

NOVEMBER CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: **Phone:** (781) 449-4010 ext.101 or 102 **Email:** registration@LearningAndTheBrain.com
Fax: (781) 449-4024 **Postal mail:** **PIRI** • 35 Highland Circle, 1st Fl.
Web: LearningAndTheBrain.com Needham, MA 02494-3099

PLEASE PHOTOCOPIY 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 Conference: \$ _____

- | | |
|---|--|
| EARLY REGISTRATION (THROUGH SEPT. 30 TH) | \$539 per person (\$479 per person for groups of 5+) |
| General Registration (THROUGH NOV. 6 TH) | \$579 per person (\$499 per person for groups of 5+) |
| Late Registration (AFTER NOV. 6 TH) | \$599 per person (\$519 per person for groups of 5+) |
| Dual Conf. Registration (Circle conference: Feb. and/or April) | \$479 per person, per conference |
| L&B Society Members | Take \$35 off the registration price |

Please Register Me for a Friday, Nov. 13 Pre-Conference Workshop *Add \$25 if not attending the Nov. conference* \$ _____

Please check one of six:

- | | | |
|---|--------------------|------------------|
| <input type="radio"/> Positive Classrooms | 8:30 am – 12:35 pm | \$169 per person |
| <input type="radio"/> Learning to Read Words | 8:30 am – 12:35 pm | \$169 per person |
| <input type="radio"/> The Power of Resilience in Youth | 8:30 am – 12:35 pm | \$169 per person |
| <input type="radio"/> Helping Teens Strengthen Executive Skills | 8:30 am – 12:35 pm | \$169 per person |
| <input type="radio"/> Assessing Non-Cognitive and Character Skills | 8:30 am – 12:35 pm | \$169 per person |
| <input type="radio"/> Helping Children with ADHD and Trauma | 8:30 am – 12:35 pm | \$169 per person |

Please Sign Me Up for Professional Development Credit \$ _____

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

Conference Events \$ _____

- Please register me for the November 13 *Meeting of the Minds* Reception.** (Free)
 MIT "Brain Scan" Tours. Please call 781-449-4010 ext. 101 to check availability for Nov. 12 or Nov. 13 tours before registering. (Add \$149)

All prices are in U.S. dollars.

GRAND TOTAL: \$ _____

- Please 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 \$539 (\$479 per person for groups of 5 or more) through September 30, 2015. General conference registration is \$579 per person (\$499 per person for groups of 5 or more when registering together) through November 6, 2015. After November 6, 2015, late registration is \$599 per person (\$519 per person for groups of 5 or more when registering together). Learning & the Brain Society members can take \$35 off of the current registration price.

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 6, 2015. No cancellations can be accepted after November 6, 2015. 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, 2015, or \$150 per person if you cancel after September 30, 2015, but by November 6, 2015. 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.

THE BRAIN SCIENCE OF STUDENT CHARACTER

Neuroscience and psychological research has shown that “character strengths,” such as self-control and delayed gratification, conscientiousness, resilience, grit, empathy and social-emotional skills, are linked to greater school, college, career and life success, higher test scores, less bullying and behavior problems and better social and cognitive functioning. Research has also shown that we can use the brain’s neuroplasticity to train these skills, often called non-cognitive or soft skills, in students through instruction, video games and meditation. *Discover the science behind these character strengths, why they lead to academic and life success, and how educators can train these skills in students.*

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ The science of self-control for academic success
- ✓ Using video games to train social and anti-bullying skills
- ✓ Creating caring, respectful and moral children and teenagers
- ✓ Strategies for self-regulation, grit and social-emotional learning
- ✓ How meditation and mindsets increase self-control and resilience
- ✓ Promoting moral, academic, civic and intellectual character strengths
- ✓ Creating healthy, safe school climates and positive teen development
- ✓ Linking self-regulation to reading, math and science achievement
- ✓ Managing challenging classroom behaviors and online bullying
- ✓ Enhancing empathy, compassion and gratitude in children
- ✓ The effects of stress, trauma, abuse and poverty
- ✓ Raising resilient children and young adults



CO-SPONSORS

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

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

Center for Emotional Intelligence, **Yale University**

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

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

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

Johns Hopkins University School of Education

The John F. Kennedy Center for the Performing Arts

LEARNING & the BRAIN® Foundation

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

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

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, At-Risk Youth Educators

Reading, Writing, Math, Science Teachers

Superintendents, Principals, School Heads

ADHD, Bullying and Violence Prevention Staff

Educational Therapists, Technology Teachers

College and Career Readiness Counselors

Researchers, University Professors

EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDIT

Professional Development Credit: Earn 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals, social workers and certified counselors. Visit our website at www.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.

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

Speech-Language Pathologist Credits: Please visit LearningAndTheBrain.com/ASHA42 for information on available ASHA credit.



STAY AT THE WESTIN COPLEY PLACE, BOSTON – SPECIAL RATES



Pay only \$229 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 Oct. 25, 2015. 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 hotel is one block from Amtrak’s Back Bay station and is only a 15-20 minute cab ride from Logan International Airport.



LEARNING & the BRAIN® CONFERENCE

42ND International Conference for PreK through University Educators, Clinicians and Parents
November 13-15, 2015 • At the Westin Copley Place Hotel • **Boston, MA**



FEATURED SPEAKER:

Walter Mischel, PhD

Professor of Humane Letters in
Psychology, **Columbia University**;
Author, *The Marshmallow Test*;
Mastering Self-Control (2015)

THE SCIENCE OF CHARACTER: USING BRAIN SCIENCE TO RAISE STUDENT SELF-REGULATION, RESILIENCE AND RESPECT

Explore the latest research on:

The Science of Self-Regulation

Raising Resilience in Students

Promoting Moral Development

Grit, Self-Control and Success

Assessing Non-Cognitive Skills

Teaching Character Strengths

Strategies for At-Risk Students

Managing Challenging Behaviors

Building Social-Emotional Skills

Raising Kind, Respectful Children

Enhancing Empathy and Gratitude

Using Video Games for Social Skills

Teaching Kids Emotional Regulation

Self-Regulation, Reading and Writing

Using Meditation to Build Self-Control

Treating Trauma and Battling Bullying

Promoting Positive Teen Development

How SEL Boosts Math/Science Grades

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EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDIT

Visit LearningAndTheBrain.com for details.

UPCOMING L&B CONFERENCES

Winter: San Francisco, CA, Feb. 11-13, 2016

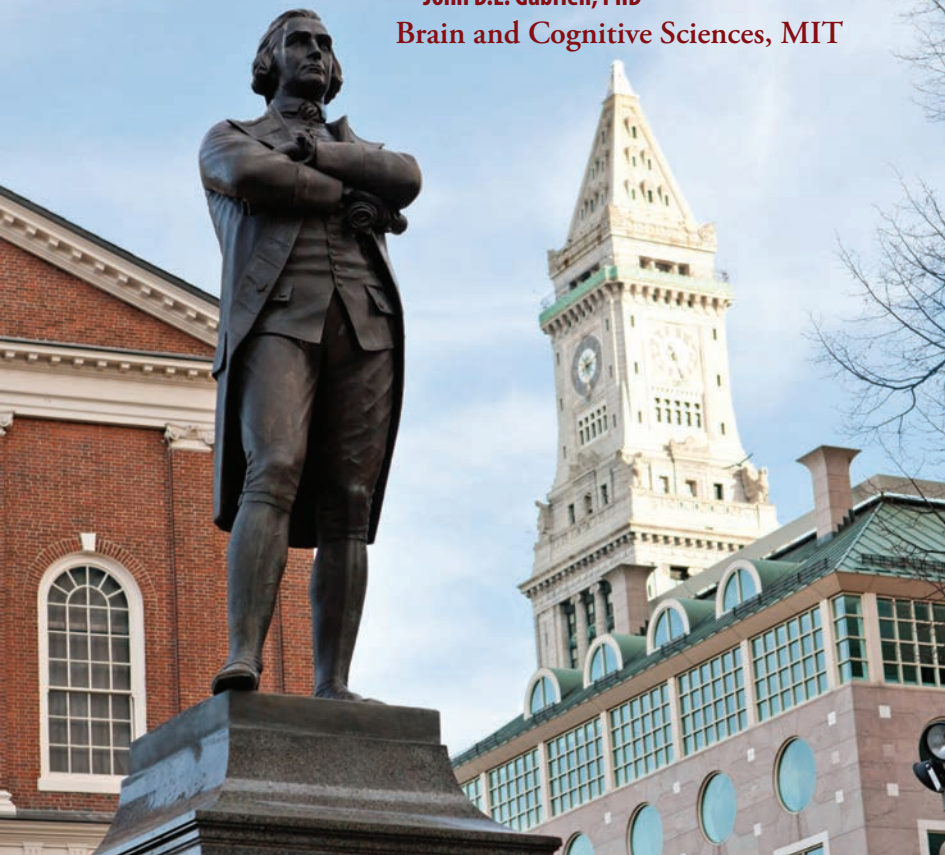
Spring: Orlando, FL, April 7-9, 2016

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

For information on inservice training, visit LearningAndTheBrain.com/inservice.

“Measures of conscientiousness, self-control, grit and growth mindset are all positively correlated with attendance, behavior and test score gains.”

—John D.E. Gabrieli, PhD
Brain and Cognitive Sciences, MIT



THE SCIENCE OF CHARACTER: USING BRAIN SCIENCE TO RAISE STUDENT SELF-REGULATION, RESILIENCE AND RESPECT

AT THE WESTIN COPLEY PLACE HOTEL
BOSTON, MA

NOVEMBER 13-15, 2015

Early Registration Deadline: Sept. 30th

General Registration Deadline: Nov. 6th



FALL 2015 LEARNING & the BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) THE SCIENCE OF SCHOOL SUCCESS: RAISING SELF-REGULATION SKILLS

How Mind and Brain Enable Self-Control: The Marshmallow Test and Beyond

Walter Mischel, PhD, Niven Professor of Humane Letters in Psychology, [Columbia University](#); Author, *The Marshmallow Test: Mastering Self-Control* (2015); Co-Author, "Mind and Brain in Delay of Gratification" (2014, *The Neuroscience of Risky Decision Making*)

Self-Control and Self-Esteem: Their Contribution to Success in School and Life

Roy F. Baumeister, PhD, Professor of Psychology, [Florida State University](#); Co-Author, *Willpower: Rediscovering the Greatest Human Strength* (2012); Editor, *Self-Esteem: The Puzzle of Low Self-Regard* (2014); Co-Editor, *Handbook of Self-Regulation* (2013, 2nd Edition)

Beyond Grit: Strategies to Promote Social-Emotional Skills in Schools and in At-Risk Kids

Stephanie M. Jones, PhD, Associate Professor in Human Development and Urban Education Advancement, [Harvard Graduate School of Education](#); Co-Author, "Social and Emotional Learning in Schools: From Programs to Strategies" (2012, *Social Policy Report*)

Emotions Matter: The Role of Grit and Social-Emotional Literacy for School Success

Marc A. Brackett, PhD, Director, Center For Emotional Intelligence, [Yale University](#); Co-Creator of RULER; Co-Author, "Predicting School Success: Comparing Conscientiousness, Grit and Emotion Regulation Ability" (2014, *Journal of Research in Personality*)

Why Teaching Students Social-Emotional Skills Boosts Math and Science Learning

Sara E. Rimm-Kaufman, PhD, Director, Social Development Lab, Center for the Advanced Study of Teaching & Learning, Curry School of Education, [University of Virginia](#); Author, "Promoting Social and Academic Competence in the Classroom" (2007, *Psychology in the Schools*)

Self-Regulated Writing: Combining Character, Self-Control and Common Core

Leslie E. Laud, EdD, Founding Director, thinkSRSD; Lecturer, Reading Specialist Program, Massachusetts General Hospital, [Harvard Medical School](#); Co-Author, *Releasing Writers: Writing Instruction that Works and Matters* (2015) and *How Good Teachers Nurture Character* (2000)

The Art of Character: How the Arts Improve Grit, Social-Emotional Learning and Creativity

Ivonne Chand O'Neal, PhD, Chief Research Officer, Creative Test Services; Former Director of Research, [JFK Center for the Performing Arts](#); Author, "An Impact Evaluation of Arts-Integration Through the Changing Education Through the Arts (CETA) Program" (2014, *JFK Center*)

2) THE SCIENCE OF CHARACTER: CREATING KIND, RESPECTFUL CHILDREN

The Neurobiology of Character: Fostering Compassionate, Communal and Moral Mindsets

Darcia F. Narvaez, PhD, Professor of Psychology, [University of Notre Dame](#); Author, *Neurobiology and the Development of Human Morality* (2014) and "Teaching for Character" (2013, *The Moral Work of Teaching*); Co-Editor, *Handbook of Moral and Character Education* (2014, 2nd Edition)

Educating Hearts and Minds: Promoting Empathy, Compassion and Kindness in Children

Kimberly Schonert-Reichl, PhD, Professor, Department of Educational and Counselling Psychology, and Special Education, [University of British Columbia](#); Co-Author, "Social-Emotional Competencies Make the Grade" (2014, *Applied Developmental Psychology*) and "Kindness Counts: Promoting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-Being" (2012, *PLoS One*)

How Schools and Families Can Raise Respectful, Moral and Happy Children

Richard Weissbourd, EdD, Senior Lecturer, Human Development and Psychology Program; Co-Director, "Making Caring Common" Project and "Caring Schools" Initiative, [Harvard Graduate School of Education](#); Lecturer, John F. Kennedy School of Government, [Harvard University](#); Author, *The Parents We Mean To Be* (2010); Co-Author, "Educators' Social and Emotional Skills Vital to Learning" (2013, *Phi Delta Kappa*)

Amplifying the Passion for Learning: The Power of Character Strengths in Education

Neal H. Mayerson, PhD, Chairman/Founder, VIA Institute on Character; Chairman, Mayerson Academy; Co-Creator of the VIA Classification and VIA Survey of Character Strengths; Co-Author, "Through the Lens of Strength: A Framework for Educating the Heart" (2014, *Positive Psychology*)

The Role of Moral, Performance and Civic Character Development in Fostering Student Success

Scott C. Seider, EdD, Associate Professor of Education, School of Education, [Boston University](#); Adjunct Lecturer on Education, [Harvard Graduate School of Education](#); Author, *Character Compass: How Powerful School Culture Can Point Students Toward Success* (2012)

Raising Grateful Children

Andrea M. Hussong, PhD, Professor of Psychology; Director, Center for Developmental Science; Principal Investigator, "Raising Grateful Children" Project, [University of North Carolina at Chapel Hill](#); Author, "How Parents Can Foster Gratitude in Kids" (2014, *Greater Good Science Center*)

MIT "BRAIN SCAN" TOUR: THE BRAIN IN ACTION

THURSDAY, NOVEMBER 12 – 2:00, 3:00 or 4:00 PM; FRIDAY, NOVEMBER 13 – 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 1:30 PM, NOVEMBER 13

SCHEDULE:

Friday, November 13

8:30 AM – 12:35 PM

Pre-Conference Workshops

Friday, November 13

1:30 PM – 6:00 PM

Conference Day 1

Saturday, November 14

8:30 AM – 5:30 PM

Conference Day 2

Sunday, November 15

8:30 AM – 3:00 PM

Conference Day 3



3) DEVELOPING MINDS: CULTIVATING CHARACTER STRENGTHS IN TEENS

Age of Opportunity: Lessons from the New Science of Adolescence on Self-Regulation

Laurence D. Steinberg, PhD, Distinguished University Professor; Professor of Psychology, Temple University; Author, *Age of Opportunity: Lessons from the New Science of Adolescence* (2014); Co-Author, "Unpacking Self-Control" (2015, *Child Developmental Perspective*)

Developing Teen Brains: Self-Regulation in the Face of Rewards and Risks

Leah H. Somerville, PhD, Assistant Professor of Psychology; Director, Affective Neuroscience & Development Laboratory, Harvard University; Co-Author, "Neural Correlates of Expected Risks and Returns in Risky Choice Across Development" (2015, *Neuroscience*)

A Theory of Social-Emotional Development and Resilience in Youth

Gil G. Noam, EdD, PhD, Founder/Director, Program in Education, Afterschool & Resiliency, Harvard University; Associate Professor, Harvard Medical School and McLean Hospital; Founder, Responsive Advocacy for Life and Learning in Youth (RALLY) Program

Insight from Brain Biology: Fostering Executive Function, Character and Moral Reasoning

Jay N. Giedd, MD, Director, Division of Child and Adolescent Psychiatry, School of Medicine, University of California, San Diego; Co-Author, "Developmental Changes in the Structure of the Social Brain in Late Childhood and Adolescence" (2014, *Social Cognitive and Affective Neuroscience*) and **Greg Richards, PhD**, Founder/Director, Middle Grades Ethic Project; Author, *Ethics for Young Adults* (2014)

How Critical Consciousness Combines Character Strengths for Positive Youth Development

Scott C. Seider, EdD, Associate Professor of Education, School of Education, Boston University; Adjunct Lecturer on Education, Harvard Graduate School of Education; Author, *Character Compass: How Powerful School Culture Can Point Students Toward Success* (2012)

4) RESILIENT MINDS: RAISING RESILIENCE, MINDSETS AND MINDFULNESS

Positive Neuroplasticity: Tapping the Power of Everyday Experiences to Build Resilience

Rick Hanson, PhD, Senior Fellow, Greater Good Science Center, University of California, Berkeley; Founder, Wellspring Institute for Neuroscience and Contemplative Wisdom; Author, *Hardwiring Happiness: The New Brain Science of Contentment, Calm and Confidence* (2013)

Building Resilience in Children and Teens: Reaching Marginalized and Traumatized Youth

Kenneth R. Ginsburg, MD, Professor of Pediatrics, Perelman School of Medicine, University of Pennsylvania; Author, *Raising Kids to Thrive* (2015) and *Building Resilience in Children and Teens: Giving Kids Roots and Wings* (2014, 3rd Edition); Co-Author, *Less Stress, More Success* (2006)

Meditation in Schools: Benefits for Learning, Self-Control and Performance

Joshua M. Aronson, PhD, Director, Metro Center for Achievement Research and Evaluation, New York University; Co-Author, "Minding and Mending the Gap: Social Psychological Interventions to Reduce Educational Disparities" (2015, *Educational Psychology*)

Classroom-Based Programs to Cultivate Mindfulness, Self-Regulation and Compassion

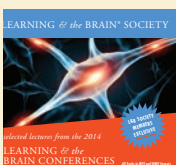
Lisa Flook, PhD, Scientist, Waisman Laboratory for Brain Imaging and Behavior, University of Wisconsin-Madison; Co-Author, "Promoting Prosocial Behavior and Self-Regulatory Skills in Preschool Children Through a Mindfulness-Based Kindness Curriculum" (2014, *Developmental Psychology*)

Mindsets, Beliefs and Resilience: Strengthening Student Resilience in School

Sara L. Truebridge, EdD, Educational Consultant; Researcher on resilience; Consultant to the film, *Race to Nowhere* (2010); Author, *Resilience Begins with Beliefs: Building on Student Strengths for Success in School* (2013)

Fostering Resilience and Well-Being in Children and Families in Poverty

Valerie Maholmes, PhD, Chief, Pediatric Trauma and Critical Illness Branch, National Institute of Child Health and Human Development (NICHD), National Institutes of Health; Author, *Fostering Resilience and Well-being in Children and Families in Poverty* (2014)



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Visit the website LearningAndTheBrain.com for more information on joining our online *Learning & the Brain Society*. Members receive an exclusive CD sampler of talks from last year's conferences, discounts on future conferences and the *L&B* online store, monthly e-newsletters, monthly video chats with neuroscientists and other researchers and access to an online archive of selected presentations from past *L&B* conferences.

5) CHALLENGING MINDS: MANAGING ANXIETY AND BULLYING

Effective Interventions for Students with Anxiety-Related or Oppositional Behavior

Jessica Minahan, MEd, BCBA, National Consultant to Schools; Adjunct Professor, [Boston University](#); Co-Author, *The Behavior Code Companion* (2014) and *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (2012)

Social-Emotional and Cognitive Resilience in Children with Learning Challenges

Fumiko Hoefl, MD, PhD, Director, Laboratory of Educational Neuroscience (BrainLENS), [University of California, San Francisco School of Medicine](#); Co-Author, "White Matter Morphometric Changes Uniquely Predict Children's Reading Acquisition" (2014, *Psychological Sciences*)

Perceptual and Cognitive Changes in Cyberbullying: Teaching Avoidance Strategies in K-12

Elizabeth K. Englander, PhD, Founder/Director, Massachusetts Aggression Reduction Center; Professor of Psychology, [Bridgewater State University](#); Author, *Bullying and Cyberbullying: What Every Educator Needs to Know* (2013) and *Understanding Violence* (2007)

Effective Behavioral Strategies in the Classroom

Sam J. Goldstein, PhD, Assistant Clinical Instructor, [University of Utah School of Medicine](#); Clinical Director, Neurology, Learning and Behavior Center; Co-Author, *Learning Disabilities and Challenging Behaviors* (2015, 3rd Edition) and *Raising a Self-Disciplined Child* (2009)

Social Minds and Social Media: Digital Stress and Cyberbullying

Emily C. Weinstein, MEd, Doctoral Candidate, Human Development and Education, [Harvard Graduate School of Education](#); Co-Author, "Digital Stress: Adolescents' Personal Accounts" (2014, *New Media & Society*)

6) TRAINING BRAINS: BOOSTING SOCIAL SKILLS THROUGH VIDEO GAMES

Brain Training: Promoting Prosocial Behavior Through Gaming

Constance A. Steinkuehler, PhD, Associate Professor in Digital Media, [University of Wisconsin–Madison](#); Co-Director, Games+Learning+Society (GSL); Co-Director with Renowned Neuroscientist Richard Davidson on a project to develop a video game to train and measure prosocial behaviors in the brain; Co-Editor, *Games, Learning and Society: Learning and Meaning in the Digital Age* (2012)

Leveraging Character Strengths and Digital Gaming to Create Thriving Learning Communities

Jillian C. Darwish, EdD, President, Mayerson Academy, which is collaborating with VIA Character Institute to provide scientifically-based programs and tools for educators on character strengths; Former Vice President, KnowledgeWorks Foundation

RAGE Control: Using Video Games to Build Emotional Regulation, Strength and Resilience

Jason Kahn, PhD, Research Associate, Boston Children's Hospital and [Harvard Medical School](#); Founder/ CEO, Neuromotion, Inc.; Co-Author, "RAGE-Control: A Game to Build Emotional Strength" (2013, *Games for Health Journal*)

SchoolLife: Practicing Prosocial Skills in 3-D Game Worlds

Jeff Orkin, PhD, Artificial Intelligence Researcher; Game Developer; Co-Founder/CTO, Giant Otter Technologies Inc.; Former Research Assistant, MIT Media Lab, [Massachusetts Institute of Technology](#); Co-Developer of SchoolLife, a 3-D virtual school simulation for practicing social, emotional and communication skills through role-playing with artificially intelligent characters

Learning to Take Another's Perspective: A Process That Needs Practice

Hunter Gehlbach, PhD, Associate Professor, The Gevirtz Graduate School of Education, [University of California, Santa Barbara](#); Former Associate Professor of Education, [Harvard Graduate School of Education](#); Expert on social perspective taking in schools and simulations

For more information, visit [LearningAndTheBrain.com](#). Also follow us on  Twitter and  Facebook.

REGISTER NOW FOR UPCOMING CONFERENCES AND SAVE



LEARNING & the BRAIN®: ACADEMIC MINDSETS: PROMOTING POSITIVE ATTITUDES, PERSISTENCE AND PERFORMANCE

FEBRUARY 11-13, 2016 IN SAN FRANCISCO, CA

Held at the historic Fairmont San Francisco on Nob Hill

FEATURED SPEAKER: CAROL S. DWECK, PHD

Professor of Psychology, Stanford University; Author, *Mindsets: The New Psychology of Success* (2007)



LEARNING & the BRAIN®: THE SCIENCE OF IMAGINATION: CULTIVATING CURIOSITY AND CREATIVITY IN SCHOOLS

APRIL 7-9, 2016 IN ORLANDO, FL

Held at the DoubleTree Hotel at the Entrance to Universal Studios

FEATURED SPEAKER: SIR KEN ROBINSON

An internationally recognized authority in creativity and innovation in education and business; His new book is *Creative Schools: The Grassroots Revolution That's Transforming Education* (2015)

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

PRE-CONFERENCE WORKSHOPS

FRIDAY, NOVEMBER 13, 2015 8:30 AM –12:35 PM

(Cost per person: \$169. By advance registration only. Select one of six. Add \$25 if not also attending the conference.)

1. POSITIVE CLASSROOMS: USING MINDFULNESS AND NEUROSCIENCE FOR WELL-BEING

Dr. Olson will provide a positive approach to education and usable tools for schools. He will weave together research from human relationships, neuroscience, mindfulness and well-being in an understandable manner so you can create a positive school and classroom climate. This workshop will include lecture and experiential components so that you can both learn these techniques and experience them.

Kirke H. Olson, PsyD, Nationally Certified School Psychologist; President, The Positivity Company; Author, *The Invisible Classroom: Relationships, Neuroscience and Mindfulness in Schools* (2014)

2. LEARNING TO READ WORDS: A MIND, BRAIN AND EDUCATION PERSPECTIVE

Dr. Coch will explore the reading brain from the perspectives of psychology, neuroscience and education. You will examine scientific evidence on the brain's development, how it reads single words, its visual processing of letters, and its ability to link those letters with the sounds of language, to making meaning. A significant theme of the workshop will be the remarkable plasticity of the human brain. Educators and students can literally build brains that can read through brain plasticity. K-5 ELA Common Core Standards will be included.

Donna J. Coch, EdD, Associate Professor of Education; Principal Investigator, Reading Brains Lab, Department of Education; Faculty, Department of Psychological and Brain Sciences, [Dartmouth College](#); Co-Author, "Constructing a Reading Brain" (2010, *Mind, Brain and Education*)

3. THE POWER OF RESILIENCE IN YOUTH

Dr. Goldstein will provide an overarching theory describing the cascade of risk and vulnerability in youth. He will introduce the concept of positive psychology and resilience focusing on the shift to a strengths-based model. He will emphasize practical hands-on strategies.

Sam J. Goldstein, PhD, Assistant Clinical Instructor, [University of Utah School of Medicine](#); Clinical Director, Neurology, Learning and Behavior Center; Co-Author, *The Power of Resilience* (2004); Co-Editor, *Handbook of Resilience in Children* (2014)

4. HELPING TEENS STRENGTHEN EXECUTIVE SKILLS TO REACH THEIR FULL POTENTIAL

Drs. Dawson and Guare will focus on practical strategies parents and teachers can use to strengthen executive skill development during the teen years. These include effective communication tools designed to minimize conflict and maximize the collaborative efforts that are essential for motivating teenagers and innovative and evidence-based strategies you can use to enhance executive functioning.

Margaret (Peg) Dawson, EdD, NCSP, School Psychologist, Center for Learning and Attention Disorders, Seacoast Mental Health Center, Portsmouth, NH; and **Richard Guare, PhD, D-BCBA**, Clinical/ Neuropsychologist, Portsmouth Regional Hospital; Director, Center for Learning and Attention Disorders, Seacoast Mental Health Center, Portsmouth, NH; Former Fellow, [Harvard Medical School](#); Both Co-Authors, *Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential* (2012)

5. FOSTERING AND ASSESSING NON-COGNITIVE AND CHARACTER SKILLS

This workshop will explore research on self-reported non-cognitive and "character" skills (conscientiousness, self-control, grit and growth mindset), the integration of psychological perspectives of character in schools, their impact on achievement, and programs to foster these skills.

John D. E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences; Associate Director, Athinoula A. Martinos Imaging Center, McGovern Institute for Brain Research, [Massachusetts Institute of Technology](#); Co-Author, *Promise and Paradox: Measuring Students' Non-Cognitive Skills and the Impact of Schooling* (2014); and **Robert E. McGrath, PhD**, Senior Scientist, VIA Institute on Character; Professor, School of Psychology, [Fairleigh Dickinson University](#); Author, "Character Strengths in 75 Nations" (2014, *Positive Psychology*)

6. HELPING CHILDREN WITH ADHD AND TRAUMA: MANAGING THE FEAR-DRIVEN BRAIN

Trauma and ADHD directly affect the developing brain, specifically brain areas responsible for attention, concentration, regulating emotions and engaging in satisfying relationships. In this two-part workshop, Dr. Bertin will provide a proven-effective program for helping children with ADHD stay cool and collected while remaining flexible, resilient and mindful. Dr. van der Kolk will discuss how the brain organizes traumatic experiences and how traumatic imprints can be addressed using evidence-based techniques drawn from yoga, theater, neurofeedback and somatic therapies to overcome the destabilization and panic induced by trauma and neglect.

Mark Bertin, MD, Assistant Professor of Pediatrics, [New York Medical College](#); Faculty, Windward Teacher Training Institute; Author, *Mindful Parenting for ADHD: A Guide to Cultivating Calm, Reducing Stress and Helping Children Thrive* (2015) and **Bessel A. van der Kolk, MD**, Professor of Psychiatry, [Boston University Medical School](#); Medical Director of the Trauma Center at JRI; Author, *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma* (2015) and *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society* (2006)

EVENTS

MEETING OF THE MINDS – WINE & CHEESE RECEPTION

FRIDAY, NOV. 13 from 6:00 PM - 7:00 PM — Free & Open to All Attendees

Enjoy this opportunity to meet other attendees and some of the nation's brightest minds.

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

CONFERENCE POSTER SESSIONS

Submit a summary of your poster session for review to info@LearningAndTheBrain.com. Proposal deadline is October 16, 2015. For more information, visit LearningAndTheBrain.com, or call 781-449-4010 ext. 104.