CONFERENCE REGISTRATION FORM
OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Register Me for the Conference: $_____

Early Registration (THROUGH DECEMBER 1, 2023) $649 per person ($549 per person for groups of 5+)
General Registration (THROUGH FEBRUARY 9, 2024) $699 per person ($599 per person for groups of 5+)
Late Registration (AFTER FEBRUARY 9, 2024) $729 per person ($629 per person for groups of 5+)

Register Me for a Thursday, February 22 Pre-Conference Workshop Add $30 if not attending the Feb. conference $_____

Please select one of us:

☐ Ten Ways to Reboot Adolescent Motivation and Coping Skills 8:00 am – 11:00 am $189 per person
☐ Growth Mindset, Mentor Mindset, and Agency to Maximize Student Learning 8:00 am – 11:00 am $189 per person
☐ Developing Student Attention by Harnessing the Power of the Vagus Nerve 8:00 am – 11:00 am $189 per person
☐ Stress, Trauma, and Resiliency – Strategies for Classroom Success 8:00 am – 11:00 am $189 per person
☐ Igniting Sparks: Promoting Passion, Purpose, and Engagement in the Classroom 8:00 am – 11:00 am $189 per person
☐ Rethinking 504 and IEP Accommodations 8:00 am – 11:00 am $189 per person

Sign Me Up for Professional Development Credits $_____

☐ Please send the certificate via email (FREE). For more information on CEUs credits, visit LearningAndTheBrain.com.

Register Me for the Reception (FREE)

☐ Register me for the February 22 Meeting of the Minds Reception.

Sign Me Up for Emails (FREE)

☐ Email me the monthly Learning & the Brain® Newsletter (FREE)
☐ Email me information about upcoming Learning & the Brain® events (FREE)

All prices are in U.S. dollars.

Please photocopy this form for each applicant.

Add Residential Rates:

All prices are per person, per night, plus tax.

GRAND TOTAL: $_____

☐ Please check here if you have any special ADA requirements, and call (857) 444-1500 ext. 1.

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: __________ Date: __________

Make check or purchase order payable to Educator Resources, Inc. (ERI), and mail it along with your registration form to: ERI, 78 Brooks Road, New Canaan, CT 06840-6250.

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 857-444-1500 ext. 1 or 2. Early conference registration is $649 ($549 per person for groups of 5 or more) through December 1, 2023. General conference registration is $699 per person ($599 per person for groups of 5 or more when registering together) through February 9, 2024. After February 9, 2024, late registration is $729 per person ($629 per person for groups of 5 or more when registering together). Substitutions are permissible up to seven days before the conference, but you must notify ERI in writing by fax or mail. Cancellations must be requested no later than February 9, 2024. No cancellations can be accepted after February 9, 2024. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $75 per person if you cancel by December 1, 2023, or $150 per person if you cancel after December 1, 2023, but by February 9, 2024.

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify ERI in writing by fax or mail. Cancellations must be requested no later than February 9, 2024. No cancellations can be accepted after February 9, 2024. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $75 per person if you cancel by December 1, 2023, or $150 per person if you cancel after December 1, 2023, but by February 9, 2024.

CONFERENCE PROGRAM CHANGES Educator Resources, Inc. (ERI) 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 ERI, in its sole discretion, deem any such changes necessary or advisable. Similarly, ERI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case ERI’s liability to participants shall be strictly limited to a refund of those fees. ERI, 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 conference.
TEACHING DISENGAGED, DISTRacted STUDENTS

Today, students are less engaged, focused, and motivated as a result of the pandemic, stress, and digital devices. A 2021 Education Week survey found that student motivation and morale are significantly lower than they were prior to the pandemic with 87% of teachers reporting less student motivation. A 2023 Gradient Learning Poll found 80% of teachers are concerned about their students’ engagement in the classroom. Research by Gloria Mark at the University of California, Irvine, has found that our focused attention span has dropped from an average of 2.5 minutes 20 years ago to only 47 seconds by 2021.

This interdisciplinary conference will bring neuroscientists, psychologists, researchers, and educators together to explore the science of motivation and attention, and to discuss the impacts of stress, boredom, movement, mindfulness, growth mindsets, metacognition, and technology on engagement and focus. Discover ways to increase student focus and motivation, reduce digital distractions, foster reading and STEM mindsets, focus ADHD minds, and boost student engagement in schools.

LEARNING OBJECTIVES
You will gain knowledge about:
✓ Motivating reading, math, and STEM learning
✓ Helping students find focus in a distracting, digital world
✓ The science of motivation and engaging disengaged learners
✓ Ways to develop kids’ metacognition and self-reflection skills
✓ Our decreasing attention spans and the impact of digital devices
✓ How movement increases motivation and mindfulness improves focus
✓ The effects of stress, boredom, and social belonging on engagement
✓ Growth mindsets and engaging the brain in students and teachers
✓ Managing multitasking and promoting purpose in adolescents
✓ Helping children with ADHD and attention problems to focus

*This hybrid conference will include both a live, in-person audience as well as a virtual option using Zoom. You can choose to travel and see the sights of San Francisco or watch the sessions comfortably from your home, or your hotel room. All talks will be recorded and made available to stream for 45 days afterward. For more information, visit LearningAndTheBrain.com or call 857-444-1500 ext. 1.

CO-SPONSORS
Graduate School of Education, Stanford University
Greater Good Science Center, University of California, Berkeley
Neuroscape, University of California, San Francisco
School Development Program, Yale University
Laboratory for Learning Engineering & Neural Systems (BrainLENS)/TRANSCEND, University of Connecticut and University of California, San Francisco
The Neuro-Education Initiative, Johns Hopkins School of Education
National Association of Elementary School Principals (NAESP)
National Association for Secondary School Principals (NASSP)
LEARNING & the BRAIN® Foundation

WHO SHOULD ATTEND
Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers, Administrators
Psychologists, School Psychologists
Learning Specialists, Special Educators
Early Childhood Educators, Professionals
Reading, Math, STEM, Technology Teachers
Superintendents, Principals, School Heads
Secondary School Educators, Counselors
ADHD, LD Specialists, Professionals
College, University Professors

EARN PROFESSIONAL DEVELOPMENT CREDIT
Professional Development Credit: Earn 15-18 hours toward professional development credit for educators, psychologists, speech-language professionals, and others by attending in-person or virtually. Visit our website at LearningAndTheBrain.com for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 857-444-1500 ext. 1.

Speech-Language Pathologist Credit: Visit LearningAndTheBrain.com for more information on courses registered to offer ASHA CEUs.

STAY AT THE HISTORIC FAIRMONT SAN FRANCISCO – SPECIAL RATES
Save on hotel costs by booking a room at a discounted conference rate. LEARNING & the BRAIN® has negotiated discounted rates at the historic San Francisco Fairmont Hotel, the site of the conference, and several nearby hotels. Please access LearningAndTheBrain.com for information on how to make reservations and room availability. If you have trouble making reservations, please call the L&B information line at 857-444-1500 ext. 1. LEARNING & the BRAIN® Conference hotels are conveniently located in the Nob Hill area and close to cable car routes, shopping, and the sights of San Francisco.
HYBRID LEARNING & THE BRAIN® CONFERENCE

67th International Conference for PreK Through University Educators, Clinicians, and Parents
February 22-24, 2024 • At The Historic Fairmont Hotel, San Francisco, CA • Or Virtually From Home

TEACHING ENGAGED BRAINS: IMPROVING STUDENT ATTENTION, MOTIVATION, AND MINDSETS IN A DISENGAGED, DISTRACTED AGE

Explore the latest research on:

- Mindsets and Engaging the Brain
- Finding Focus in a Distracted Age
- The Science of Student Motivation
- The Effects of Stress and Boredom
- Restoring and Balancing Attention
- Using Movement and Mindfulness
- Motivating Disengaged Learners
- Focusing the ADHD Mind
- Social Belonging on Achievement
- Teens, Multitasking, and Purpose
- Metacognition and Self-Reflection
- Improving Student Engagement
- Strategies for Battling Boredom
- Reading and STEM Mindsets

FEATURED SPEAKER:
Carol S. Dweck, PhD
Professor of Psychology, Stanford University; Courtesy Professor of Education, Stanford Graduate School of Education; Author, Mindset: The New Psychology of Success (2006)

EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS HYBRID CONFERENCE

UPCOMING L&B CONFERENCE:
Spring - New York, NY: April 18-20, 2024

For information on upcoming conferences, webinars, summer institutes, and in-service training, visit LearningAndTheBrain.com.
"The best thing parents and teachers can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning."

— Carol S. Dweck, PhD
Stanford University

TEACHING ENGAGED BRAINS:
IMPROVING STUDENT ATTENTION, MOTIVATION, AND MINDSETS IN A DISENGAGED, DISTRACTED AGE

AT THE HISTORIC FAIRMONT HOTEL ATOP NOB HILL IN SAN FRANCISCO, CA, OR VIRTUALLY FROM HOME

FEBRUARY 22-24, 2024
Pre-Conference Workshops: February 22
Early Registration Deadline: December 1, 2023
1) TEACHING ENGAGED BRAINS: MOTIVATING KIDS IN A DISENGAGED AGE

**Featured: Mindsets: Engaging the Brains of Students — and Teachers**
Carol S. Dweck, PhD, Lewis and Virginia Eaton Professor of Psychology, Stanford University; Courtesy Professor of Education, Stanford Graduate School of Education; Author, Mindset: Changing the Way You Think to Fulfill Your Potential (2017, 6th Edition); Co-Author, “Mindsets and Mental Health” (2023, Nature Mental Health), Academic Tenacity (2014), and Self-Theories (2000)

**Featured: The Secret to Motivation: The First Step to Changing a Child’s Perspective Is to Understand It**
Tommie Mabry, PhD, Chief Executive Officer, Tommie Mabry Company; Former Director of Enrollment, Tougaloo College; Former Teacher at the same school he had been expelled from numerous times as a student, who overcame obstacles and his troubled past, and knows what it's like to feel disengaged in school; Author, Perspective: The Secret to Student Motivation and Success (2022)

**Featured: The Science of Motivation and Getting It Done**
Ayelet Fishbach, PhD, The Jeffrey Breakenridge Keller Professor of Behavioral Science and Marketing, Booth School of Business, University of Chicago; Author, Get It Done: Surprising Lessons From the Science of Motivation (2022); Co-Author, “The Structure of Intrinsic Motivation” (2022, Annual Review of Organizational Psychology and Organizational Behavior)

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**The Science of Achievement Motivation: What We Know and Where We Are Going**

**On Task: How the Brain Gets Things Done**
David Badre, PhD, Associate Professor, Department of Cognitive, Linguistic, and Psychological Sciences, Brown University; Affiliate, Carney Institute for Brain Science; Author, On Task: How Our Brain Gets Things Done (2022); Co-Author, “The Value of Proactive Goal Setting and Choice in 3- to 7-Year-Olds’ Use of Working Memory Gating Strategies in a Naturalistic Task” (2021, Developmental Science)

**Motivation Matters: How to Motivate Students for Success**
Chris S. Hulleman, PhD, Associate Professor of Education, Psychology, and Public Policy; Founder and Director, Motivate Lab, Curry School of Education, University of Virginia; Adjunct Faculty, Department of Graduate Psychology, James Madison University; Co-Author, “A Brief Social Belonging Intervention Improves Academic Outcomes for Minoritized High School Students” (2020, Motivation Science) and “The Promotion and Development of Interest: The Importance of Perceived Values” (2017, The Science of Interest)

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2) ATTENTIVE BRAINS: FINDING FOCUS IN A DISTRACTING, DIGITAL AGE

**Featured: Attention Span: Restoring Focus and Balance in a Distracting, Digital Age**
Gloria J. Mark, PhD, Chancellor’s Professor Emerita, University of California, Irvine; Visiting Researcher, Microsoft, who researches the impact of digital media on our attention span; Author, Attention Span: A Groundbreaking Way to Restore Balance, Happiness, and Productivity (2023); Co-Author, “Understanding Smartphone Usage in College Classrooms” (2019, Computers & Education)

**Featured: The Distracted Mind: Improve Student Attention Through Technology**
Adam Gazzaley, MD, PhD, Director, Neuroscape; Professor of Neurology, Physiology, and Psychiatry, University of California, San Francisco; Host, PBS Special: “The Distracted Mind With Dr. Adam Gazzaley”; Co-Author, “Enhancing Attention in Children Using an Integrated Cognitive-Physical Video Game” (2023, Nature) and The Distracted Mind: Ancient Brains in a High-Tech World (2016)

**Featured: Peak Mind: Finding Your Focus and Owning Your Attention**
Amishi P. Jha, PhD, Professor of Psychology, Division of Cognitive and Behavioral Neuroscience, University of Miami; Director and Co-Founder of Contemplative Neuroscience for the Mindfulness Research and Practice Initiative; Author, Peak Mind: Find Your Focus, Own Your Attention (2021); Co-Author, “Does Intensive Mindfulness Training Strengthen Sustained Attention?” (2022, OBM)

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**The Impact of Attention Problems on Children’s Academic Achievement and Efforts to Improve Attention Skills**
David L. Rabiner, PhD, Associate Dean, Trinity College of Arts and Sciences; Associate Director of the Center for Child and Family Policy; Director of Undergraduate Studies in the Department of Psychology and Neuroscience, Duke University; Co-Author, “Attention Problems and Academic Achievement: Do Persistent and Earlier-Emerging Problems Have More Adverse Long-Term Effects?” (2016, Attention Disorders)

**The Focused Mind: Winning With ADHD**
3) DISENGAGED BRAINS: THE EFFECTS OF STRESS, BOREDOM, & BELONGING

Featured: The ABCs of Being Engaged: Creating Schools That Promote Student Wellness, Belonging, and Full Engagement
Denise C. Pope, PhD, Senior Lecturer, Graduate School of Education, Stanford University; Co-Founder, Challenge Success; Author, “Doing School”: How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students (2001); Co-Author, “A Caring Climate That Promotes Belonging and Engagement” (2012, Phi Delta Kappan) and Overloaded and Underprepared (2015)

Featuring: Bright Kids Who Couldn’t Care Less: Rekindling Your Student’s Motivation
Ellen B. Braaten, PhD, Associate Professor of Psychology, Harvard Medical School; Co-Director of the Clay Center for Healthy Young Minds; Author, Bright Kids Who Couldn’t Care Less: How to Rekindle Your Child’s Motivation (2023); Co-Author, Bright Kids Who Can’t Keep Up: Help Your Child Overcome Slow Processing Speed and Success in a Fast-Paced World (2014)

Belonging: How Social Connections Can Motivate, Empower, and Educate

Battling Boredom: Re-Motivating and Re-Engaging Students in Learning
Bryan K. Harris, EdD, Adjunct Faculty, Grand Canyon University; Author, 17 Things Resilient Teachers Do: (And 4 Things They Hardly Ever Do) (2020), Retraining New Teachers (2015), and Battling Boredom (2010); Co-Author, The Resilient School Leader (2023), Battling Boredom Part 2 (2018), and 75 Quick and Easy Solutions to Common Classroom Disruptions (2013)

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4) BELIEVING BRAINS: FOSTERING READING, MATH, & SCIENCE MINDSETS

Featured: Fostering Growth Mindset, Independence, and Curiosity in Readers
Gravity Goldberg, EdD, Educational Consultant; Former Assistant Professor of Education, Iona College; Former Instructor and Staff Developer, Teachers College, Columbia University; Author, Mindsets and Moves: Strategies That Help Readers Take Charge (2015); Co-Author, Active Learning (2023), What Do I Teach Readers Tomorrow? (2017), and Conferring With Readers (2007)

Reading Motivation: Understanding and Supporting Children’s Willingness to Read
Joy D. Erickson, PhD, Assistant Professor, School of Education, Endicott College; Named the 2022 “Top Cited Author” by Reading Teacher Magazine; Author, “Young Children’s Perceptions of a Reading Intervention: A Longitudinal Case Study of Motivation and Engagement” (2023, Reading & Writing Quarterly) and Reading Motivation: A Guide to Understanding and Supporting Children’s Willingness to Read (2022)

Bored in the Classroom and Beyond
James A. Danckert, PhD, Professor, Department of Psychology and Cognitive Neuroscience, University of Waterloo; Researcher, The Danckert Lab on Boredom; Co-Author, “Cognitive and Affective Predictors of Boredom Proneness” (2023, Cognition and Emotion), “Boredom in the COVID-19 Pandemic” (2022, Behavioral Sciences), and Of My Skull: The Psychology of Boredom (2020)

Mindsets in STEM: The Role of Student’s Perceptions of Teachers and Peer’s Mindset Beliefs on Motivation and Engagement
Katherine M. Muenks, PhD, Assistant Professor, Department of Educational Psychology, College of Education, University of Texas at Austin; Principal Investigator, Learning and Motivational Beliefs (LAMB) Lab; Co-Author, “An Exploratory Study of the Behaviors That Communicate Perceived Instructor Mindset Beliefs in College STEM Classrooms” (2022, Teacher and Teacher Education)

Fostering Growth Mindsets in Math and STEM: Integrating Play, Experimentation, and Discourse
Kathy Liu Sun, PhD, Assistant Professor of Education, Santa Clara University; Co-Author, “The Mindset Disconnect in Mathematics Teaching: A Qualitative Analysis of Classroom Instruction” (2019, Mathematics Behavior), and “The Role of Mathematics Teaching In Fostering Student Growth Mindset”(2018, Research in Mathematics Education)

For a complete list of speakers, go to LearningAndTheBrain.com. Follow us on Twitter, Facebook, and Instagram.
PRE-CONFERENCE WORKSHOPS  (More In-Depth and Hands-on)

THURSDAY, FEBRUARY 22  8:00 AM – 11:00 AM

Cost per person: $189. By advance registration only. In person only. Select one of six. (Add $30 if not also attending the conference.)

1. Ten Ways to Reboot Adolescent Motivation and Coping Skills (Grades 4-12)
Are your students stressing out, acting out, or disengaging altogether? Join Dr. Rebecca Branstetter, school psychologist and international speaker, in this interactive workshop to learn fun and practical ways to “hit the reset button” on your pre-teen and adolescent students’ motivation. You’ll walk away with ten research-based, practical, “learn it today, use it tomorrow” skills to teach vital coping skills that enhance motivation and school engagement. Rebecca A. Branstetter, PhD, Licensed School Psychologist; Founder, The Thriving Students Collective; Contributor, Greater Good Science Center, University of California, Berkeley; Creator, “How to Teach Executive Functioning” Course

2. Growth Mindset, Mentor Mindset, and Agency to Maximize Student Learning (Grades K-12)
Join this interactive, thoughtful workshop about applying growth mindset learning in the context of education. Drs. Yeager and Bindreiff and Ms. Diehl will explore the research on growth and mentor mindset, student agency, and belonging. You will also learn, work on, and leave with a planning packet (print and digital) to continue to implement these practices in your unique educational settings. Emily A. Diehl, BA, Education Consultant, Houghton-Mifflin Harcourt; Author, “Growth Mindsets for Learning: Effective Effort” (2017, Optimizing Learning Outcomes); Dustin Bindreiff, Edd, Lead Policy Analyst for the California School Board Association; Author, Belonging: How Social Connection Can Heal, Empower, and Educate Kids (2023); and David S. Yeager, PhD, Associate Professor, The University of Texas at Austin

3. Developing Student Attention by Harnessing the Power of the Vagus Nerve (Grades PreK-12)
Exploring effective strategies to improve focus and concentration in educational settings is crucial in an era of increased student anxiety, which impacts students’ attention. This interactive workshop will delve into the current science about the impact of the nervous system on attention and will offer tools that can help students self-regulate and attend. You will also leave this workshop with practical strategies and practices that enhance students’ attention, cognitive and social-emotional abilities, and overall well-being. Kathleen M. Kryza, MA, Master Teacher; CIO, Infinite Horizons; Co-Author, Developing Growth Mindsets in the Inspiring Classroom (2011); and MaryAnn Brittingham, MS, Professional Development Consultant; Graduate Course Instructor, State University of New York at New Paltz; Author, Motivating the Unmotivated (2008); Co-Authors, Transformative Teaching: Changing Today’s Classrooms Culturally, Academically, and Emotionally (2015)

4. Stress, Trauma, and Resiliency – Strategies for Classroom Success (Grades PreK-College)
By some estimates, as many as two-thirds of students have experienced some sort of trauma, abuse, or distress. These experiences have a huge effect on their ability to focus on learning in the classroom. Making the challenge even greater is the fact that most teachers are ill equipped to support students experiencing sub-optimal conditions. This workshop will provide specific strategies related to restorative practices, effective communication, instructional interventions, and what to do with challenging student behaviors. Bryan K. Harris, Edd, Consultant; Former Principal, Instructional Specialist, and Teacher; Adjunct Faculty, Grand Canyon University; Author, 17 Things Resilient Teachers Do: (And 4 Things They Hardly Ever Do) (2020); Co-Author, The Resilient School Leader (2023)

5. Igniting Sparks: Promoting Passion, Purpose, and Engagement in the Classroom (All Grades)
In a nationwide survey conducted by the Yale Center for Emotional Intelligence, 75% of high school students reported negative feelings related to school, with “bored,” “tired,” and “stressed” topping the list. Most children start school eager to learn, but that excitement begins to wane by 4th grade, and eventually gives way to stress and boredom. In this interactive workshop, you will learn how to foster student sparks of engagement, offer students voice and choice in the classroom, and create student opportunities to engage in self-reflection and self-assessment. Joelle Hood, Edd, Co-Founder and Chief Empowerment Officer, Thriving YOUUniversity; Janeen Antonelli, MA, Co-Founder and Chief Culture Coach, Thriving YOUUniversity; Jessie Fuller, MA, Co-Founder and Lead Learner Coach, Thriving YOUUniversity; and Liz Toruno, MED, Lead Climate Coach, Thriving YOUUniversity; Coordinator for Social Emotional Learning, Bakersfield City School District

6. Rethinking 504 and IEP Accommodations: Using the Neuroscience of Motivation, Mindsets, and Factors for Learning and Attention Disorders (K-12 – For Teachers and Special Educators)
This workshop will provide opportunities to work in small groups to apply research on the brain, mindsets, motivation, attention, cognition, and outcomes for people with LD and ADHD to make meaningful decisions about accommodations in K-12 settings. Equip yourself with the tools you need to purposefully deliver specific accommodations with a solid rationale for doing so; and understand why the decisions you make about accommodations in K-12 settings now are linked to the successful accommodations students receive after high school. Nicole S. Oifiesh, PhD, Adjunct Professor in Special Education, University of Utah; Guest Lecturer, Schools of Engineering and Medicine, Stanford University; Author, Teaching for the Lifespan (2016); Nancy Redding, MED, Fellow, Academy of Orton-Gillingham Practitioners and Educators; Co-Author, Patterns for Success in Reading and Spelling (2019); and Stephanie L. Haft, MA, Predoctoral Psychology Intern, UCSF

SPECIAL EVENTS

MEETING OF THE MINDS RECEPTION
THURSDAY, FEBRUARY 22 from 6:00 PM - 7:00 PM — Free and Open to All Attendees
Take this opportunity to meet other attendees and some of the nation’s brightest minds and enjoy complimentary wine and cheese. Advance registration required on the registration form.

PRESENT A POSTER SESSION AT THE FEBRUARY CONFERENCE
Share and present your scientific research or successful programs you implement in your classrooms or schools to improve student engagement, goals and motivation, growth mindset, focus and attention, metacognition, reading, or STEM learning. Submit a summary of your poster session for review to info@LearningAndTheBrain.com. Proposal deadline is Feb. 2, 2024. For more information, visit LearningAndTheBrain.com, call 857-444-1500 Ext. 1.