



LEARNING & *the* BRAIN[®]
2019 SUMMER INSTITUTES

**SELECTED WEEKS IN JUNE AND JULY
IN THE BOSTON AND SANTA BARBARA AREAS**



LEARNING & *the* BRAIN®

SUMMER INSTITUTES 2019

TABLE OF CONTENTS:

- | | | | |
|---|--|----|--|
| 1 | About L&B Summer Institutes | 6 | Making Mindfulness Stick |
| 2 | The Power of Mindsets | 7 | The Emotional, Social Brain |
| 3 | The Neuroscience of Reading | 8 | Neuroscience and Executive Skills |
| 4 | Neuroscience and the Learning Brain | 9 | A Teacher's Guide to the Learning Brain |
| 5 | Neuroscience and Classroom Engagement | 10 | Registration Form |

ABOUT LEARNING & *the* BRAIN® SUMMER INSTITUTES

LEARNING & *the* BRAIN® summer institutes are designed to provide educators and clinicians with both an understanding of some of the latest research on how to improve student learning, and practical knowledge to bring back to their schools. In order to facilitate learning, the summer institutes are limited in size to 40 participants. Each institute is designed to be interactive with group projects.

WHAT TO EXPECT FROM THE INSTITUTES

- Knowledge about some of the latest findings in the science of the learning
- Group discussions and projects for a more in-depth experience
- Research-based strategies to improve instruction and intervention
- Handouts and readings to help you better understand your students
- New ideas to immediately take back to your school or classroom
- Limited enrollment for more personalized interaction with faculty

ACCOMMODATIONS

Accommodations are provided for all of the institutes. Please check LearningAndTheBrain.com for details on the individual institute's facilities and arrival and departure times.

MEALS

Selected meals will be provided at all of the institutes. Please check the individual schedule for each institute at LearningAndTheBrain.com for details on which meals are provided.

EARN PROFESSIONAL DEVELOPMENT CREDIT

Earn up to 20 hours toward professional development credit for attending an institute. Credit is available for educators, psychologists, social workers, and speech-language pathologists. Access LearningAndTheBrain.com for more information on the availability of professional development credit, or call 781-449-4010 x104.

Please visit www.LearningAndTheBrain.com for schedules and more information.

“One of the most illuminating, mind-opening experiences for me as a teacher. I have been thinking the entire time of how I can re-set my own mindset in the classroom.”

—**Frances Spaltro, Teacher**, University of Chicago Lab School, Chicago, IL

THE POWER OF MINDSETS:

Promoting Positive School Climates and Motivation in Students

JUNE 24-28, 2019 OR JULY 8-12, 2019 • BOSTON, MA

This institute will examine the concepts of student engagement, motivation, and resilience through the lens of “mindsets.” An understanding of the relationship among these concepts will allow you to design and implement strategies that help to create a positive school climate. The mindsets of effective learners and effective educators will be identified. Techniques for lessening burnout will be described. Lectures and case examples will be used to facilitate discussion of the various concepts and to arrive at realistic, practical interventions for reinforcing a “motivating environment” in the school setting. This institute is designed to be highly interactive and is limited to 40 people.



LEARNING OBJECTIVES

At this institute, you will:

- Reinforce student engagement, intrinsic motivation, and a positive school climate
- Nurture the ability of students to cope with stress and become more resilient
- Strengthen empathy and empathic communication skills
- Empower students to develop an increasing sense of ownership for their own education
- Minimize and change the “negative scripts” that exist in the school environment
- Reinforce student caring and lessen bullying
- Become “stress hardy” and lessen feelings of disillusionment and burnout

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, school psychologists, school clinicians, counselors, and education and psychology professors.

INSTITUTE LOCATION, HOUSING, AND MEALS

Room and selected meals are included. Participants are housed on the campus of Boston University in Boston, MA. The housing provided is an individual room in shared apartments located near the institute sessions.

WORKSHOP LEADER



Robert Brooks, PhD, is a psychologist on the faculty of **Harvard Medical School** (part-time) and former Director of the Department of Psychology at McLean Hospital, a private psychiatric facility. His first position at McLean was as principal of the school in the locked door unit of the child and adolescent program. He has lectured nationally and internationally and written extensively about the themes of school climate, motivation, family relationships, education, resilience, and achieving balance in our personal and professional lives.

Dr. Brooks is the author or co-author of 17 books including *Handbook of Resilience in Children* (2013), *Raising a Self-Disciplined Child* (2009), *Understanding and Managing Children's Classroom Behavior* (2007), and *The Power of Resilience* (2004).

THE NEUROSCIENCE OF READING: Using Research to Understand Reading Acquisition and Disorders

JULY 8-11, 2019 • CAMBRIDGE, MA

This institute will review what is currently known about the brain basis of reading ability and disability. Neuroimaging has revealed how plasticity in the child's brain supports learning to read, and how differences in brain structure and function are associated with reading disabilities, such as dyslexia. You will examine how neuroscience knowledge may be translated into educational policies and practices in relation to topics such as diagnosis, prognosis, early identification of children at risk for dyslexia, and identification of children who will or will not benefit from a specific kind of intervention. You will also observe real, live neuroimaging measures including functional magnetic resonance imaging (fMRI). This institute is designed to be an intense, hands-on workshop with group projects, and therefore is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Become proficient in understanding the brain basis of typical reading acquisition and reading disorders, such as dyslexia
- Delve deeper into recent advances in understanding the psychological basis of reading difficulties
- Examine ways neuroscience advances can help to predict reading outcomes
- Explore how neuroscience research can measure response to interventions
- Recognize how reading acquisition and disorders differ across languages
- Evaluate the relevance of neuroscience research for students and teachers, and how to be a critical consumer of neuroscience regarding the reading brain

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, reading specialists, administrators, school psychologists, school clinicians, and education and college professors.

INSTITUTE LOCATION, HOUSING, AND MEALS

Room and selected meals are included. Participants are housed in a hotel, the Boston Marriott Cambridge, where they will get their own room. The Boston Marriott Cambridge is located adjacent to the MIT campus, the site for this institute.

WORKSHOP LEADERS



John D.E. Gabrieli, PhD, is a neuroscientist at the [Massachusetts Institute of Technology](#) where he is a faculty member of both the McGovern Institute for Brain Research and the Department of Brain and Cognitive Sciences, and Director of the Martinos Imaging Center. He is also a Member of the Faculty of Education at the [Harvard Graduate School of Education](#).

Joanna A. Christodoulou, EdD, is an Associate Professor at the [MGH Institute of Health Professions](#) and an Adjunct Lecturer at the [Harvard Graduate School of Education](#).

NEUROSCIENCE AND THE LEARNING BRAIN: Developing the Pre-Frontal Cortex for “Smart” Thinking and Academic Success

JULY 8-12, 2019 • SANTA BARBARA, CA

In this institute, you will learn about the four neurocognitive abilities that are critical to students’ academic, cognitive, and social-emotional success and how to match those abilities to specific instructional methods. You will develop the skills you need to merge current knowledge on the neuroscience of learning with the realities of classroom instruction. You will leave with readily implementable strategies



to teach students to effectively self-regulate their own academic and social-emotional lives. Students will become more mindful and develop metacognitive skills to “Think Smart” by taking charge of their own learning and knowing how to use their pre-frontal cortex to plan and pay attention. This institute is designed to be an interactive, hands-on session with group participation throughout the course and is limited to 40 participants.

LEARNING OBJECTIVES

At this institute, you will:

- Use advances in neuroscience to re-define intelligence in the 21st century and what it means to be “smart”
- Teach students how to “Think Smart” and use their pre-frontal cortex to plan and pay attention
- Employ effective ways to teach strategies that maximize student success and responsibility for learning
- Understand the relationship between cognition and academic/social-emotional competence
- Use knowledge of students’ cognitive strengths and challenges to guide and provide interventions
- Create a safe learning environment that engages all learners: culturally, emotionally, and academically

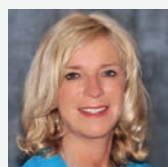
WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, special education teachers, speech-language pathologists, school psychologists, and education and psychology professors.

INSTITUTE LOCATION, HOUSING, AND MEALS

Room and selected meals are included. Participants are housed on the campus of the University of California, Santa Barbara. The housing provided is an individual room in shared apartments in the Sierra Madre dormitory complex next to the institute location.

WORKSHOP LEADERS



Kathleen M. Kryza, MA, is a master teacher and a consultant/coach who has worked with educators in numerous school districts, nationally and internationally, for over 30 years. Ms. Kryza is the co-author of several books including *Transformative Teaching: Changing Classrooms Culturally, Emotionally, and Academically* (2015).

Jack A. Naglieri, PhD, is a Research Professor at the Curry School of Education at the **University of Virginia**, Senior Research Scientist at the Devereux Center for Resilient Children, and Emeritus Professor of Psychology at **George Mason University**. Dr. Naglieri is the author of tests such as the Naglieri Non-Verbal Ability Test (NNAT) and the Cognitive Assessment System (CAS2) and also of many books including *Helping Children Learn* (2010).

NEUROSCIENCE AND CLASSROOM ENGAGEMENT: Strategies for Maximizing Students' Attention, Focus, and Potential

JULY 8-12, 2019 • SANTA BARBARA, CA

This institute will focus on the applications of neuroscience research to teaching and learning, and examine ways to maximize and maintain student attention, focus, and cognition. Brain imaging studies and cognitive neuroscience are providing a clearer picture of how individuals respond to sensory stimuli and perform cognitive tasks. This has allowed for a better understanding of the brain's neural systems, and how they relate to focus, learning, and creative problem solving. Through lectures and facilitated discussion, you will explore neuro-logical approaches for understanding and meeting the academic, social, and emotional needs of students. This institute is hands-on and is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Examine ways to maximize and maintain student attention and focus
- Teach students at all grade levels about their brains to empower their learning
- Decrease the fear of mistakes to increase student and class participation
- Employ brain-friendly strategies to advance student achievement and problem solving
- Use advances in neuroscience research to ignite student motivation and engagement
- Apply the benefits of the video game model, such as reaching individual challenge levels and self-recognition of incremental progress, to increase student motivation, effort, and perseverance

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, school psychologists, school clinicians, and education and college professors.

INSTITUTE LOCATION, HOUSING, AND MEALS

Room and selected meals are included. Participants are housed on the campus of the University of California, Santa Barbara. The housing provided is an individual room in shared apartments in the Sierra Madre dormitory complex next to the institute location.

WORKSHOP LEADER



Judy A. Willis, MD, MEd, is a neurologist and credentialed teacher. She has combined her training in neuroscience and neuroimaging with her teacher education training and years of classroom experience to help educators bridge the gap between brain research and the classroom.

Dr. Willis has authored 6 books including *Research-Based Strategies to Ignite Student Learning* (2006) and *Learning to Love Math* (2010). She is also a staff blogger at Edutopia, ASCD, and *Psychology Today* and gives presentations and workshops around the world.

MAKING MINDFULNESS STICK:

Using Meditation and Mindfulness in Your Schools and Classrooms

JULY 15-19, 2019 • BOSTON, MA

This institute will explore proven practices that can be used for educators and clinicians looking for creative ways to share mindfulness with children and teens. You should be prepared for a week of learning and practicing mindfulness through awareness, movement, games, play, and activities. Learning differences, cultural differences, developmental differences, not to mention different settings all impact how children learn. In this institute, you will explore ways to adapt mindfulness to your student in the moment, rather than taking a one-size-fits all approach. You will create an outline for your own curriculum, adapted for your school or setting. To ensure that our work remains hands-on and personal, the workshop is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Discover practical ways to integrate mindfulness into the school day
- Understand the basic physiology and neuroscience of mindfulness
- Learn multiple methods of adapting mindfulness to a range of ages and backgrounds and for specific mental health and learning issues
- Create your own customized mindfulness scripts
- Bring mindfulness into academics, athletics, and various grades and clinical settings
- Develop best practices to build a schoolwide mindfulness program while managing student and staff resistance

WHO SHOULD ATTEND

This seminar will be applicable for all PreK-12 teachers, special educators, social workers, school psychologists, learning and support specialists, counselors, speech-language pathologists, administrators, occupational therapists, and academic support staff.

INSTITUTE LOCATION, HOUSING, AND MEALS

Room and selected meals are included. Participants are housed on the campus of Boston University in Boston, MA. The housing provided is an individual room in shared apartments located near the institute sessions.

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, leads workshops nationally and internationally, 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).

THE EMOTIONAL, SOCIAL BRAIN: Developmental Neuroscience and the New Science of Education

JULY 15-19, 2019 • SANTA BARBARA, CA

In recent years, huge strides have been made in the science of how the brain develops, how that development enables thinking, and the fundamental roles of social relationships, emotions, culture, and cognitive opportunities. This institute will deep-dive into the new fields of Social-Emotional Learning (SEL) and Social, Emotional, and Academic Development (SEAD), including the neuroscientific and psychological evidence underlying it, the best practices, and implications for school design and policies. Through a developmental lens, you will examine growing abilities and needs of children, adolescents, and young adults and effective ways for teachers and parents to support their healthy social, emotional, and academic growth by building social relationships that are embedded within rich intellectual contexts. To ensure that our work remains hands-on and personal, the workshop is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Understand the brain basis for integrated social, emotional, and academic development and what the science and best schools reveal about how people actually learn
- Learn about major networks of the brain, and the integrated nature of emotion and cognitive brain changes associated with adolescence, and examine fMRI data, videos, and examples from children and adolescents
- Recognize how adversity, bullying, and loneliness impact brain development and mental health
- Learn how social experience and culture shape brain development, thinking, and learning across the lifespan
- Discuss the effectiveness of various teaching practices, curricula, and policies, and what it means to support the whole child—body, brain, and mind—in school.

WHO SHOULD ATTEND

This seminar will be applicable for all teachers, special educators, school administrators, school psychologists, speech and language therapists, learning specialists, counselors, and academic support staff.

INSTITUTE LOCATION, HOUSING, AND MEALS

Room and selected meals are included. Participants are housed on the campus of the University of California, Santa Barbara. The housing provided is an individual room in shared apartments in the Sierra Madre dormitory complex next to the institute location.



WORKSHOP LEADER

Mary Helen Immordino-Yang, EdD, is a Professor of Education, Psychology, and Neuroscience at the Brain and Creativity Institute, [University of Southern California](#). Her internationally acclaimed research examines the neural and psychological bases of social emotion, self-awareness, and culture and their implications for learning, development, and schools. She is Past President of IMBES (International Mind, Brain, and Education Society) and the author of *Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience* (2015).

NEUROSCIENCE AND EXECUTIVE SKILLS: Strategies for Executive Functions, Memory, and Classroom Learning

JULY 15-19, 2019 • SANTA BARBARA, CA

This institute will focus on neuroscience research and theory, and how they correlate to potential classroom applications in areas of executive function and memory consolidation. Topics covered will include the dopamine-reward circuit, formative assessments, feedback, metacognition, promoting transferable knowledge and creativity, and improving student-constructed learning with inquiry and project-based learning. The increasing promise for stimulating neural networks to develop executive functions from early childhood through adulthood will be discussed along with implications for education. This institute is hands-on and is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Evaluate the executive functions from the perspectives of neuroscience
- Stimulate the developing neural networks of executive functions in learners of all ages
- Use patterning strategies to increase new information linking into memory
- Employ mental manipulation for memory storage, retention, and retrieval
- Guide students to use and build skills of metacognition and long-term memory formation
- Promote multisensory learning experiences that benefit all brains and learners
- Connect neuroscience research to planning student-constructed and project-based learning that develops understanding and long-term, transferable concept memory

WHO SHOULD ATTEND

This seminar will be applicable for PreK-12 teachers, administrators, school psychologists, school clinicians, and education and college professors.

INSTITUTE LOCATION, HOUSING, AND MEALS

Room and selected meals are included. Participants are housed on the campus of the University of California, Santa Barbara. The housing provided is an individual room in shared apartments in the Sierra Madre dormitory complex next to the institute location.

WORKSHOP LEADER



Judy A. Willis, MD, MEd, is a neurologist and credentialed teacher. She has combined her training in neuroscience and neuroimaging with her teacher education training and years of classroom experience to help educators bridge the gap between brain research and the classroom.

Dr. Willis has authored 6 books including *Inspiring Middle School Minds* (2009), *How Your Child Learns Best* (2008) and *Brain-Friendly Strategies for the Inclusion Classroom* (2007). She is also a staff blogger at Edutopia, ASCD, and *Psychology Today* and gives presentations and workshops around the world.

A TEACHER'S GUIDE TO THE LEARNING BRAIN: Translating Psychology and Neuroscience Research for the Classroom

JULY 22-26, 2019 • BOSTON, MA

How can teachers best combine our experience and wisdom with insights from neuroscience and psychology? This lively and interactive institute explores current brain research through five essential topics: working memory, attention, emotion, motivation, and long-term memory. By approaching classroom work from each of these perspectives, you will gain a rich experience in translating abstract science into specific and useful classroom strategies. Topics will range from the neural basis of long-term memory formation to practical strategies for reducing the distractions of classroom technology. To ensure that our work remains hands-on and personal, the workshop is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will:

- Recognize the crucial role of working memory in all classroom learning
- Develop insights and strategies to anticipate, identify, and mitigate working memory overload
- Use current research on attention to enhance student focus and boost classroom energy
- Practice positive mindset strategies to promote learning goals and gritty resilience
- Enhance long-term memory formation—that is, learning—by delving into research on encoding, consolidation, and retrieval
- Enrich classroom practice by converting stresses to challenges and fostering a positive emotional climate
- Understand psychology and neuroscience research articles, with a particular focus on developing effective and informed skepticism

WHO SHOULD ATTEND

This seminar will be applicable for all PreK-12 teachers, academic administrators, school psychologists, learning specialists, counselors, and academic support staff.

INSTITUTE LOCATION, HOUSING, AND MEALS

Room and selected meals are included. Participants are housed on the campus of Boston University in Boston, MA. The housing provided is an individual room in shared apartments located near the institute sessions.

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 Founder and President of Translate the Brain—an educational consultancy. He is also the author of *Learning Begins* (2017) and *Learning Grows* (Forthcoming 2019) and editor of the *LEARNING & the BRAIN®* blog.

SUMMER INSTITUTE REGISTRATION

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** (781) 449-4010 ext.101 or 102

Email: registration@LearningAndTheBrain.com

Fax: (781) 449-4024

Postal mail: PIRI • 35 Highland Circle, 1st Fl.

Web: LearningAndTheBrain.com

Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

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

DEMAND IS HIGH AND SPACE IS LIMITED. PLEASE REGISTER EARLY.

Please register me for the following summer institute:

\$ _____

- The Power of Mindsets - BOSTON, MA** (June 24-28, 2019 or July 8-12, 2019 - Please circle one set of dates)
\$1,795 per person (housing and selected meals included)
- The Neuroscience of Reading - CAMBRIDGE, MA** (July 8-11, 2019)
\$2,195 per person (housing and selected meals included)
- Neuroscience and the Learning Brain - SANTA BARBARA, CA** (July 8-12, 2019)
\$1,995 per person (housing and selected meals included)
- Neuroscience and Classroom Engagement - SANTA BARBARA, CA** (July 8-12, 2019)
\$1,995 per person (housing and selected meals included)
- Making Mindfulness Stick - BOSTON, MA** (July 15-19, 2019)
\$1,795 per person (housing and selected meals included)
- The Emotional, Social Brain - SANTA BARBARA, CA** (July 15-19, 2019)
\$1,995 per person (housing and selected meals included)
- Neuroscience and Executive Skills - SANTA BARBARA, CA** (July 15-19, 2019)
\$1,995 per person (housing and selected meals included)
- A Teacher's Guide to the Learning Brain - BOSTON, MA** (July 22-26, 2019)
\$1,795 per person (housing and selected meals included)

Save with Group Rates (Three or more from one organization submitted together). Please call for details.

Please sign me up for Professional Development Credit*

\$ _____

- Please send certificate via email (FREE).
- Please send certificate via USPS (Add \$5 for shipping & handling).

* For further information on credit, visit LearningAndTheBrain.com, or call (781) 449-4010 ext. 104.

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: _____

Cardholder 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 and must be paid prior to the institute. **Registrations without payment or purchase order will not be confirmed.** All prices are in U.S. dollars.

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

REGISTRATION POLICIES

All workshops are limited to 40 people. Registrations are taken and confirmed, on a first-come, first-served basis according to receipt of full payment or purchase order. P.O.s will be invoiced if sent without a check and must be paid by June 15, 2019. **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.**

SUBSTITUTIONS AND CANCELLATIONS

Substitutions are permissible up to seven days before the institute, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than May 31, 2019 and will incur a charge of \$250 per person. Because there are a limited number of spaces in the workshop, if you cancel after May 31, 2019, there will only be a refund (minus a \$250 cancellation fee) if an additional person registers for that same space. 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. PIRI has the option of canceling a summer institute with full refund if there is not a minimum of 15 attendees registered by May 31, 2019.

INSTITUTE 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 program, schedule, 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 summer institute 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 summer institutes.



LEARNING & the BRAIN® SUMMER INSTITUTES

Intensive Workshops for PreK through University Educators and Clinicians

THE POWER OF MINDSETS

June 24-28, 2019 or July 8-12, 2019 • Boston, MA

THE NEUROSCIENCE OF READING

July 8-11, 2019 • Cambridge, MA

NEUROSCIENCE AND THE LEARNING BRAIN

July 8-12, 2019 • Santa Barbara, CA

NEUROSCIENCE AND CLASSROOM ENGAGEMENT

July 8-12, 2019 • Santa Barbara, CA

MAKING MINDFULNESS STICK

July 15-19, 2019 • Boston, MA

THE EMOTIONAL, SOCIAL BRAIN

July 15-19, 2019 • Santa Barbara, CA

NEUROSCIENCE AND EXECUTIVE SKILLS

July 15-19, 2019 • Santa Barbara, CA

A TEACHER'S GUIDE TO THE LEARNING BRAIN

July 22-26, 2019 • Boston, MA

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