. Borba will discuss the latest research to identify nine crucial habits and one invaluable life skill — empathy. In this workshop, you will learn proven strategies to give your child the Empathy Advantage and cultivate their social and moral competence. You’ll also learn common sense ways to nurture the core habits of self-control, courage, collaboration, perspective-taking, and leadership — the very qualities that colleges and employers say they are seeking. **Michele Borba, EdD**, Psychologist; Author, *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World* (2016)

## 4) Understanding Adolescence, Teaching Adolescents

This workshop will explore current research into teenagers’ cognitive and emotional growth. Informed by psychology and neuroscience, you will explore the unique features of adolescence, as well as its continuities with childhood and adult development. You will learn about specific classroom strategies that foster healthy prosocial growth and explore teaching practices that promote engaged and substantive learning and attention. **Andrew Watson, MEd, MA**, Founder/President, Translate the Brain; Author, *Learning Deepens: The Science of Motivation for the Classroom Teacher* (Upcoming, 2019) and *Learning Begins: The Science of Working Memory and Attention for the Classroom Teacher* (2017)

## 5) The Power of Fairness: Fostering Prosocial, Emotionally Competent Student Mindsets

This workshop will introduce the concept of fairness as a powerful foundational force serving as a well-spring of skills, strategies, self-perceptions, and behaviors harnessed and utilized in all aspects of our lives. Being fair is what prompts us towards prosocial behavior. The workshop leaders will provide an overview of the research and science of fairness, resilience, and prosocial behavior as a means of assessing these qualities in their students, and practical hands-on strategies that can be implemented immediately in the classroom and school community. **Paula Prentis, LMSW**, Co-Founder, Your Self Series; Co-Author, *Reach Before You Teach: Ignite Passion and Purpose in Your Classroom* (2013); and **Sam Goldstein, PhD**, Adjunct Assistant Professor, [University of Utah School of Medicine](#); Co-Authors, *The Fairness Factor* (Forthcoming)

## 6) Using the Neuroscience of Learning Difficulties and Social-Emotional Learning:

### Rethinking 504 Accommodations (For Teachers and Special Educators)

Come and learn about the neuroimaging research from the UCSF Dyslexia Center and the UCSF Memory and Aging Clinic that is exploring the neuroscience of learning in the realm of social-emotional skills for students with learning difficulties. Discover how this information may be translated into the classroom and help educators increase their understanding about the power of 504 accommodations and Universal Design for Learning in providing opportunities for all individuals to reach their potential. **Fumiko Hoeft, MD, PhD**, Director, Laboratory for Educational Neuroscience ([brainLENS.org](#)), [University of California, San Francisco](#); Professor and Director, Brain Imaging Research Center, [University of Connecticut](#); **Nicole Ofiesh, PhD**, Director, Schwab Learning Center (SLC) and UDL Innovation Studio, [Stanford University](#); and **Nancy Redding, MEd**, Past President of the Northern CA Branch of the International Dyslexia Association (IDA)

---

## SPECIAL EVENTS

### “MEETING OF THE MINDS” RECEPTION

FRIDAY, FEBRUARY 15 from 6:00 PM - 7:00 PM — Free and 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.

## PRESENT A POSTER SESSION AT THE FEBRUARY CONFERENCE

Proposal deadline January 18, 2019

For more information and details, visit [LearningAndTheBrain.com](#) or call 781-449-4010 ext. 104.

Submit a summary of your poster session for review to [info@learningandthebrain.com](mailto:info@learningandthebrain.com).

# FEBRUARY CONFERENCE REGISTRATION FORM

## OR REGISTER ONLINE AT [LEARNINGANDTHEBRAIN.COM](http://LEARNINGANDTHEBRAIN.COM)

**Five ways to register:** **Phone:** (781) 449-4010 ext.101 or 102  
**Fax:** (781) 449-4024  
**Web:** [LearningAndTheBrain.com](http://LearningAndTheBrain.com)

**Email:** [registration@LearningAndTheBrain.com](mailto:registration@LearningAndTheBrain.com)  
**Postal mail:** **PIRI** • 35 Highland Circle, 1st Fl.  
Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name	Position
Organization	
Address	
City	State/Province
ZIP/Postal Code	Country
Email	Phone

### Please Register Me for the Conference:

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

- |   |  |
|---|--|
| <b>Early Registration</b> (THROUGH NOV. 30, 2018)                   | \$569 per person (\$499 per person for groups of 5+) |
| <b>General Registration</b> (THROUGH FEB. 1, 2019)                  | \$619 per person (\$549 per person for groups of 5+) |
| <b>Late Registration</b> (AFTER FEB. 1, 2019)                       | \$639 per person (\$569 per person for groups of 5+) |
| <b>Dual Conf. Registration</b> (Circle conference: Nov. and/or May) | \$499 per person, per conference                     |

### Please Register Me for a Friday, Feb. 15 Pre-Conference Workshop Add \$30 if not attending the Feb. conference

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

Please check one of six:

- |   |                    |                  |
|---|--------------------|------------------|
| <input type="radio"/> <b>Visible Learning for Literacy</b>  | 8:30 am – 12:30 pm | \$199 per person |
| <input type="radio"/> <b>Using the Science of a Meaningful Life to Foster Kind, Compassionate Classrooms</b>    | 8:30 am – 12:30 pm | \$199 per person |
| <input type="radio"/> <b>How to Raise Empathetic, Courageous Kids in a Plugged-In, Trophy-Driven World</b>      | 8:30 am – 12:30 pm | \$199 per person |
| <input type="radio"/> <b>Understanding Adolescence, Teaching Adolescents</b>                                    | 8:30 am – 12:30 pm | \$199 per person |
| <input type="radio"/> <b>The Power of Fairness: Fostering Prosocial, Emotionally Competent Student Mindsets</b> | 8:30 am – 12:30 pm | \$199 per person |
| <input type="radio"/> <b>Using the Neuroscience of Learning Difficulties and Social-Emotional Learning</b>      | 8:30 am – 12:30 pm | \$199 per person |

### Please Sign Me Up for Professional Development Credit

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

- Send certificate via e-mail (Free).  Please send certificate via USPS (Add \$5 for shipping & handling).  
To learn how to sign up for graduate credit, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com).

### Conference Events & Tours

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

- Please register me for the February 15 *Meeting of the Minds* Reception.** (Free)  
 **Register me for a UCSF Neuroscape Tour.** (Please call 781-449-4010 ext. 101 to check availability of tours.) (Add \$149)

All prices are in U.S. dollars.

**GRAND TOTAL:** \$ \_\_\_\_\_

- Please email me the monthly L&B Newsletter** (Free)  
 **Please email me information about upcoming L&B events** (Free)  
 **Please check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.** The Fairmont San Francisco is ADA compliant.

### 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 prior to conference. **Registrations without payment or purchase order will not be confirmed.**

**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 three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.** Early conference registration is \$569 (\$499 per person for groups of 5 or more) through Nov. 30, 2018. General conference registration is \$619 per person (\$549 per person for groups of 5 or more when registering together) through Feb. 1, 2019. After Feb. 1, 2019, late registration is \$639 per person (\$569 per person for groups of 5 or more when registering together).

**SUBSTITUTIONS AND CANCELLATIONS** Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than Feb. 1, 2019. No cancellations can be accepted after Feb. 1, 2019. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person if you cancel by Nov. 30, 2018, or \$150 per person if you cancel after Nov. 30, 2018, through Feb. 1, 2019. 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.

**CONFERENCE PROGRAM CHANGES** 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 any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference 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, or research or other information provided at the conference.