“We can become more effective at teaching when we deal with the pervasive brain differences in learning.”

— Kurt W. Fischer, PhD
Harvard Graduate School of Education

EDUCATING DIVERSE MINDS:
USING INDIVIDUAL BRAIN DIFFERENCES
TO TEACH AND REACH ALL LEARNERS

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- Adversity, Poverty and Achievement
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- Brain Differences in Learning Disorders
- Socio-Cultural Effects on Brain Function
- Strengths, Abilities and Bilingualism
- How Parents Change a Child's Brain
- Differentiated Instruction
- Brain Flaws and Critical Periods
- Teenagers, Maturation and Memory
- Genes, Experiences and Life Outcomes
- Brain Differences in Math and Reading
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DIVERSE BRAINS: HOW GENES, EXPERIENCES, EDUCATION AND CULTURE SHAPE LEARNERS

All brains are different, having been sculpted by genes, experiences, adversity, culture, home/school/today’s environments, parenting, maturation and neural variation. Discover the diversity of students’ brains and ways to teach to those differences.

LEARNING OBJECTIVES

SLP participants will be able to:

✓ Explain neural differences in and new strategies for LD, ADHD and autism
✓ Describe how education and brain diversity help shape cognition and learning
✓ Identify ways that genes and experiences affect learning and life outcomes
✓ Explore ways that parents, teachers and culture influence brain development
✓ Apply strategies for teaching diverse, special and inclusion classrooms
✓ Discuss the effects of stress, socioeconomics and adversity on achievement
✓ Use brain-based methods and differentiated teaching to reach all learners
✓ Examine brain differences in language, reading, math and bilingual abilities
✓ Provide strategies to improve child and teen memory, reading and learning
✓ Discuss the effects of early experiences and education in brain development

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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, Montessori Educators
Reading, Language, Math, Bilingual Teachers
Superintendents, Principals, School Heads
Inclusion, Differentiated Learning Teachers
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LD, ADHD and Autism Clinicians

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### EDUCATING MINDS: TEACHING TO DIVERSE BRAINS AND LEARNERS

**Brain Rules: Why Every Brain Is Wired Differently and What It Means for Education**
- John J. Medina, PhD, Director, Brain Center for Applied Learning Research, Seattle Pacific University; Affiliate Professor of Bioengineering, University of Washington School of Medicine; Founder, Talaris Research Institute; Author; *Brain Rules for Baby* (2012) and *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home and School* (2009)

**The Dynamics of Learning: Brains, Genes and Environment**
- Kurt W. Fischer, PhD, Charles Bigelow Professor; Director, Mind, Brain and Education Program (MBE), Harvard Graduate School of Education; Founder, International Mind, Brain and Education Society (IMBES); Founding Editor, *Mind, Brain and Education Journal*; Co-Author, “Learning from the developmental and biological perspective” (2010, *The Nature of Learning*)

**Brain Bugs: How the Brain’s Architecture Shapes Learning, Memory and Decision Making**
- Dean V. Buonomano, PhD, Professor of Behavioral Neuroscience, David Geffen School of Medicine at University of California, Los Angeles; Professor, Brain Research Institute, University of California, Los Angeles; Author, *Brain Bugs: How the Brain’s Flaws Shape Our Lives* (2012)

**The Brain in Today’s Childhood: The Unexpected Side Effects of Classrooms**
- Gabrielle F. Principe, PhD, Director, Child Memory Lab; Assistant Professor, Department of Psychology, Ursinus College; Author, Your Brain on Childhood: The Unexpected Side Effects of Classrooms, Ballparks, Family Rooms and the Minivan (2011)

**The Neuroscience of Learning**

**Different Learners: Brains, Genes, Lifestyles and the 21st Century Student**
- Jane M. Healy, PhD, Educational Psychologist; Teacher; Reading and Learning Specialist; Former Adjunct Assistant Professor, Cleveland State University; Author, Different Learners (2011), *Your Child’s Growing Mind* (2004) and Failure to Connect (1999)

**Creating Experiential Learning in the Classroom to Reach Diverse Learners**
- Jeb Schenck, PhD, Adjunct Professor, University of Wyoming; President, Knowa Inc.; Author, *Teaching and the Adolescent Brain* (2011) and *Learning, Teaching and the Brain* (2003)

**Practical Framework for Differentiation in Regular and Inclusion Classrooms**

### INDIVIDUAL MINDS: USING BRAIN DIFFERENCES TO SHAPE ABILITIES

**Educational Neuroscience: How Education Shapes Individual Brain Development in Reading, Math and Attention Abilities and Disabilities**

**Bilingualism and Brain Plasticity: Implications for Education**
- Gigi C. Luk, PhD, Assistant Professor, Department of Psychology, Harvard University; Co-Author, “Bilingualism: Consequences for mind and brain” (2012, *Trends in Cognitive Science*) and “Life-long bilingualism maintains white matter integrity in older adults” (2011, *Neuroscience*)

**Neurodiversity and Neuroindividuality: Insights from Neuroimaging for Intervention**
- 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 “Brain basis of phonological awareness for spoken language in children and its disruption in dyslexia” (2012, *Cerebral Cortex*)

**Individual Differences in Numerical and Math Abilities: A Cognitive Neuroscience Perspective**
- Daniel Ansari, PhD, Associate Professor/Canada Research Chair, Department of Psychology; Faculty Member, Graduate Program in Neuroscience, University of Western Ontario; Co-Author, “Cognitive neuroscience meets mathematics education” (2010, *Education Research Review*)

**Individual Differences in the Neural Basis of Language and General Comprehension Abilities**

**Individual Differences of Mathematics Learning: Predicting School Performance and Disabilities**
SOCIAL MINDS: HOW PARENTS, CULTURE AND TEACHERS SHAPE BRAINS

How Genes, Parents and Culture Make Us Who We Are

How Cultural Experiences Shape Brain Function: Evidence from Reading and Math
Daniel Ansari, PhD, Associate Professor/Canada Research Chair; Faculty Member, Graduate Program in Neuroscience, University of Western Ontario; Co-Author, “Culture and education: New frontiers in brain plasticity” (2011, Trends in Cognitive Sciences)

The Effects of Parental Nurturing on Child Brain Structure, Mood and Learning
Joan L. Luby, MD, Professor of Child Psychiatry, Washington University in St. Louis; Director, Early Emotional Development Program, Washington University in St. Louis School of Medicine; Co-Author, “Maternal support in early childhood predicts larger hippocampal volumes at school age” (2012, PNAS)

The Neurobiological Substrate for Sociocultural Influences on Mind and Brain
Bruce E. Wexler, MD, Professor Emeritus; Senior Research Scientist, Department of Psychiatry, Yale School of Medicine; Author, “Neuroplasticity, cultural evolution and cultural differences” (2010, World Cultural Psychiatry Research Review) and Brain and Culture: Neurobiology, Ideology and Social Change (2008)

Cultural Brains: Neural/Behavioral Correlates of Social Emotional Experience in Beijing and LA
Mary Helen Immordino-Yang, EdD, Assistant Professor, Rossier School of Education; Research Assistant Professor, Brain and Creativity Institute, University of Southern California; Editorial Board Member, Journal of Experimental Psychology and Journal of Culture and Brain

Learning Brains: The Role of Maturation, Parents and Training on Memory/Learning Difficulties
Torkel F. Klingberg, MD, PhD, Professor in Cognitive Neuroscience, Stockholm Brain Institute, Karolinska Institute; Author, The Learning Brain: Memory and Brain Development in Children (2012) and The Overflowing Brain (2008)

MISWIRED MINDS: STRATEGIES FOR NEURODEVELOPMENTAL DISORDERS

The Autism Revolution: Using Whole Brain-Body Strategies
Martha R. Herbert, MD, PhD, Assistant Professor of Neurology, Harvard Medical School; Director, Treatment Research and Neuroscience Evaluation of Neurodevelopmental Disorders; Co-Author, The Autism Revolution (2012)

Brain Differences and Executive Functions: Assessment and Interventions for Children with LD, ADHD and Autism
Margaret Semrud-Clikeman, PhD, LP, ABPDN, Professor of Pediatrics; Division Director, Pediatric Clinical Neuroscience, University of Minnesota Medical School; Co-Author, Child Neuropsychology: Assessment and Interventions for Neurodevelopmental Disorders (2009, 2nd Edition)

How Changing Brains Affect Children’s Life Outcomes: The Concept of Genes, Multi-Finality, Intelligence, Ability, Motivation, Self-Regulation and Executive Function
Sam Goldstein, PhD, Assistant Clinical Instructor, Department of Psychiatry, University of Utah Medical School; Clinical Director, Neurology Learning and Behavior Center; Co-Author, The Handbook of Neurodevelopmental and Genetic Disorders in Children (2010)

How the Special-Needs Brain Learns

Preparing Children with Autism for Success in the 21st Century: How We Can Rewire the Brain Through Emotionally Meaningful Experiences in the Classroom
Ricki G. Robinson, MD, MPH, Clinical Professor of Pediatrics, Keck School of Medicine, University of Southern California; Author, Autism Solutions (2011), Serena Wieder, PhD, Co-Founder, Interdisciplinary Council on Developmental and Learning Disorders (ICDL); Co-Author, Engaging Autism (2009) and The Child with Special Needs (1998); and Monica G. Osgood, BA, Co-Founder/Executive Director, Celebrate the Children; Director, Developmental Center for Children and Families; Executive Director, Profectum
MATURING MINDS: BRAIN MATURATION, MEMORY AND TEENS

Brain Maturation and Sex Differences in Adolescence: Implications for Education
Jay N. Giedd, MD, Child and Adolescent Psychiatrist; Chief, Brain Imaging in the Child Psychiatry Branch, National Institute of Mental Health, National Institutes of Health; Co-Author, “Brain and cognition sex differences in the adolescent brain” (2010, Brain and Cognition) and “Adolescent maturity and the brain” (2009, Journal of Adolescent Health)

Schools and Synapses: Memory, Education and Cognitive Reserve
Kenneth S. Kosik, MD, Co-Director, Neuroscience Research Institute; Harriman Professor of Neuroscience Research, Department of Molecular, Cellular and Developmental Biology, University of California, Santa Barbara; Co-Author, The Alzheimer’s Solution (2010)

Adolescent Brain Maturation and Culture
Thomas J. Cottle, PhD, Professor, School of Education, Boston University; Sociologist; Psychologist; Author, Sense of Self (2003), Beyond Self Esteem (2003) and Mind Fields: Adolescent Consciousness in a Culture of Distraction (2001)

How Education Can Best Serve the Different Strengths and Challenges in All Learners for Optimal Memory Construction and Durability
Judy A. Willis, MD, EdM, Board-Certified Neurologist; Adjunct Faculty, Graduate School of Education, University of California, Santa Barbara; Author, Learning to Love Math (2011), How Your Child Learns Best (2008) and Brain Friendly Strategies for the Inclusion Classroom (2007)

Learning from Experiences, Experiential Education and Gaming to Improve Memory
Jessica Cruickshank, EdM, Recent Graduate, Mind, Brain and Education Program, Harvard Graduate School of Education; Vice President, KNOWA Inc; Administrative Director, Solid Rock Outdoor Ministries

MOLDING MINDS: EARLY EDUCATION, EXPERIENCES AND ADVERSITY

Early Experiences, Family Environment and Adversity on Brain Development and Architecture
Charles A. Nelson, PhD, Professor of Pediatrics, Harvard Medical School; Co-Author, “How the timing and quality of early experiences influence the development of brain architecture” (2010, Child Development) and Neuroscience of Cognitive Development: The Role of Experience and the Developing Brain (2006)

Socioeconomics Predicts Individual Differences in Neurocognitive Abilities
Bruce D. McCandliss, PhD, Professor of Psychology and Human Development, Psychological Sciences, Vanderbilt University; Author, “Educational neuroscience: The early years” (2010, Proceedings of the National Academy of Sciences); Co-Author, “Socioeconomic gradients predict individual differences in neurocognitive abilities” (2007, Developmental Science)

Brain Development and Experience: Lessons from Neuroscience and Montessori for Education
Steven J. Hughes, PhD, LP, ABPdN, Assistant Professor of Pediatrics and Neurology, University of Minnesota Medical School; Director, The Center for Research on Developmental Education; Chair, Association Montessori International Global Research Committee

Your Successful Preschooler: How to Help Young Children Become Confident and Connected

The Environment of Childhood Poverty
Gary W. Evans, PhD, Professor, College of Human Ecology, Cornell University; Author, “Childhood poverty, chronic stress and adult working memory” (2009, Proceedings of the National Academy of Sciences) and “Childhood poverty and health” (2007, Psychological Science)

For more information and additional speakers, check the website at LearningAndTheBrain.com. Also follow us on Twitter and Facebook.
PRE-CONFERENCE WORKSHOPS
FRIDAY, NOVEMBER 16 8:30 AM–12:30 PM
(Cost per person: $189. By advance registration only. Select one of six. Add $25 if not also attending the conference.)

1) Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom
Examine the basic principles of differentiation in light of what current research on educational neuroscience has revealed. Discover ways to better meet the needs of increasingly diverse students; learn more about how the brain learns and about approaches to differentiation; understand the science behind teaching the best content in the best possible way; design and implement strategies for effective differentiated teaching; and create a positive and productive learning environment. David A. Sousa, EdD, Education Consultant; Co-Author, Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom (2011)

2) Educating Resilient Children with Autism, ADHD and Other Developmental/Learning Disorders
Review the most current research on children's developmental disorders and resilience, specifically as it relates to children with complex developmental and related conditions. Learn methods and strategies to help educators and other professionals develop the mindset necessary to foster resilience in these children. Sam Goldstein, PhD, Assistant Clinical Instructor, University of Utah Medical School; Co-Author, Handbook of Resilience in Children (2012), The Power of Resilience (2009) and Assessment for Autism Spectrum Disorders (2008)

3) The Empty Desk: Why We Lose At-Risk Learners and How Brain-Compatible Teaching Can Help
Teachers are challenged daily to meet the educational needs of at-risk populations. Many times the teaching methods fall short, failure rates are high, absenteeism is rampant and students and teachers feel highly stressed with all the pressures of school. Look through the lens of neuroeducation to gain insight about supporting at-risk learners through differentiated instruction and research-based strategies that can be applied in the at-risk classroom. Sarah Armstrong, EdD, Adjunct Faculty Member, University of Virginia; Co-Author, A Practical Guide to Tiering Instruction in the Differentiated Classroom (2010)

4) Adolescent Brains: Differences in Their Learning, Reasoning and Decision Making
Examine how the adolescent brain develops, why they are different and how this development impacts various aspects of reasoning and decision-making. Through strategies correlated to neuroscience research about the influences of environment, experience and education on shaping minds and brains, educators will build their toolkits for changing teen brain circuitry beyond rote memorization. Leave with strategies and interventions to promote the best conditions for student learning during the teen years, for life outcomes and for the 21st century. Valerie F. Reyna, PhD, Professor of Human Development, Psychology, Cognitive Science and Neuroscience, Cornell University; Co-Editor, The Adolescent Brain (2012); Judy A. Willis, MD, EdM, Adjunct Faculty, Graduate School of Education, University of California, Santa Barbara; Author, Inspiring Middle School Minds (2009)

5) Redesigning Testing from the Inside Out: Educational Assessment and Neurocognitive Diversity
Gain an overview of a movement involving researchers from Harvard and the Developmental Testing Service that is dedicated to building and disseminating free, research-based, standardized, formative assessments addressing a variety of academic topics. Learn about the advances in learning research behind new assessments, known as DiscoTests, which includes cutting-edge work in cognitive neuroscience and developmental psychology. The research behind these DiscoTests allows them to serve as rich diagnostics tool of neurocognitive individual differences and facilitates the delivery of developmentally appropriate curricula. Leave this workshop with a set of assessment tools you can begin to use immediately. Zachary Stein, EdM, Deputy Director; Senior Analyst, Developmental Testing Service; Co-Author, “Redesigning testing: Operationalizing the new science of learning” (2010, The New Science of Learning)

6) Teaching Teachers Using the Mind/Brain Processes of Experience to Match Students’ Needs
Explore a new neuroeducation model for staff development for teachers through the use of experiences and learning sciences. Examine a framework of teaching that combines the dynamic skills theory with years of teaching experience in the field. This process is adaptable to any learning situation that involves having students actively experience the concepts being taught. Jeb Schenck, PhD, Adjunct Professor, University of Wyoming; President, KNOWA Inc.; Author, Teaching and the Adolescent Brain (2011), and Jessica Cruickshank, EdM, Vice President, KNOWA Inc.; Administrative Director, Solid Rock Outdoor Ministries

EVENTS
MEETING OF THE MINDS – WINE & CHEESE RECEPTION
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☐ The Empty Desk: Why We Lose At-Risk Learners and How Brain-Compatible Teaching Can Help 8:30 am – 12:30 pm $189 per person

☐ Adolescent Brains: Differences in Their Learning, Reasoning and Decision Making 8:30 am – 12:30 pm $189 per person

☐ Redesigning Testing from the Inside Out: Educational Assessment and Neurocognitive Diversity 8:30 am – 12:30 pm $189 per person

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☐ MIT 'Brain Scan' Tour. Please call 781-449-4010 ext. 101 to check availability for Nov. 15 or 16 tours before registering. (Add $550)

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SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify PIRI in writing by fax, email or mail. Cancellations must be requested no later than Nov. 2, 2012. No cancellations will be accepted after Nov. 2. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of $50 per person if before Sept. 30 or $150 per person if you cancel after Sept. 30 but before Nov. 2. Cancellations must be sent in writing to PIRI at 35 Highland Circle, 1st Floor, Needham, MA 02494-3099 or faxed to PIRI at 781-449-4024.

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