

# WINTER CONFERENCE • SAN FRANCISCO, CA • FEBRUARY 22-24, 2024

## CONFERENCE REGISTRATION FORM

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

**Five ways to register:**

**Phone:** (857) 444-1500 ext. 1 or 2 **Email:** [registration@LearningAndTheBrain.com](mailto:registration@LearningAndTheBrain.com) **Fax:** (857) 357-7011  
**Postal mail:** ERI • 78 Brooks Road, New Canaan, CT 06840 **Web:** [LearningAndTheBrain.com](http://LearningAndTheBrain.com)

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name	Position	
Organization		
Address		
City	State/Province	
ZIP/Postal Code	Country	Phone
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**Register Me for the Conference:** \$ \_\_\_\_\_

<b>Early Registration</b> (THROUGH DECEMBER 1, 2023)	\$649 per person (\$549 per person for groups of 5+)
<b>General Registration</b> (THROUGH FEBRUARY 9, 2024)	\$699 per person (\$599 per person for groups of 5+)
<b>Late Registration</b> (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 six:

- |  |                    |                  |
|--|--------------------|------------------|
| <input type="radio"/> Ten Ways to Reboot Adolescent Motivation and Coping Skills                   | 8:00 am – 11:00 am | \$189 per person |
| <input type="radio"/> Growth Mindset, Mentor Mindset, and Agency to Maximize Student Learning      | 8:00 am – 11:00 am | \$189 per person |
| <input type="radio"/> Developing Student Attention by Harnessing the Power of the Vagus Nerve      | 8:00 am – 11:00 am | \$189 per person |
| <input type="radio"/> Stress, Trauma, and Resiliency – Strategies for Classroom Success            | 8:00 am – 11:00 am | \$189 per person |
| <input type="radio"/> Igniting Sparks: Promoting Passion, Purpose, and Engagement in the Classroom | 8:00 am – 11:00 am | \$189 per person |
| <input type="radio"/> 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](http://LearningAndTheBrain.com).

**Register Me for the Reception** (FREE)

- Register me for the February 22 **Meeting of the Minds** Reception. (FREE)

**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.

**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 )

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Signature: \_\_\_\_\_ 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 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](https://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

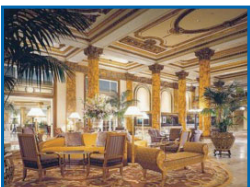
## EARN PROFESSIONAL DEVELOPMENT CREDIT

**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](https://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](https://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](https://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

67<sup>TH</sup> 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

Presented by:  
Educator Resources, Inc.  
78 Brooks Road  
New Canaan, CT 06840



**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)

## 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

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**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](https://www.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



WINTER HYBRID LEARNING & *the* BRAIN® CONFERENCE

# CONFERENCE PROGRAM TOPICS

## WITH A DISTINGUISHED FACULTY

### 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, 6<sup>th</sup> 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*)

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

**Jacquelynne S. Eccles, PhD**, Distinguished Professor of Education, School of Education, **University of California, Irvine**; Co-Author, “Components of Engagement in Saying-Is-Believing Exercises” (2023, *Current Psychology*), “Achievement Motivation: What We Know and Where We Are Going” (2021, *Annual Review of Developmental Psychology*), and *Handbook of Research on Schools, Schooling, and Human Development* (2010)

### 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*)

### 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*)

### 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

**Sarah R. Cheyette, MD**, Pediatric Neurologist, Palo Alto Medical Foundation; Named “Top Doctor” for the past five years in *San Francisco Magazine*; Author, *ADHD & Me: A Simple and Easy Way to Understand ADHD—and Embrace It!* (2021); Co-Author, *Winning With ADHD* (2019) and *ADHD & The Focused Mind: A Guide to Giving Your ADHD Child Focus, Discipline, and Self-Confidence* (2016)



# CONFERENCE BEGINS AT 12:00 PM ON THURSDAY, FEBRUARY 22

All times are Pacific Standard Time



## 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”* (2022, *Phi Delta Kappan*) and *Overloaded and Underprepared* (2015)



**Featured: 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

**Emily A. Diehl, BA**, Education Consultant, Houghton-Mifflin Harcourt; Former Director, K-12 Professional Learning and Curriculum Design, Mindset Works; Author, *“Growth Mindsets for Learning: Effective Effort”* (2017, *Optimizing Learning Outcomes*); and **Dustin Bindreiff, EdD**, Senior Education Consultant; Author, *Belonging: How Social Connection Can Heal, Empower, and Educate Kids* (2023)

### 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)

### 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 *Out of My Skull: The Psychology of Boredom* (2020)

## 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)

### 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*)

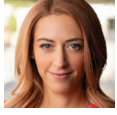
### Fostering Growth Mindsets in Math and STEM: Integrating Play, Experimentation, and Discourse

**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](https://www.learningandthebrain.com). Follow us on Twitter, Facebook, and Instagram.

CONFERENCE SCHEDULE:	Pre-Conference Workshops	Thursday, February 22	8:00 AM – 11:00 AM
	Conference Day 1	Thursday, February 22	12:00 PM – 6:00 PM
	Conference Day 2	Friday, February 23	8:00 AM – 6:15 PM
	Conference Day 3	Saturday, February 24	8:00 AM – 3:00 PM

## 5) MOTIVATED BRAINS: ENGAGING MINDSETS, MOVEMENT, & METACOGNITION



**Featured: The Joy of Movement:**

**The Power of Exercise for Engagement, Self-Development, Connections, and Courage**

**Kelly M. McGonigal, PhD**, Health Psychologist; Award-Winning Psychology Lecturer, [Stanford University](#); Invited Lecturer, [Stanford University School of Medicine](#); Editor-in-Chief, *International Journal of Yoga Therapy*; Author, *The Joy of Movement: How Exercise Helps Us Find Happiness, Hope, Connections, and Courage* (2019), *The Upside of Stress* (2016), and *The Willpower Instinct* (2011)

### Metacognitive Principles: Key Concepts Every Teacher (and Student) Should Know

**Jared C. Horvath, PhD, MEd**, Former Lecturer and Science of Learning Research Scientist, Melbourne Graduate School of Education, [University of Melbourne](#); Director, LME Global; Director, The Science of Learning Group; Author, *Stop Talking, Start Influencing: 12 Insights From Brain Science to Make Your Message Stick* (2019); Co-Author, *10 Things Schools Get Wrong* (2020)

### The Neuroscience of Motivation: Mindsets, Mindfulness, and Metacognition

**Joelle Hood, EdD**, Co-Founder and Chief Empowerment Officer, Thriving YOUiversity; Awarded Teacher of the Year and Principal of the Year; **Janeen Antonelli, MA**, Co-Founder and Chief Culture Coach, Thriving YOUiversity; Former Teacher and Principal; **Jessie Fuller, MA**, Co-Founder and Lead Learner Coach, Thriving YOUiversity; A California League of Schools' Teacher of the Year; and **Liz Toruno, MEd**, Lead Climate Coach, Thriving YOUiversity; Coordinator for Social Emotional Learning, Bakersfield City School District

### Promoting Growth Mindsets in Today's Classrooms

**Mary Cay Ricci, MA**, President, Potential and Possibilities Educational Consulting LLC; Former Coordinator of Gifted and Talented Education, Baltimore County Public Schools; Former Instructional Specialist, Montgomery County Public Schools; Author, *Nothing You Can't Do!: The Secret Power of Growth Mindsets* (2018), *Create a Growth Mindset School* (2018), and *Mindsets in the Classroom* (2017)

### Maximize the Power of Movement to Improve Student Motivation in Your Classroom

**Kathleen M. Kryza, MA**, Master Teacher; CIO, Infinite Horizons; Co-Author, *Developing Growth Mindsets in the Inspiring Classroom* (2011), *Inspiring Elementary Learners* (2008), and *Inspiring Middle and Secondary Learners* (2007); and **MaryAnn Brittingham, MS**, Professional Development Consultant; Graduate Course Instructor, [State University of New York at New Paltz](#); Author, *Motivating the Unmotivated* (2008), *Dealing With Difficult Parents* (2005), and *Respectful Discipline* (2003); Co-Authors, *Transformative Teaching* (2015)

## 6) TEEN BRAINS: MANAGING MULTITASKING & PROMOTING PURPOSE

### The Minds of Media Multitaskers: Attention, Learning, Memory, and the Brain in Multitaskers

**Anthony D. Wagner, PhD**, Lucie Stern Professor, Social Sciences; Deputy Director, Stanford Wu Tsai Neurosciences Institute; Professor of Psychology and Neuroscience, [Stanford University](#); Co-Author, "Memory Failure Predicted by Attention Lapsing and Media Multitasking" (2020, *Nature*) and "Minds and Brains of Media Multitaskers: Current Findings and Future Directions" (2018, *Proceedings of the National Academy of Sciences*)

### Interventions and Implications of Adolescents' Growth Mindsets on Anxiety, Mental Health, and Academic Motivation

**Jennifer L. Burnette, PhD**, Professor, Department of Psychology, College of Humanities and Social Sciences, [North Carolina State University](#); Director of the "Growing Minds" Initiative, a growth mindset intervention for teen girls, and the "Healthy Minds" Initiative to foster growth mindsets in adolescents; Co-Author, "A Systematic Review of Growth Mindset Intervention Implementation Strategies" (2023, *Social and Personality Psychology Compass*) and "Growth Mindsets in Anxiety" (2023, *Journal of Positive Psychology*)

### Five Tips for Healthy Screen Time for Middle and High School Students

**Rebecca A. Branstetter, PhD**, Founder, The Thriving Students Collective; Contributor, Greater Good Science Center, [University of California, Berkeley](#); Former Clinical Psychologist, UCSF Autism Clinic, [University of California San Francisco](#); Author, *The Thriving School Psychologist* (2020), *The Conscious Parent's Guide to ADHD* (2015), and *The Everything Parent's Guide to Children With Executive Functioning Disorders* (2013)

### Motivating Adolescent Students Through Purpose-Driven Learning

**Heather R. Malin, PhD**, Senior Researcher, Center on Adolescence, [Stanford University](#); Author, *Teaching for Purpose: Preparing Students for Lives of Meaning* (2018); Co-Author, "Discovering Identity and Purpose in the Classroom" (2020, *The Ecology of Purposeful Living Across the Lifespan*) and "Purpose and Coping With Adversity: A Repeated Measures, Mixed-Methods Study With Young Adolescents" (2019, *Adolescence*)

## REGISTER NOW FOR OUR SPRING LEARNING & the BRAIN® CONFERENCE



### FUTURE READY BRAINS:

TEACHING STUDENTS TO THINK, CREATE, INNOVATE, LEARN,  
AND ADAPT IN AN AGE OF ANXIETY AND AI

APRIL 18-20, 2024, IN NEW YORK, NY

Held at the Sheraton New York Times Square Hotel

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 Bredereff 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 Bredereff, 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 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 fourth 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 YOUiversity; **Janeen Antonelli, MA**, Co-Founder and Chief Culture Coach, Thriving YOUiversity; **Jessie Fuller, MA**, Co-Founder and Lead Learner Coach, Thriving YOUiversity; and **Liz Toruno, MEd**, Lead Climate Coach, Thriving YOUiversity; Coordinator for Social Emotional Learning, Bakersfield City School District

### 6. Rethinking 504 and IEP Accommodations: Using the Neuroscience of Motivation, Mindsets, and Focus 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 purposely 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. Ofiesh, 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](mailto:info@LearningAndTheBrain.com). **Proposal deadline is Feb. 2, 2024. For more information, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com), call 857-444-1500 Ext. 1.**