

# NOVEMBER CONFERENCE REGISTRATION FORM OR REGISTER ONLINE AT [LEARNINGANDTHEBRAIN.COM](http://LEARNINGANDTHEBRAIN.COM)

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

**Please Register Me for the Conference on November 16-18, 2012** \$ \_\_\_\_\_

<b>GENERAL REGISTRATION</b> (THROUGH November 2nd)	\$569 per person (\$534 for L&B Society members)
<b>Late Registration</b> (AFTER November 2nd)	\$589 per person (\$554 for L&B Society members)
<b>Double Conf. Registration</b> (Circle: Nov. & Feb or May)	\$479 per person, per conference (\$444 for L&B Society members) (Registrations must be made at the same time.)
<b>Group Rates</b> (Five or more from one organization submitted together)	\$489 per person x _____ registrants

**Please Register Me for a Friday, Nov. 16 Pre-Conference Workshop** Add \$25 if not attending the Nov. conference \$ \_\_\_\_\_

<input type="radio"/> <b>Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom</b>	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> <b>Educating Resilient Children with Autism, ADHD and Other Developmental/Learning Disorders</b>	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> <b>The Empty Desk: Why We Lose At-Risk Learners and How Brain-Compatible Teaching Can Help</b>	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> <b>Adolescent Brains: Differences in Their Learning, Reasoning and Decision Making</b>	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> <b>Redesigning Testing from the Inside Out: Educational Assessment and Neurocognitive Diversity</b>	8:30 am – 12:30 pm	\$189 per person
<input type="radio"/> <b>Teaching Teachers Using Mind/Brain Processes of Experience to Match Students' Needs</b>	8:30 am – 12:30 pm	\$189 per person

**Please Also Sign Me Up for Professional Development or Graduate Credits\*** \$ \_\_\_\_\_

- Please send certificate via email (FREE).  Please send certificate via USPS (Add \$5 for shipping & handling).  
 **Please register me for the BU Graduate Credit Course** (Add \$1,365 per person)

\*Add \$1,365 to your conference fee to cover Boston University tuition and student fees. For more information on CEUs and BU graduate credits, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com).

**Conference Events** \$ \_\_\_\_\_

- Please register me for the November 16 Meeting of the Minds Reception.** (FREE)  
 **MIT 'Brain Scan' Tour.** Please call 781-449-4010 ext. 101 to check availability for Nov. 15 or 16 tours before registering. (Add \$150)

All prices are in U.S. dollars. **GRAND TOTAL: \$** \_\_\_\_\_

- Please check here if you have attended PIRI's Learning & the Brain® conferences before.**  
 How did you hear about this conference? \_\_\_\_\_  
 **Please check here if you have any special ADA requirements, and call (781) 449-4010 ext. 101.**  
 Westin Copley Place and MIT campus are ADA compliant.

**PAYMENT METHOD**  Check enclosed  Purchase Order enclosed  Credit Card (Circle one: VISA MC AMEX )  
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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 and must be paid 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 cancelled 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.** General registration is \$569 per person (\$534 for L&B Society members) through Nov. 2, 2012. After Nov. 2, registration is \$589 (\$554 for L&B Society members). A \$35 administrative fee will be added for on-site registration at the conference. Groups of five or more may register at \$489 per person, if registering together with payment or purchase order.  
**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.  
**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, 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 sessions, events, workshops, or the conference, entirely, in which case PIRI's liability to participants shall be strictly limited to a refund of those fees.

## 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

- You will gain knowledge about:**
- ✓ Neural differences and strategies for LD, ADHD and autism
  - ✓ How teaching and brain diversity shape cognition and learning
  - ✓ Why genes and experiences affect learning and life outcomes
  - ✓ Ways parents, teachers and culture influence brain development
  - ✓ Strategies for teaching diverse, special and inclusion classrooms
  - ✓ Effects of stress, socioeconomic and adversity on achievement
  - ✓ Using brain strengths and differentiated teaching to reach all learners
  - ✓ Brain differences in language, reading, math and bilingual abilities
  - ✓ Role of adolescence and maturation on memory, reason and learning
  - ✓ Impact of early education and Montessori methods on the brain



### 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  
 College, University, Education Professors  
 Teenage, Cultural, Educational Leaders  
 Education Reform, Policy Makers  
 LD, ADHD and Autism Clinicians

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 The Neuroscience Research Institute, **University of California, Santa Barbara**  
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### EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDIT

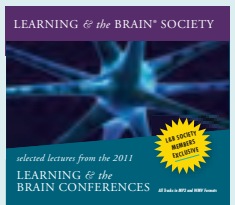
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**Graduate Credit:** You can earn two academic graduate credits through the Boston University School of Education. For details on the course and to register, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com).  
**Speech-Language Pathologist Credits:** Please download a Speech-Language version of the brochure from the website, [LearningAndTheBrain.com](http://LearningAndTheBrain.com), for more information on available ASHA credits.

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Pay only \$199 single or double per night (plus applicable taxes). **Call the WESTIN COPLEY PLACE at 1-888-627-7216 and refer to "Learning & the Brain."** The conference discount rate will no longer apply when the room block is filled or after Oct. 25, 2012. The hotel is located on Copley Square in Boston's Back Bay neighborhood, near shopping at Copley Mall and the Prudential Center. It also provides easy access to Boston's historic sites and is only a 15-20 minute cab ride from Logan International Airport.

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**Join our online community** and receive an exclusive CD sampler of lectures from last year's LEARNING & the BRAIN® conferences, monthly e-newsletters on brain news, monthly chat sessions with neuroscientists and authors, **member discounts on upcoming LEARNING & the BRAIN® conference registrations and online store** and access to the members-only website with our neurolibrary of selected talks (both audio and video) from past L&B Conferences. This year's CD sampler includes seven talks in both MP3 and WMV formats. The WMV format allows you to watch slide presentations from the conference while listening to the talk. **Visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com) for more information and to join.**



# LEARNING & the BRAIN® CONFERENCE

33<sup>rd</sup> International Conference for PreK through University Educators, Parents and Clinicians  
**November 16-18, 2012** • Westin Copley Place Hotel • **Boston, MA**

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

Explore the latest research on:

- Teaching Diverse Brains and Learners
- Adversity, Poverty and Achievement
- Ways Teachers Shape Brains and Skills
- 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
- Neurons, Early Education and Montessori
- Interventions for LD, ADHD and Autism

### EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDITS

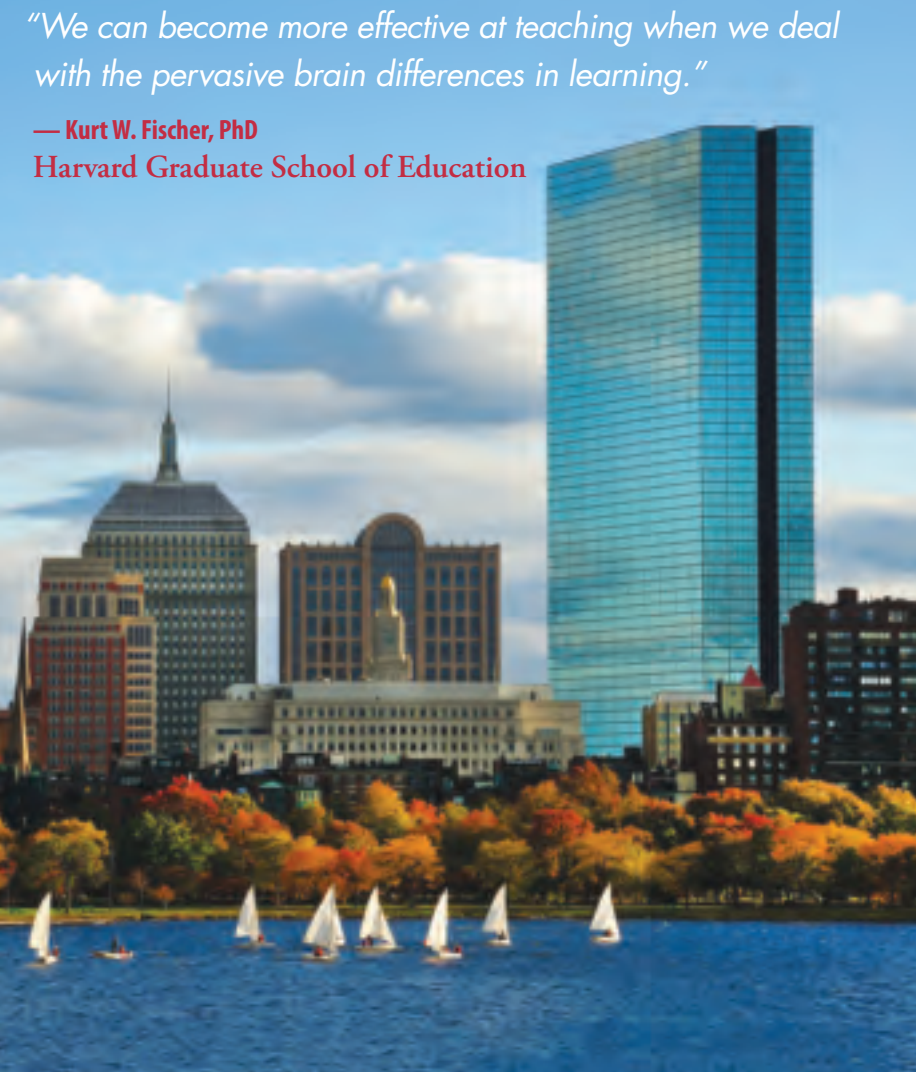
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### UPCOMING L&B CONFERENCES:

Winter: **San Francisco, CA:** Feb. 14-16, 2013

Spring: **Arlington, VA:** May 3-5, 2013

Register for two conferences together and receive a discount.



"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

AT THE WESTIN COPLEY PLACE HOTEL  
 BOSTON, MA

**NOVEMBER 16-18, 2012**  
 Discount Registration Deadline: Nov. 2

# 33<sup>RD</sup> LEARNING & the BRAIN® CONFERENCE

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# CONFERENCE PROGRAM TOPICS

## WITH A DISTINGUISHED FACULTY

### 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

**Charles K. Fadel, MBA**, Founder/Chairman, Center for Curriculum Redesign; Visiting Practitioner, Mind, Brain and Education Program, Harvard Graduate School of Education; Global Education Lead, Cisco Systems; Co-Author, *21<sup>st</sup> Century Skills* (2009)

#### Different Learners: Brains, Genes, Lifestyles and the 21<sup>st</sup> 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

**Kathleen M. Kryza, MA**, Consultant; Adjunct Professor in Special Education, University of Michigan; Co-Author, *Differentiation for Real Classrooms* (2009), *Inspiring Elementary Learners* (2008) and *Inspiring Middle and Secondary Learners: Honoring Differences and Creating Community Through Differentiating Instructional Practices* (2007)

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

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

**Bruce D. McCandliss, PhD**, Professor of Psychology and Human Development, Psychological Sciences, Vanderbilt University; Author, "Individual differences in distinct components of attention are linked to anatomical variations in distinct white matter tracts" (2010, *Frontiers in Neuroanatomy*), "White matter microstructures underlying mathematical abilities in children" (2008, *Neuroreport*) and "Development of neural systems for reading" (2007, *Annual Review of Neuroscience*)

#### 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 "Lifelong 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

**Chantel S. Prat, PhD**, Assistant Professor of Psychology, Institute for Learning & Brain Sciences, University of Washington; Author, "The brain basis of individual differences in language comprehension abilities" (2011, *Language and Linguistic Compass*); Co-Author, "Brain bases of individual differences in cognition" (2008, *Psychological Science Agenda*)

#### Individual Differences of Mathematics Learning: Predicting School Performance and Disabilities

**Michele M. M. Mazzocco, PhD**, Professor, Institute of Child Development, University of Minnesota; Co-Author, "Preschoolers' precision of the approximate number system predicts later school mathematics performance" (2011, *PLoS One*) and "Individual differences in non-verbal number acuity correlate with math achievement" (2008, *Nature*); Co-Editor, *Why Is Math So Hard for Some Children?* (2007)

### CONFERENCE BEGINS 1:30 PM, NOVEMBER 16

SCHEDULE:	Friday, November 16	8:30 AM – 12:30 PM	Pre-Conference Workshops
	Friday, November 16	1:30 PM – 5:30 PM	Conference Day 1
	Saturday, November 17	8:30 AM – 5:30 PM	Conference Day 2
	Sunday, November 18	8:30 AM – 5:00 PM	Conference Day 3



### SOCIAL MINDS: HOW PARENTS, CULTURE AND TEACHERS SHAPE BRAINS

#### How Genes, Parents and Culture Make Us Who We Are

**Jerome Kagan, PhD**, Daniel and Amy Starch Professor of Psychology Emeritus, Harvard University; Author, *Psychology's Ghosts* (2012), "Want better students? Teach their parents" (2011, *Christian Science Monitor*), *The Temperamental Thread: How Genes, Culture, Time and Luck Make Us Who We Are* (2010) and *The Three Cultures* (2009)

#### 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, ABPpN**, Professor of Pediatrics; Division Director, Pediatric Clinical Neuroscience, University of Minnesota Medical School; Co-Author, *Child Neuropsychology: Assessment and Interventions for Neurodevelopmental Disorders* (2009, 2<sup>nd</sup> 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

**David A. Sousa, EdD**, Consultant; Member, Cognitive Neuroscience Society; Author, *How the Brain Learns* (2011, 4th Edition), *How the ELL Brain Learns* (2010) and *How the Special Needs Brain Learns* (2006); Co-Author, *Differentiation and the Brain* (2011)

#### 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, ABPpN**, 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

**Ann E. Densmore, CCC-SLP/A**, Consultant, Eliot Pearson Children's School, Tufts University; Author, *Helping Children with Autism Become More Social* (2007); Co-Author, *Your Successful Preschooler: Ten Skills Children Need to Become Confident and Socially Engaged* (2011)

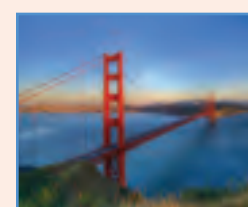
#### The Environment of Childhood Poverty

**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](http://LearningAndTheBrain.com).

Also follow us on Twitter and Facebook.

### REGISTER NOW FOR UPCOMING CONFERENCES AND SAVE



#### LEARNING & the BRAIN®: THE INNOVATIVE/CREATIVE BRAIN

FEBRUARY 14-16, 2013 IN SAN FRANCISCO, CA  
Held at the historic Fairmont San Francisco on Nob Hill  
Co-sponsors include: **Greater Good Science Center, University of California, Berkeley**

#### LEARNING & the BRAIN®: THE EXECUTIVE BRAIN FROM EARLY CHILDHOOD TO ADULTHOOD

MAY 3-5, 2013 IN ARLINGTON, VA  
Held at the Crystal Gateway Marriott, close to Reagan National Airport and the sights of Washington, DC

Co-sponsors include: **Johns Hopkins University School of Education**

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



### 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 21<sup>st</sup> 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

FRIDAY, NOV. 16 from 5:30 PM - 6:30 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](mailto:INFO@LearningAndTheBrain.com). Proposal deadline is October 15, 2012. For more information, visit [LearningAndTheBrain.com](http://LearningAndTheBrain.com), or call 781-449-4010 Ext. 102.

#### MIT "BRAIN SCAN" TOUR: THE BRAIN IN ACTION

THURSDAY, NOVEMBER 15 – 2:00, 3:00 and 4:00 PM; FRIDAY, NOVEMBER 16 – 9:00, 10:00 and 11:00 AM  
(COST PER PERSON: \$150)

Sponsored by the **Athinoula A. Martinos Imaging Center, Massachusetts Institute of Technology (MIT)**

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 their brain scanned. Brain scans will take place **on-site** at the MIT campus in Cambridge, MA. The MIT imaging center building is easily accessible from the Weston Copley Place Hotel via public transit. Directions will be provided.



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