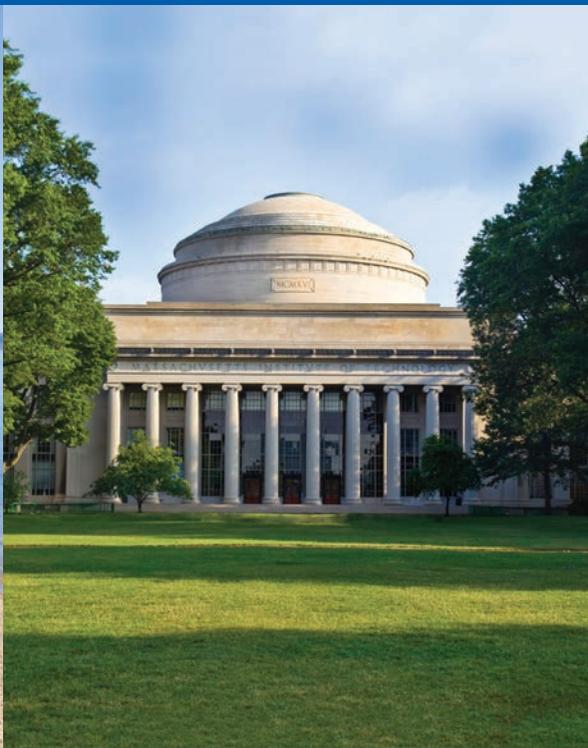




LEARNING & *the* BRAIN[®]
2016 SUMMER INSTITUTES

**SELECTED WEEKS IN JUNE AND JULY
IN THE BOSTON AREA AND SANTA BARBARA, CA**



LEARNING & *the* BRAIN[®]

SUMMER INSTITUTES 2016

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“I have enjoyed the summer institute and am excited to take away so many good ideas.”

—**Diana Vaniotis, Learning Specialist**
Forest Ridge School of the Sacred Heart, Seattle, WA





ABOUT LEARNING & *the* BRAIN® SUMMER INSTITUTES

LEARNING & *the* BRAIN® has been connecting educators to the science of learning since 1999 to explore new research on the brain and its application to education. In this multi-day workshop format, participants will be able to explore specific topics in depth from some of the top experts in their field.

These summer institutes are designed to provide educators and clinicians with both an understanding of some of the latest research in how students learn and practical knowledge to bring back to their schools. In order to facilitate learning, the summer institutes are limited in size to 40 students. Each institute is designed to be interactive with group projects. No previous coursework about the brain is required.

WHAT TO EXPECT FROM THE INSTITUTES

- Knowledge about some of the latest findings on the brain and learning
- Strategies to improve instruction and intervention through brain science
- Group discussions and projects for a more in-depth experience
- 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

DAILY SCHEDULES

Daily schedules are designed to combine lecture time with group activities. The schedules provide participants with both intense work periods as well as downtime to explore the area around the institute. Detailed schedules for each summer institute can be found at LearningAndTheBrain.com.

EARN PROFESSIONAL DEVELOPMENT CREDIT

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

Visit LearningAndTheBrain.com for more information on available ASHA CEUs.



THE POWER OF MINDSETS:

Promoting Positive School Climates and Motivation in Students

JUNE 28-JULY 1, 2016 or JULY 12-15, 2016 • 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 participants 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 arrive at realistic, practical interventions for reinforcing a “motivating environment” in the school setting. The institute is designed to be a highly interactive workshop and is limited to 40 people.



LEARNING OBJECTIVES

At this institute, you will learn to:

- 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
- Empower students to develop an increasing sense of ownership and responsibility 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 at the Boston Park Plaza Hotel, the site of the institute, where they will get their own room. The Boston Park Plaza Hotel is located close to the Boston Public Garden and Boston’s historic Back Bay neighborhood.

WORKSHOP LEADER



Robert Brooks, PhD, is a psychologist on the faculty of **Harvard Medical School** 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.

He is the author or co-author of 16 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 NEUROPSYCHOLOGY OF LEARNING DISABILITIES: Developing Interventions to Help Struggling Students

JULY 5-8, 2016 • BOSTON, MA

This institute will focus on how to apply neuroscientific research to develop individualized interventions for students with learning disabilities. You will learn how to classify learning disorders into distinct categories or subtypes based upon critical neurodevelopmental markers inherent within the child. Dr. Feifer will show how to link each learning disorder's subtype in reading, writing, spelling and math with scores



of evidence-based interventions. The use of neuropsychological assessment will be discussed as the primary means to identify children who have not responded to standard protocol interventions. All participants will have the opportunity to create individualized interventions for children with learning needs. The 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 learn to:

- Become proficient in understanding the neurological underpinnings of reading, math and writing disorders
- Recognize specific subtypes of reading, math, spelling and written language disorders in children
- Be able to link evidence-based intervention strategies with each learning disorder's subtypes
- Develop an appropriate assessment battery of children's learning needs based upon multiple cognitive constructs
- Create a series of research-based interventions for each specific learning disability subtype to share with the class
- Evaluate the relevance of neuroscience research for informing intervention decision making

WHO SHOULD ATTEND

This seminar will be applicable for all teachers, reading specialists, special educators, school administrators, school psychologists, clinical psychologists, speech and language therapists, school clinicians and college professors.

INSTITUTE LOCATION, HOUSING AND MEALS

Room and selected meals are included. Participants are housed at the Boston Park Plaza Hotel, the site of the institute, where they will get their own room. The Boston Park Plaza Hotel is located close to the Boston Public Garden and Boston's historic Back Bay neighborhood.

WORKSHOP LEADER



Steven G. Feifer, DEd, NCSP, ABSNP, is an internationally renowned speaker and author in the field of learning disabilities who has authored six books on learning and emotional disorders in children. He has 19 years of experience as a school psychologist, was voted the Maryland School Psychologist of the Year in 2008 and the National School Psychologist of the Year in 2009. He is also a diplomate in school neuropsychology and a faculty instructor in the ABSNP school neuropsychology training program. Dr. Feifer currently works in private practice at the Monocacy Neurodevelopmental Center in Frederick, MD.

THINK SMART:

Cognitive Classroom Strategies That Support Student Success

JULY 11-15, 2016 • SANTA BARBARA, CA

In this interactive institute, Kathleen Kryza and Jack Naglieri will merge current knowledge on the neuropsychology of ability with the art of instruction to help students think smarter and ultimately take charge of their own learning in and beyond school. Researchers who have conceptualized intelligence as neurocognitive processes are providing a clearer picture of how children learn, which has allowed for a better understanding of how to effectively teach. Through discussion and activities, participants will learn about four neurocognitive abilities critical to learning and will leave with doable strategies that can be implemented in their schools and classrooms. This highly interactive institute is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will learn to:

- Use advances in neuropsychology to better understand what it means to be smart
- Create a safe learning environment that engages all learners (culturally, emotionally and academically)
- Understand the relationship between cognition and social-emotional competence
- Teach students how to 'Think Smart' and use their neurocognitive abilities efficiently
- Use knowledge of students' cognitive strengths and challenges to guide and provide interventions for teachers, parents and the students themselves
- Effectively teach strategies for maximum impact, ownership and improved behavioral and academic performance

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 are individual rooms in shared apartments in the new Sierra Madre dormitory complex next to the institute location.

WORKSHOP LEADERS



[Kathleen M. Kryza, MA](#), is an experienced teacher and a consultant/coach who has presented in numerous school districts, nationally and internationally, for over 24 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](#) and 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 many books including *Helping Children Learn* (2010).

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

JULY 18-22, 2016 • 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, which 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, participants will explore *neurological* approaches for understanding and meeting the diverse academic, social and emotional needs of students. The institute is hands-on and is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will learn to:

- 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 are individual rooms in undergraduate dormitory accommodations, steps from the Pacific Ocean and 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.

THE NEUROSCIENCE OF READING:

Using Research to Understand Reading Acquisition and Disorders

JULY 25-28, 2016 • 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. Participants will also observe real, live neuroimaging measures including functional magnetic resonance imaging (fMRI). The 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 learn to:

- 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
- Use neuroscience research to help predict reading outcomes and the 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, will be the co-leader of this institute. She is an Assistant Professor at the [MGH Institute of Health Professions](#) and Research Affiliate at [MIT](#).

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

JULY 25-29, 2016 • 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, reduction of cognitive workload to improve working memory, formative assessments, feedback, metacognition, increasing cognitive reserve, 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. The institute is hands-on and is limited to 40 participants.



LEARNING OBJECTIVES

At this institute, you will learn to:

- 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 learning
- 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 are individual rooms in undergraduate dormitory accommodations, steps from the Pacific Ocean and 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.

ACCOMMODATIONS

For all of the institutes, accommodations are included. Please check LearningAndTheBrain.com for details on the individual institute's facilities and arrival and departure times. All facilities are ADA compliant.

MEALS

Selected meals will be provided at the Boston, Cambridge and Santa Barbara institutes. Please check the individual schedule for each institute at LearningAndTheBrain.com for details on which meals are provided.

LOCATIONS FOR SUMMER INSTITUTES

JUNE 28 - JULY 1, 2016 or JULY 12-15, 2016 (The Power of Mindsets)

Boston Park Plaza Hotel, Boston, MA

JULY 5-8, 2016 (The Neuropsychology of Learning Disabilities)

Boston Park Plaza Hotel, Boston, MA

JULY 11-15, 2016 (Think Smart)

University of California, Santa Barbara Campus, Santa Barbara, CA

JULY 18-22, 2016 (Neuroscience and Classroom Engagement)

University of California, Santa Barbara Campus, Santa Barbara, CA

JULY 25-28, 2016 (The Neuroscience of Reading)

MIT Campus and Boston Marriott Cambridge, Cambridge, MA

JULY 25-29, 2016 (Neuroscience and Executive Skills)

University of California, Santa Barbara Campus, Santa Barbara, CA

Please check LearningAndTheBrain.com for directions.

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



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@learningandtheb

*“I found the course very exciting and enlightening...
It has been a wonderful experience.”*

—Laura Wiener, Teacher

Atlanta Speech School, Atlanta, GA

SUMMER INSTITUTE REGISTRATION

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

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

Email: registration@LearningAndTheBrain.com
Postal mail: PIRI • 35 Highland Circle, 1st Fl.
Needham, MA 02494-3099

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

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 28-July 1, 2016 or July 12-15, 2016 - Please circle one set of dates)
\$2,195 per person (housing and selected meals included)
- The Neuropsychology of Learning Disabilities - BOSTON, MA** (July 5-July 8, 2016)
\$2,195 per person (housing and selected meals included)
- Think Smart - SANTA BARBARA, CA** (July 11 - 15, 2016)
\$1,895 per person (housing and selected meals included)
- Neuroscience and Classroom Engagement - SANTA BARBARA, CA** (July 18-22, 2016)
\$1,895 per person (housing and selected meals included)
- The Neuroscience of Reading - CAMBRIDGE, MA** (July 25-28, 2016)
\$2,195 per person (housing and selected meals included)
- Neuroscience and Executive Skills - SANTA BARBARA, CA** (July 25-29, 2016)
\$1,895 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. **Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.**

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, 2016. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$250 per person if you cancel before May 31. Because there are a limited number of spaces in the workshop, if you cancel after May 31, 2016, 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, 2016.

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 28-July 1, 2016 or July 12-15, 2016 • Boston, MA

Workshop Leader: Robert Brooks, PhD

THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES

July 5-July 8, 2016 • Boston, MA

Workshop Leader: Steven G. Feifer, DED, NCSP, ABSNP

THINK SMART

July 11-15, 2016 • Santa Barbara, CA

Workshop Leaders: Kathleen M. Kryza, MA, and Jack A. Naglieri, PhD

NEUROSCIENCE AND CLASSROOM ENGAGEMENT

July 18-22, 2016 • Santa Barbara, CA

Workshop Leader: Judy A. Willis, MD, MEd

THE NEUROSCIENCE OF READING

July 25-28, 2016 • Cambridge, MA

Workshop Leaders: John D.E. Gabrieli, PhD and Joanna A. Christodoulou, EdD

NEUROSCIENCE AND EXECUTIVE SKILLS

July 25-29, 2016 • Santa Barbara, CA

Workshop Leader: Judy A. Willis, MD, MEd

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