

NOVEMBER CONFERENCE REGISTRATION FORM

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
Phone	
Email	

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

Register Me for the Conference:

\$ _____

EARLY REGISTRATION (THROUGH SEPTEMBER 30)	\$549 per person (\$479 per person for groups of 5+)
General Registration (THROUGH NOVEMBER 4)	\$599 per person (\$499 per person for groups of 5+)
Late Registration (AFTER NOVEMBER 4)	\$619 per person (\$519 per person for groups of 5+)
Dual Conf. Registration (Circle conference: Feb. and/or April)	\$479 per person, per conference

Register Me for a Thursday, Nov. 17 Pre-Conference Workshop Add \$25 if not attending the Nov. conference

\$ _____

Please check one of six:

<input type="radio"/> Teaching Digital Citizens	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> Neuroscience and Student Empowerment	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> Teaching Teenage Brains	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> Battling Boredom to Engage and Motivate	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> The Neuroscience and Neuropsychology of Reading	8:15 am – 12:15 pm	\$189 per person
<input type="radio"/> The Educator's Guide to Brain and Psychological Research	8:15 am – 12:15 pm	\$189 per person

Sign Me Up for Professional Development Credit

\$ _____

- Send certificate via email (Free). Please send certificate via USPS (Add \$5 for shipping & handling).
To learn how to sign up for graduate credit, visit LearningAndTheBrain.com.

Additional Events

\$ _____

- Register me for the November 17 *Meeting of the Minds* Reception.** (Free)
 Register me for the MIT "Brain Scan" Tours (Please call (781) 449-4010 ext. 101 to check availability of tours.) (Add \$149)

All prices are in U.S. dollars.

GRAND TOTAL: \$ _____

- Sign me up for LEARNING & the BRAIN's monthly newsletter** (Free)
 Check here if you have any special ADA requirements, and call (781) 449-4010 ext.101.
The Westin Copley Place and MIT campus are ADA compliant.

PAYMENT METHOD Check enclosed Purchase Order enclosed Credit Card (Circle one: VISA MC AMEX)

Credit Card Number: _____ Exp: _____

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Make check or purchase order payable to **Public Information Resources, Inc. (PIRI)**, and mail it along with your registration form to:
PIRI, 35 Highland Circle, 1st floor, Needham, MA 02494-3099.

P.O.s will be invoiced if sent without a check prior to conference. **Registrations without payment or purchase order will not be confirmed.**

REGISTRATION POLICIES Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order. **Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (781) 449-4010 ext. 101 or 102.** Early conference registration is \$549 (\$479 per person for groups of 5 or more) through September 30, 2016. General conference registration is \$599 per person (\$499 per person for groups of 5 or more when registering together) through November 4, 2016. After November 4, 2016, late registration is \$619 per person (\$519 per person for groups of 5 or more when registering together).

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax or mail. Cancellations must be requested no later than November 4, 2016. No cancellations can be accepted after November 4, 2016. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person if you cancel by September 30, 2016, or \$150 per person if you cancel after September 30, 2016, but by November 4, 2016. Cancellations must be sent in writing to PIRI at: 35 Highland Circle, First Floor, Needham, MA 02494-3099 or faxed to PIRI at (781) 449-4024.

CONFERENCE PROGRAM CHANGES Public Information Resources, Inc. (PIRI) reserves the right, without having to refund any monies to participants, to make changes in the conference, its program, schedule, workshops, sessions, events, location and/or faculty should PIRI, in its sole discretion, deem any such changes necessary or advisable. Similarly, PIRI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of those fees. PIRI, the Cooperating Organizations and Sponsors are not responsible for (nor do they necessarily endorse) the efficacy, accuracy, or content of any recommendations, statements, research or other information provided at the conference.

EMPOWERING ENGAGED LEARNERS AND CITIZENS

In today's complex, 21st Century world, it is essential for students to be engaged and ethical learners, thinkers, and citizens. Mind, brain and developmental research has found that students who feel valued and empowered are more likely to be actively engaged in school and their community, perform better academically, have more positive social-ethical behaviors and are more likely to be active citizens. Educators can improve school and civic engagement by empowering students through a sense of meaning and purpose, by giving them a choice and voice in their learning, by promoting real-world problem solving, and by providing opportunities for them to feel valued by contributing to civic, community, environmental and global projects. *Discover how to empower students to be engaged learners, ethical citizens, and world problem solvers.*

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The science of student empowerment and intrinsic motivation
- ✓ Linking engaged learning, purpose and service to achievement
- ✓ Enabling students to be global, civic and community innovators
- ✓ Using real-world problem solving, inquiry and critical thinking
- ✓ Empowering students to express their voices and change the world
- ✓ Encouraging 21st Century skills, social change and entrepreneurship
- ✓ Promoting excellence, ethics, character, civility and collaborations
- ✓ Providing students with choices, interest and ownership in learning
- ✓ Teaching civic education, community service and citizen science
- ✓ Helping students become critical, reflective and ethical thinkers
- ✓ Promoting youth development with global and digital citizenship
- ✓ Developing deeper thinking in reading, writing and STEM learning
- ✓ Linking brain research to conflict resolution and restorative justice



WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers, Administrators
Learning Specialists, Special Educators
Psychologists, Social Workers, Counselors
Early Childhood Educators, Professionals
Reading, Writing, STEM, Social Studies Teachers
Superintendents, Principals, School Heads
Youth Empowerment, Mentoring Professionals
Civic Education, Community Service Advocates
College, Career Readiness Counselors
Researchers, University Professors

CO-SPONSORS

Athinoula A. Martinos Imaging Center, **Massachusetts Institute of Technology**

Mind, Brain and Education Program, **Harvard Graduate School of Education**

Dana Alliance for Brain Initiatives, **The Dana Foundation**

Comer School Development Program, **Yale University School of Medicine**

Neuroscience Research Institute, **University of California, Santa Barbara**

National Association of Elementary School Principals (**NAESP**)

National Association of Secondary School Principals (**NASSP**)

Neuro-Education Initiative, **Johns Hopkins University School of Education**

Edutopia, **The George Lucas Educational Foundation**

LEARNING & the BRAIN® Foundation

EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDIT

Professional Development Credit: Earn 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals and social workers. Visit our website at LearningAndTheBrain.com for more information on the availability of CEUs, PDPs, CEs and other professional development credit, or call 781-449-4010 ext. 104. Certificates of attendance and credit are free via email. However, there is a necessary \$5 fee for shipping and handling if mailed. Please add \$5 to the registration fee if you wish to have the professional development credit delivered by mail.

Visit LearningAndTheBrain.com for more information on course registered to offer ASHA CEUs.

University Graduate Credit Available: You can earn three academic graduate credits through **University of North Dakota**. For details on the course and to register, visit LearningAndTheBrain.com.



STAY AT THE WESTIN COPLEY PLACE, BOSTON – SPECIAL RATES



Pay only \$229 for a single or double per night (plus applicable taxes). **Call the Westin Copley Place Hotel at 1-800-937-8461 and refer to "Learning & the Brain."** The conference discount rate will no longer apply when the room block is filled or after October 26, 2016. The hotel is centrally located on Copley Square in Boston's historic Back Bay neighborhood and next to Copley Mall and the Prudential Center. The Westin is one block from Amtrak's Back Bay station and is a short cab ride from Logan International Airport.



LEARNING & the BRAIN® CONFERENCE

Fall International Conference for PreK Through University Educators, Clinicians and Parents
November 17-19, 2016 • At the Westin Copley Place Hotel • **Boston, MA**

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



FEATURED SPEAKER:

Howard E. Gardner, PhD
Professor of Cognition and Education,
Harvard Graduate School of Education

ENGAGED, EMPOWERED MINDS: USING BRAIN SCIENCE TO EDUCATE ETHICAL 21ST CENTURY CITIZENS AND PROBLEM SOLVERS

Explore the *latest research on:*

- Boosting Student Engagement
- Enabling 21st Century Learning
- Empowering Voice and Choice
- Solving Real-World Problems
- Applying Mind/Brain Research
- Engaging Meaning and Purpose
- Promoting Digital, Global Citizenship
- Encouraging Community Service
- Using Deeper Learning and Thinking
- Ethics, Character and Collaborations
- Intrinsic Motivation and Achievement
- Helping Students Change the World
- Youth Development and Civic Action
- Improving Reading and Writing Skills
- Moral Minds, Civility and Courage
- STEM Learning and Citizen Science

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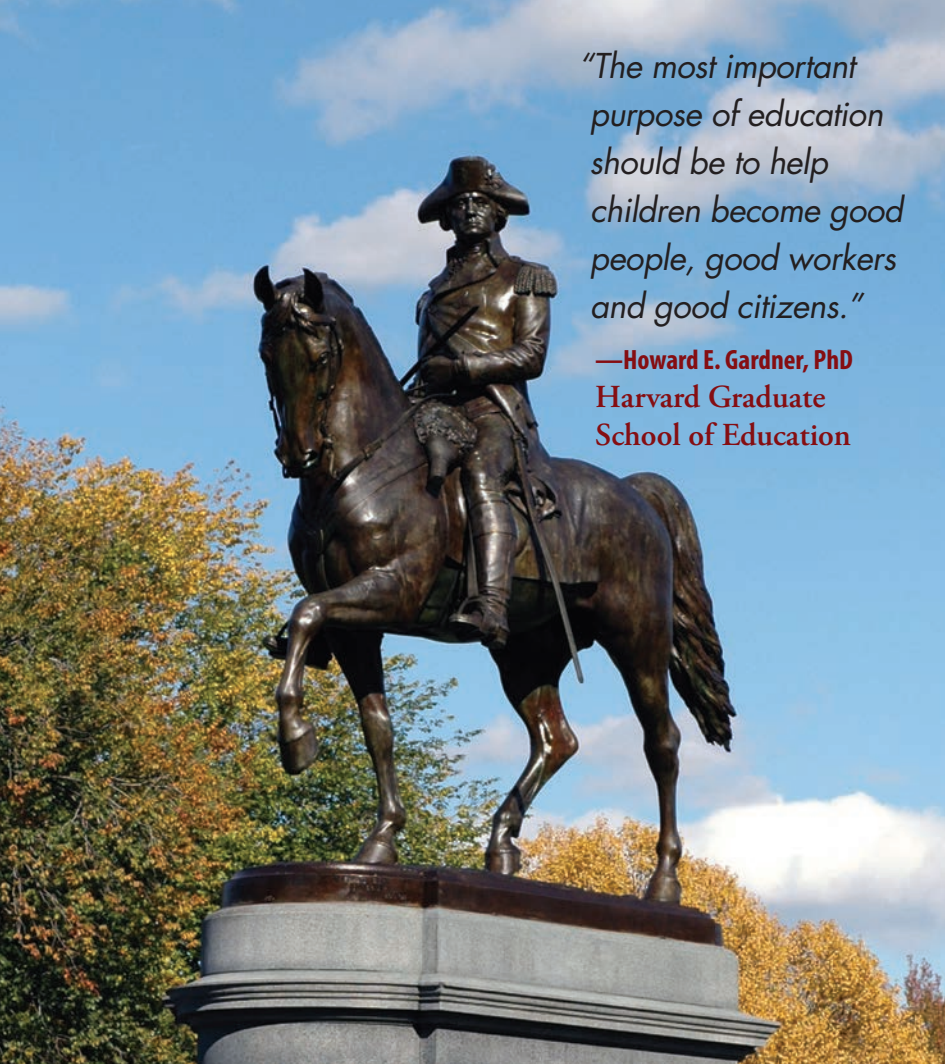
UPCOMING L&B CONFERENCES

Winter: Feb. 17-19, 2017 in San Francisco, CA

Spring: April 7-9, 2017 in Arlington, VA

Register for two conferences at the same time and receive a discount.

For information on PD credits, graduate credits and inservice training, visit LearningAndTheBrain.com.



"The most important purpose of education should be to help children become good people, good workers and good citizens."

—Howard E. Gardner, PhD
Harvard Graduate
School of Education

ENGAGED, EMPOWERED MINDS: USING BRAIN SCIENCE TO EDUCATE ETHICAL 21ST CENTURY CITIZENS AND PROBLEM SOLVERS

AT THE WESTIN COPLEY PLACE HOTEL
BOSTON, MA

NOVEMBER 17-19, 2016

Early Registration Deadline: September 30

General Registration Deadline: November 4



FALL 2016 LEARNING & the BRAIN[®] CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) EMPOWERED MINDS: TEACHING STUDENTS TO CHANGE THE WORLD

Most Likely to Succeed: Preparing Our Kids for the Innovation Era

Tony Wagner, EdD, Expert in Residence, Harvard Innovation Lab, [Harvard University](#); Education Advisor to the documentary, *Most Likely to Succeed*; Author, *Creating Innovators: The Making of Young People Who Will Change the World* (2012); Co-Author, *Most Likely to Succeed* (2015)

Teaching Tomorrow's Change Makers: The Power of Service, Citizenship and Social Change

Marilyn Price-Mitchell, PhD, Developmental Psychologist; Fellow, Institute for Social Innovation, [Fielding Graduate University](#); Author, *Tomorrow's Change Makers: Reclaiming the Power of Citizenship for a New Generation* (2015)

Global Citizenship: Empowering Students to Change the World

Michael A. Soskil, MS, Elementary Head Teacher who has engaged his students in global causes, such as providing filters for clean drinking water to children in the slums of Nairobi and fighting child labor in India and Africa; 2016 Global Teacher Prize Top 10 Finalist

Turbocharge Visionary Brain Power: Equip Students to Improve Their World

Sandra B. Chapman, PhD, Founder and Chief Director, Center for BrainHealth; Professor, School of Behavioral and Brain Sciences, [The University of Texas at Dallas](#); Co-Author, *Make Your Brain Smarter* (2014, Reprint Edition)

Creating the 21st Century Schools and Citizens We Need

Chris Lehmann, MA, Founding Principal, Science Leadership Academy; Co-Author, *Building School 2.0: How to Create the Schools We Need* (2015); Co-Editor, *What School Leaders Need to Know About Digital Technologies and Social Media* (2011)

Joining Character and Scholarship: Beautiful Student Work That Contributes to a Better World

Ron Berger, MEd, Chief Program Officer, Expeditionary Learning Schools; Author, *An Ethic of Excellence* (2003); Co-Author, *Learning That Lasts* (2016) and *Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment* (2014)

2) CITIZEN MINDS: EMPOWERING CIVIC EDUCATION & DIGITAL CITIZENSHIP

Beyond Wit and Grit: Can We Raise Good Citizens?

Howard E. Gardner, PhD, John H. and Elizabeth A. Hobbs Professor of Cognition and Education, [Harvard Graduate School of Education](#); Author, *Multiple Intelligences* (2006); Co-Author, *The App Generation* (2013) and *Good Work: When Excellence and Ethics Meet* (2002)

What Kind of Citizens? Educating Our Children for the Common Good

Joel Westheimer, PhD, University Research Chair in Democracy and Education, [University of Ottawa](#); Co-Director, "The Inequality" Project; Education Columnist, CBC Radio; Author, *What Kind of Citizen? Educating Our Children for the Common Good* (2015)

Revitalizing Civic Learning for Empowering Youth

Meira L. Levinson, DPhil, Associate Professor of Education, [Harvard Graduate School of Education](#); Team Member, "Justice in Schools" Project; Author, "Action Civics in the Classroom" (2014, *Social Education*) and *No Citizen Left Behind* (2012)

Children Are Citizens: Engaging Young Children in the Community to Create Powerful Learning

Benjamin Mardell, PhD, Director, Early Childhood Education Program, [Lesley University](#); Project Director, "Children Are Citizens", Project Zero, [Harvard Graduate School of Education](#); Co-Author, "Engaging City Hall: Children as Citizens" (2014, *New Educator*)

Ethical and Civic Dimensions of Young People's Digital Lives

Carrie James, PhD, Research Director and Principal Investigator, Project Zero; Lecturer on Education; Principal Investigator, "Good Play" Project, [Harvard Graduate School of Education](#); Co-Author, "Young People, Ethics, and the New Digital Media" (2014, *The MIT Press*)

From Voice to Influence: 150 Years of Youth, New Media and Political Participation

Jennifer S. Light, PhD, Sociologist; Historian; Professor of Science, Technology and Society; Professor of Urban Studies and Planning, [Massachusetts Institute of Technology](#); Co-Editor, *From Voice to Influence: Understanding Citizenship in a Digital Age* (2015)

Contributing to Society: The Characteristics Associated with Civic, Community and Cultural Participation Among Adolescents

Sara K. Johnson, PhD, Postdoctoral Associate, Institute for Applied Research in Youth Development, [Tufts University](#); Co-Author, "The Study of the Development of Civic Engagement Within Contemporary Developmental Science" (2015, *Research in Human Development*)

MIT "BRAIN SCAN" TOUR: THE BRAIN IN ACTION

WEDNESDAY, NOVEMBER 16 – 2:00, 3:00 or 4:00 PM; THURSDAY, NOVEMBER 17 – 9:00, 10:00 or 11:00 AM
(Cost per Person: \$149. Tours are for one hour.)

Sponsored by the [Athinoula A. Martinos Imaging Center](#), [Massachusetts Institute of Technology](#)

Take this unique opportunity to see an fMRI brain scan in action. Call 781-449-4010 ext. 101 for information and to register for a tour. One person from each tour will be selected by MIT to have his or her brain scanned. Brain scans will take place offsite at the MIT campus in Cambridge, MA. The MIT imaging center building is easily accessible from the Westin Copley Place Hotel via public transit. Directions will be provided. Call (781) 449-4010 ext. 101 for availability. (Space is limited. For conference registrants only.)



SCAN QR CODE FOR
MORE INFORMATION

CONFERENCE BEGINS AT 1:00 PM, NOVEMBER 17

SCHEDULE:

Thursday, November 17

8:15 AM – 12:15 PM

Pre-Conference Workshops

Thursday, November 17

1:00 PM – 5:15 PM

Conference Day 1

Friday, November 18

8:30 AM – 5:15 PM

Conference Day 2

Saturday, November 19

8:30 AM – 4:15 PM

Conference Day 3



3) THINKING MINDS: ENGAGING REAL-WORLD PROBLEM SOLVING

Half-Truths and Lies: The Brain Science of Critical Thinking

Daniel J. Levitin, PhD, Cognitive Scientist; James McGill Professor of Psychology, Behavioral Neuroscience and Music, [McGill University](#); Author, *A Field Guide to Lies: Critical Thinking in the Information Age* (2016), *The Organized Mind* (2014) and *This Is Your Brain on Music* (2006)

The World Becomes What We Teach: Educating a Generation of Solutionaries

Zoe Weil, MA, MTS, Co-Founder and President, Institute for Humane Education; Author, *The World Becomes What We Teach: Educating a Generation of Solutionaries* (2016), *Above All, Be Kind* (2013), *Most Good, Least Harm* (2009) and *The Power and Promise of Humane Education* (2004)

Student Engagement for Deep Thinking in the 21st Century

Bryan K. Harris, EdD, Director of Professional Development and Public Relations, Casa Grande Elementary School District; Educational Consultant; Author, *Creating a Classroom Culture That Supports the Common Core* (2013) and *Battling Boredom* (2010)

An MBE Research-Informed Pathway for Purposeful Learning and Thinking

Glenn Whitman, MALS, Director, Center for Transformative Teaching and Learning; Director, "American Century Oral History" Project, St. Andrew's School; and **Ian Kelleher, PhD**, Head of Research, Center for Transformative Teaching and Learning, St. Andrew's School; Co-Authors, *Neuroteach: Brain Science and the Future of Education* (2016); Co-Editors of "Think Differently and Deeply" (2013, *CTTL Journal*)

Inspiring Engaged Thinking and Innovation in 21st Century Students

Jacquelyn F. Gamino, PhD, Assistant Research Professor; Director, Adolescent Reasoning Initiative, Center for BrainHealth, [The University of Texas at Dallas](#); Co-Author, "Higher Order Strategic Gist Reasoning in Adolescence" (2011, *The Adolescent Brain*)

Fostering Complex, Critical and Creative Thinking for the Classroom

Patti Drapeau, MS, Consultant, Maine Department of Education; Part-time Faculty, [University of Southern Maine](#); Author, *Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving* (2014) and *Differentiated Instruction* (2004)

4) ENGAGED MINDS: MOTIVATING WITH PURPOSE, CHOICE & VOICE

Educating for Moral and Civic Purpose

William Damon, PhD, Director, Stanford Center on Adolescence; Professor, [Stanford University](#); Author, *Failing Liberty 101* (2011), *The Path to Purpose* (2009) and *Bringing in a New Era in Character Education* (2002); Co-Author, *The Power of Ideals* (2015) and *Good Work* (2002)

Engaging Students: Creating Classrooms of Choice, Collaboration and Deep Learning

Jennifer A. Fredricks, PhD, Professor of Human Development, [Connecticut College](#); Author, *Eight Myths of Student Disengagement* (2014); Co-Author, "Development of Achievement Motivation and Engagement" (2015, *The Handbook of Child Psychology & Developmental Science*) and "Developing and Fostering Passion in Academic and Nonacademic Domains" (2009, *Gifted Child Quarterly*)

Creating Possibilities: Empowering Youth Through Voice, Choice and Entrepreneurship

Michael J. Nakkula, EdD, Chair, Applied Psychology and Human Development Division, Graduate School of Education, [University of Pennsylvania](#); Director, "Inventing the Future" Project; Co-Author, "Motivation, Engagement and Student Voice" (2012, *Jobs For the Future*); and **Kari Guo, Doctoral Student**, Interdisciplinary Studies in Human Development, Graduate School of Education, [University of Pennsylvania](#)

Why Is Interest Powerful for Learning?

K. Ann Renninger, PhD, Developmental and Educational Psychologist; Eugene M. Lang Research Professor; Chair, Department of Educational Studies, [Swarthmore College](#); Co-Author, *The Power of Interest for Motivation and Learning* (2015); Co-Editor, *Interest in Math and Science Learning* (2016) and *The Role of Interest in Learning and Development* (1992)

Promoting Purpose and Engagement Through Civic Education and Student Voice

Dana L. Mitra, PhD, Associate Professor of Education; Director, Willower Center for Ethics and Leadership, College of Education, [Pennsylvania State University](#); Author, *Student Voice in School Reform* (2008); Co-Author, *Civic Education in the Elementary Grades* (2015)

Motivation in Learning: Insights from Multi-Method Approaches

Kuo Murayama, PhD, Neuroscientist; Director, Motivation Lab; Associate Professor, School of Psychology and Clinical Language Sciences, [University of Reading](#); Co-Author, "Why Children Differ in Motivation to Learn" (2015, *Personality and Individual Differences*) and "How Self-Determined Choice Facilitates Performance" (2014, *Cerebral Cortex*)

5) DEEPER MINDS: ENGAGING THINKING IN STEM, CITIZEN SCIENCE & LITERACY

Engaging Young Engineers: Teaching Problem Solving and Decision Making Skills

Kristin B. Wendell, PhD, Assistant Professor, Department of Mechanical Engineering; Adjunct Assistant Professor, Department of Education, School of Arts and Sciences, [Tufts University](#); Co-Author, *Engaging Young Engineers: Teaching Problem Solving Skills Through STEM* (2015)

Test Your Brain: Engaging Students as Citizen Scientists

Laura T. Germine, PhD, Postdoctoral Research Fellow, Center for Human Genetic Research, Massachusetts General Hospital, [Harvard Medical School](#); Founder/Director of [TestMyBrain.org](#), a citizen science project that contributes to brain research when students take a brain test

Using Reading/Writing as an Avenue to Empower and Develop Deeper, Higher Thinking

Leslie E. Laud, EdD, Founding Director, thinkSRSD; Lecturer, Reading Specialist Program, Massachusetts General Hospital, [Harvard Medical School](#); Co-Author, "Empowering Students to Write" (2015, *Association for Middle Level Educators Magazine*)

Executive Functions and Language Skills Associated with the Writing Process

Naomi J. Steiner, MD, Developmental Behavioral Pediatrician; Director of Training, Developmental Behavioral Pediatrics, Boston Medical Center, [Boston University](#); and **Lisa Phillips, MS, CCC/SLP**, Speech and Language Pathologist; Founder, Phillips Speech and Language Therapy

Engaging Citizen Science and Empowering STEM Students and Programs

Bronwyn D. MacFarlane, PhD, Associate Professor, Department of Educational Leadership and Teacher Education, [University of Arkansas at Little Rock](#); Chair-Elect of the STEM Network; Co-Author, *STEM Education for High-Ability Learners* (2016)

6) ETHICAL MINDS: CULTIVATING CHARACTER, COMPASSION & COMMUNITY

Moral Tribes: Emotions, Reason and the Gap Between Us and Them

Joshua D. Greene, PhD, Director, Moral Cognition Lab; Professor of Psychology; Faculty, Center for Brain Science, [Harvard University](#); Author, "The Rise of Moral Cognition" (2014, *Cognition*) and *Moral Tribes: Emotion, Reason and the Gap Between Us and Them* (2013)

Changing Moral Minds

Liane Young, PhD, Associate Professor, Department of Psychology; Principal Investigator, Morality Lab, [Boston College](#); Co-Author, "How the Mind Matters for Morality" (2015, *American Journal of Bioethics Neuroscience*)

Civility, Compassion and Courage: Embracing Your Influence to Be a Change Enterprise

Candice D. Barnes, EdD, Interim Department Chair, Elementary Literacy and Special Education, [University of Central Arkansas](#); Co-Author, *Civility, Compassion and Courage in Schools Today* (2015) and "Compassion: How Do You Teach It?" (2015, *Education and Practice*)

Humanitarian Neuroscience: Predicting Future Behavior, Education and Criminal Outcomes

John D.E. Gabrieli, PhD, Director, Athinoula A. Martinos Imaging Center, [Massachusetts Institute of Technology](#); Co-Author, "Prediction as a Humanitarian and Pragmatic Contribution from Human Cognitive Neuroscience" (2015, *Neuron Review*)

Restorative Justice: Encouraging Efficacy, Empowerment, Relationships and Respect

Sarah Armstrong, EdD, Director, Master of Arts in Education Program, [Eastern Mennonite University](#); and **Judy H. Mullet, PhD**, Professor of Psychology, [Eastern Mennonite University](#); Author, "Restorative Discipline" (2014, *Children and Schools*)

Engaging Parents, Schools and Communities in Support of Positive Youth Development

Marilyn Price-Mitchell, PhD, Developmental Psychologist; Fellow, Institute for Social Innovation, [Fielding Graduate University](#); Co-Founder, National ParentNet Association; Author, "Increasing Capacity to Engage Youth and Family Volunteers" (2012, *GenerationOn*)

For more information, go to [LearningAndTheBrain.com](#). Follow us on [Twitter](#) and [Facebook](#).

REGISTER NOW FOR UPCOMING CONFERENCES AND SAVE



THE SCIENCE OF LEARNING: STRATEGIES FOR STUDENT ACHIEVEMENT

FEBRUARY 17-19, 2017 IN SAN FRANCISCO, CA

Held at the historic Fairmont San Francisco on Nob Hill

FEATURED SPEAKER: JOHN A.C. HATTIE, PHD

Director, Melbourne Educational Research Institute, [University of Melbourne](#); Co-Director, Science of Learning Research Centre; Author, *Visible Learning and the Science of How We Learn* (2013)



EDUCATING FLOURISHING MINDS: THE SCIENCE OF NURTURING THE WHOLE CHILD

APRIL 7-9, 2017 IN ARLINGTON, VA

Held at the Crystal Gateway Marriott

FEATURED SPEAKER: MARTIN E.P. SELIGMAN, PHD

Director, Positive Psychology Center, School of Arts and Sciences, [University of Pennsylvania](#); Father of Positive Psychology; Author, *Flourish: A Visionary New Understanding of Happiness and Well-being* (2012) and *The Optimistic Child* (2007)

Register for two L&B conferences and save. See [LearningAndTheBrain.com](#) for more information.

PRE-CONFERENCE WORKSHOPS (More In-Depth and Hands-on)

THURSDAY, NOVEMBER 17, 2016 8:15 AM – 12:15 PM

Cost per person: \$189. By advance registration only. (Select one of six. Add \$25 if not also attending the conference.)

1. TEACHING DIGITAL CITIZENS

This workshop provides you with resources on helping students understand the issues around technology use in schools from a digital citizenship perspective. The objective is to have teachers begin the process on how to develop integration plans for new technologies, and how to respond to new situations related to technologies as they emerge. After this session, educators will have a better understanding of how to work with students in a classroom setting on various digital citizenship topics. **Mike Ribble, EdD**, Educational Technology Consultant; District Director of Technology, Manhattan-Ogden School District; Blogger and Creator, DigitalCitizenship.net; Author, *Raising a Digital Child* (2009); Co-Author, *Digital Citizenship in Schools* (2011, 2nd Edition)

2. NEUROSCIENCE AND STUDENT EMPOWERMENT

This workshop will provide you with an overview of what constitutes student empowerment and student ownership in a 21st Century classroom. Patti Drapeau will translate neuroscience findings into a pedagogical framework that articulates a step-by-step “how to” that shifts instructional practice to one that encourages student ownership. Topics include: social aspects of neuroscience; student voice and choice; mastery learning; and examples of school structures that foster student empowerment. **Patti Drapeau, MS**, Consultant, Maine Department of Education; Part-time Faculty, **University of Southern Maine**; Author, *Sparking Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving* (2014)

3. TEACHING TEENAGE BRAINS: FOSTERING REASONING, CRITICAL THINKING AND GRIT

Learn how to teach the skills adolescents need to be successful. In this two-part workshop, you will learn how to improve teen grit, self-control, mindsets, thinking, reasoning and learning in classrooms. Dr. Gamino will share evidence from her research on the SMART (Strategic Memory Advanced Reasoning Training) cognitive training project in schools from several states and show you ways to teach reasoning skills to teens. Dr. Baruch-Feldman will show how teens can change their mindset and their behavior in ways that support self-control, perseverance and tenacity. Explore how to help develop the self-control and thinking skills required for success. **Jacquelyn F. Gamino, PhD**, Director, Adolescent Reasoning Initiative, Center for BrainHealth, **The University of Texas at Dallas**; and **Caren Baruch-Feldman, PhD**, Clinical Psychologist; Certified School Psychologist; Author, *A Guide to Teen Grit* (2017)

4. BATTLING BOREDOM TO ENGAGE AND MOTIVATE

Dr. Harris will describe the relationship between boredom, engagement and behavior. He will address issues related to authentic engagement vs. compliance and will consider the brain and cognitive processes involved in boredom, attention and authentic engagement. You will be provided with several practical, relevant and easy-to-use strategies that have been proven to engage and motivate students. **Bryan Harris, EdD**, Director of Professional Development and Public Relations, Casa Grande School District; Author, *Creating a Classroom Culture That Supports the Common Core* (2013) and *Battling Boredom* (2010)

5. THE NEUROSCIENCE AND NEUROPSYCHOLOGY OF READING

This two-part workshop for educators and clinicians will examine reading from a neuroscience and neuropsychological perspective. Dr. John Gabrieli will discuss the use of brain measures to predict the trajectory of reading difficulty, including appropriate diagnostic criteria and identification of children at risk for reading failure prior to reading instruction. Dr. Feifer will discuss matching each reading subtype with evidence-based interventions. He will discuss the use of neuropsychological assessment to address multiple cognitive constructs, including phonological processing, working memory, executive functioning and orthographical processing. **John D.E. Gabrieli, PhD**, Professor of Brain and Cognitive Sciences; Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, **Massachusetts Institute of Technology**; Co-Author, “Relation of White-Matter Microstructure to Reading Ability and Disability in Beginning Readers” (2016, *Neuropsychology*); and **Steven G. Feifer, EdD, NCSP**, Faculty Instructor, American Board of School Neuropsychology; Licensed Psychologist, Monocacy Neurodevelopmental Center; Co-Author, *Feifer Assessment of Reading - FAR™* (2016) and *The Neuropsychology of Reading Disorders* (2000)

6. THE EDUCATOR'S GUIDE TO BRAIN AND PSYCHOLOGICAL RESEARCH

Learn how to navigate the facts and findings of neuroscience and psychological research in an era when the quality of scientific content that educators come across varies dramatically. This workshop, through lecture, self-reflection and group discussion, is designed to prepare educators to strategically evaluate scientific claims and make informed decisions about the value they may bring to their personal and professional decision making. **Andrew C. Watson, MEd**, Founder and President, Translate the Brain; and **Maya Bialik, MEd**, Researcher, Center for Curriculum Redesign; Associate Director, *The People's Science*; Co-Author, *Four-Dimensional Education* (2015)

EVENTS

MEETING OF THE MINDS – WINE & CHEESE RECEPTION

THURSDAY NOV. 17 (5:15 PM - 6:15 PM) — Free & Open to All Attendees

Sponsored by **THE DANA ALLIANCE FOR BRAIN INITIATIVES**. Advance registration required on the registration form.

POSTER SESSIONS: PRESENT YOUR RESEARCH

Submit a summary of your research or poster session for review to info@LearningAndTheBrain.com.

Proposal deadline is October 21, 2016. For more information, call 781-449-4010 Ext. 104.

MOST LIKELY TO SUCCEED – DOCUMENTARY FILM SCREENING

Take this opportunity to watch the documentary film, *Most Likely to Succeed*, which had its world premiere at the 2015 Sundance Film Festival. The film focuses on education — both its past and its future. A screening of the film will be available for viewing on November 18. Visit our website at LearningAndTheBrain.com for further details. (FREE)