

NOVEMBER CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register: | **Phone:** (857) 444-1500 ext. 1 or 2 **Email:** registration@LearningAndTheBrain.com **Fax:** (857) 357-7011
Postal mail: ERI • 78 Brooks Road, New Canaan, CT 06840 **Web:** LearningAndTheBrain.com

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: \$ _____

- | | |
|-------------------------------------------------------|------------------------------------------------------|
| Fall Early Registration (THROUGH OCT. 1, 2021) | \$549 per person (\$499 per person for groups of 5+) |
| General Registration (THROUGH NOV. 5, 2021) | \$599 per person (\$549 per person for groups of 5+) |
| Late Registration (AFTER NOV. 5, 2021) | \$619 per person (\$569 per person for groups of 5+) |
- ☐ I will be attending the conference in person in Boston, MA ☐ I will be attending the conference virtually

Register Me for a Friday, November 19 Pre-Conference Workshop Add \$30 if not attending the Nov. conference \$ _____

Please check one of five:

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|
| <input type="radio"/> Practical Strategies to Reduce Anxiety in the Classroom | 9:00 am – 1:00 pm | \$179 per person |
| <input type="radio"/> The Neuropsychology of Stress and Trauma: How to Develop a “Trauma Informed” School | 9:00 am – 1:00 pm | \$179 per person |
| <input type="radio"/> Becoming a Mental Health Sleuth: Detecting and Responding to Mental Health Needs in the Classroom | 9:00 am – 1:00 pm | \$179 per person |
| <input type="radio"/> Cultivating Resilience and Post-Traumatic Growth in School Communities | 9:00 am – 1:00 pm | \$179 per person |
| <input type="radio"/> Brain Science, Reading, and Dyslexia: From Research, to Practice, to the Summer Slide | 9:00 am – 1:00 pm | \$179 per person |

Sign Me Up for Professional Development Credits* (FREE)

- ☐ Please send via email (FREE). *For more information on CE credits, visit LearningAndTheBrain.com.

Register Me for the Reception and/or Tours \$ _____

- ☐ **Register me for the November 19 *Meeting of the Minds* Reception.** (FREE)
- ☐ **Register me for the MIT “Brain Scan” Tour** (Please call 857-444-1500 ext. 1 to check availability of tours.) (Add \$149)

Sign Me Up for Emails (FREE)

- ☐ **Email me the monthly L&B Newsletter** (FREE)
- ☐ **Email me information about upcoming L&B events** (FREE)

All prices are in U.S. dollars.

GRAND TOTAL: \$ _____

- ☐ **Please check here if you have any special ADA requirements, and call (857) 444-1500 ext. 1.**
- The Boston Marriott Copley and MIT campus are ADA compliant.

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

Credit Card Number: _____ Exp: _____

Cardholder Name: _____

Cardholder Billing Address: _____ ZIP: _____

Signature: _____ Date: _____

Make check or purchase order payable to **Educator Resources, Inc. (ERI)**, and mail it along with your registration form to:
ERI, 78 Brooks Road, New Canaan, CT 06840-6250.

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 857-444-1500 ext. 1 or 2. Fall early conference registration is \$549 (\$499 per person for groups of 5 or more) through October 1, 2021. General conference registration is \$599 per person (\$549 per person for groups of 5 or more when registering together) through November 5, 2021. After November 5, 2021, late registration is \$619 per person (\$569 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 ERI in writing by fax or mail. Cancellations must be requested no later than November 5, 2021. No cancellations can be accepted after November 5, 2021. 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 October 1, 2021, or \$150 per person if you cancel after October 1, 2021, but by November 5, 2021.
CONFERENCE PROGRAM CHANGES Educator Resources, Inc. (ERI) 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 ERI, in its sole discretion, deem any such changes necessary or advisable. Similarly, ERI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case ERI's liability to participants shall be strictly limited to a refund of those fees. ERI, 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.

TEACHING DISTRESSED AND DISRUPTIVE STUDENTS

Educators will face a range of student mental, psychological, behavioral, and learning issues when schools return this fall. A recent Harvard University study found that 67% of the children they studied in ages 7-15 between November 2020 to January 2021 had clinically significant symptoms of anxiety and depression and 67% had clinically meaningful problem behaviors, compared to 30% and 20% before the pandemic. A March 2021 report by Horace Mann found that more than half of educators (53%) reported a “significant” loss in students’ academic learning. **This conference will provide new research on the impact of the pandemic on student anxiety, mental health, and learning. Discover strategies to reduce anxiety and depression; reverse learning loss; reengage students; manage disruptive behaviors; improve trust and mental health; help children with ADHD and autism adjust to a new normal; and create calm, caring, connected, and trauma-sensitive schools.**

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ Calming students in an age of rising stress and anxiety
- ✓ Promoting mental health in school, youth, and young adults
- ✓ Ways to re-engage and help kids as they return back to school
- ✓ The science of trauma and creating trauma-sensitive classrooms
- ✓ Strategies for managing difficult behaviors and school situations
- ✓ Creating caring, trusting, connected classrooms in challenging times
- ✓ Achieving success with defiant, emotional, and disengaged students
- ✓ Intervention and acceleration for “COVID Slide” in reading and math
- ✓ Helping students with ADHD and autism adjust to a new normal
- ✓ Science-based strategies for reducing anxiety and depression
- ✓ Research on the pandemic’s impact on child mental health



*This hybrid conference will include both a live, in-person audience as well as a virtual option using Zoom. You can choose to travel and visit the sights of Boston or watch the sessions comfortably from your home, or your hotel room. All talks will be recorded and made available to stream for one month afterwards. For more information, visit LearningAndTheBrain.com or call 857-444-1500 Ext. 1.

CO-SPONSORS

Integrated Learning Initiative, **Massachusetts Institute of Technology**

School Development Program, **Yale University**

Laboratory for Learning Engineering & Neural Systems,
University of Connecticut/UCSF

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

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

The Dana Foundation

LEARNING & the BRAIN® Foundation

WHO SHOULD ATTEND

Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers, Administrators
Psychologists, School Psychologists
Learning Specialists, Special Educators
Early Childhood Educators, Professionals
Literacy, Reading, Math, STEM Teachers
Special Educators, School Social Workers
Superintendents, Principals, School Heads
School, Teen, Mental Health Counselors
Trauma, ADHD, Behavior Professionals
College, University Professors

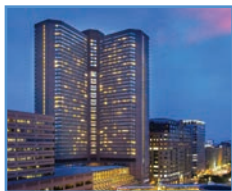
EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn up to 20 hours of instruction toward professional development credit for educators, psychologists, speech-language professionals, and social workers for either in-person or online instruction. Visit our website at **LearningAndTheBrain.com** for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call **(857) 444-1500 ext. 1**.

Speech-Language Pathologist Credit: Visit LearningAndTheBrain.com for more information on courses registered to offer ASHA CEUs.



STAY IN BOSTON'S COPLEY SQUARE – SPECIAL RATES



Pay only \$229 per night (plus applicable taxes). Stay in the heart of Boston. Call the **Boston Marriott Copley Place** (the site of the conference) at (800) 228-9290 or (617) 236-5800, and reference “LEARNING & the BRAIN” or book online via LearningAndTheBrain.com for a special rate starting at \$229 per night (plus taxes) for a room with a King bed or Two Double Beds. The discounted conference rate will no longer apply when the room block is filled or after October 29, 2021. The hotel is located adjacent to the Copley Mall and the Prudential Center, with easy access to the historic sites of Boston. The Marriott Copley is close to Amtrak’s Back Bay station and only a short cab ride from Logan International Airport.



HYBRID LEARNING & the BRAIN® CONFERENCE

60TH International Conference for PreK through University Educators, Clinicians, and Parents

November 19-21, 2021 • At the Marriott Copley Place Hotel in Boston, MA • Or Virtually from Home

Presented by:
Educator Resources, Inc.
78 Brooks Road
New Canaan, CT 06840



FEATURED SPEAKER:

Bessel A. van der Kolk, MD

Professor of Psychiatry, *Boston University*

School of Medicine; Author, *The Body*

Keeps the Score: Brain, Mind, and Body

in the Healing of Trauma (2014)

and *Psychological Trauma* (2003)

CALMING ANXIOUS BRAINS: TEACHING AND TREATING STUDENTS WITH ANXIETY, TRAUMA, DEPRESSION, AND ACADEMIC LEARNING LOSS

Explore the latest research on:

Managing Disruptive Behaviors

The Science of Stress and Trauma

COVID Impacts on Mental Health

Reducing Stress in an Anxious Age

Building Trauma-Sensitive Schools

Creating Caring, Calm Classrooms

Helping Kids With ADHD/Autism

Teen Anxiety and Depression

Reversing Learning Loss

Harnessing the Power of Anxiety

Re-Engaging Students in Learning

Dealing With Defiant, Disengaged Kids

Importance of Trust and Connections

Managing Difficult School Situations

Reaching Teens in Uncertain Times

Mindfulness and Mental Health

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EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS HYBRID CONFERENCE

UPCOMING L&B CONFERENCES

Winter: San Francisco, CA: Feb. 18-20, 2022

Spring: New York, NY: April 1-3, 2022

For information on upcoming conferences, webinars, available PD credit, and in-service training, visit LearningAndTheBrain.com.

"So many children, adolescents, and young adults are suffering from anxiety and depression in ever increasing numbers, especially during COVID. However, our research has found that children in a mindfulness intervention group had reduced stress, reduced negative feelings, and their ability to sustain attention was enhanced."

—John D.E. Gabrieli, PhD
Massachusetts Institute of Technology

CALMING ANXIOUS BRAINS: TEACHING AND TREATING STUDENTS WITH ANXIETY, TRAUMA, DEPRESSION, AND ACADEMIC LEARNING LOSS

AT THE BOSTON MARRIOTT COPLEY PLACE HOTEL IN BOSTON
OR VIRTUALLY FROM YOUR HOME

NOVEMBER 19-21, 2021

Pre-Conference Workshops: November 19

Early Registration Deadline: October 1



FALL HYBRID LEARNING & *the* BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) ANXIOUS BRAINS: CREATING CALM, COPING, MINDFUL STUDENTS



Keynote: Unwinding Our Anxiety in the Brain During a Pandemic

Judson A. Brewer, MD, PhD, Director of Research and Innovation, Mindfulness Center; Associate Professor in Behavioral and Social Sciences and Psychiatry, Schools of Public Health and Medicine, [Brown University](#); Research Affiliate, [Massachusetts Institute of Technology](#); Author, *New York Times* Best Sellers, *Unwinding Anxiety* (2021) and *The Craving Mind* (2018)



Keynote: Good Anxiety: Harnessing the Power of the Most Misunderstood Emotion

Wendy A. Suzuki, PhD, Professor of Neural Science and Psychology, Center for Neural Science, [New York University](#); Author, *Good Anxiety: Harnessing the Power of the Most Misunderstood Emotion* (Forthcoming, 2021) and *Anxiety Is Your Superpower* (2020); Co-Author, *Healthy Brain, Happy Life: A Personal Program to Activate Your Brain and Do Everything Better* (2015)

The Science of Adolescent Anxiety and Depression: Can Mindfulness Help?

John D.E. Gabrieli, PhD, Director, MIT's Integrated Learning Initiative; Professor of Brain and Cognitive Sciences; Associate Director, Athinoula A. Martinos Imaging Center at the McGovern Institute for Brain Research, [Massachusetts Institute of Technology](#); Co-Author, "Reward-Related Neural Circuitry in Depressed and Anxious Adolescents: A Human Connectome Project" (2021, *American Academy*)

Coping Skills for Kids and Teens: Strategies for Stress, Anxiety, and Anger

Janine Halloran, MA, LMHC, Licensed Mental Health Counselor; Founder, Encourage Play LLC; Founder/CEO, Coping Skills for Kids; Former School Adjustment Counselor; Host, *Calm & Connected* Podcast; Author, *Coping Skills for Teens Workbook: 60 Helpful Ways to Deal With Stress, Anxiety, and Anger* (2020), *Social Skills for Kids* (2018), and *Coping Skills for Kids Workbook* (2016)

ADHD and Anxiety: Understanding the Relationship and Developing Practical Strategies

Roberto Olivardia, PhD, Clinical Associate, McLean Hospital; Clinical Instructor of Psychology, [Harvard Medical School](#); Member of the Scientific Advisory Board for ADDitude and the Professional Advisory Boards for CHADD and Attention Deficit Disorder Association

2) DISTRESSED BRAINS: CREATING TRAUMA-SENSITIVE CLASSROOMS



Keynote: Reestablishing Attention and Synchronicity in Children Exposed to Trauma

Bessel A. van der Kolk, MD, Professor of Psychiatry, [Boston University Medical School](#); President, Trauma Research Foundation; Author, *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma* (2014) and *Traumatic Stress* (2006); Co-Author, "When Nowhere Is Safe: Interpersonal Trauma and Attachment Adversity as Antecedents of Posttraumatic Stress Disorder and Developmental Trauma Disorder" (2018, *Traumatic Stress*)



Keynote: Bridging the Gap Between Innate and Learned Behavior: A Parent's Role in Promoting Survival

Bianca Jones Marlin, PhD, Assistant Professor of Neuroscience, College of Physicians and Surgeons, [Columbia University](#); Featured in "Breakthrough: The Trauma Tracer," a film produced by *Science Friday*; Co-Author, "Bridging the Gap Between Innate and Learned Behaviors: A Parental Role in Promoting Survival" (2020, *Neuropsychopharmacology*)

Creating Caring, Trusting Schools During Challenging Times

Richard Weissbourd, EdD, Senior Lecturer on Education; Faculty Director, Human Development and Psychology; Faculty Director, Making Caring Common Project, [Harvard Graduate School of Education](#); Senior Lecturer, Kennedy School of Government, [Harvard University](#)

How the Pandemic Contributes to Feelings of Threat and Disrupts a Child's Ability to Connect and Feel Safe: A Polyvagal Perspective

Stephen W. Porges, PhD, Distinguished University Scientist, [Indiana University Bloomington](#); Founding Director, Traumatic Stress Research Consortium, Kinsey Institute; Professor of Psychiatry, [University of North Carolina](#); Founder of the Polyvagal Theory; Author, "The COVID-19 Pandemic is a Paradoxical Challenge to Our Nervous System: A Polyvagal Perspective" (2020, *Clinical Neuropsychiatry*)

Trauma, Resilience, and the Developing Brain

Frank J. Kros, MSW, JD, Founder and CEO, Kros Learning Group; Trained by Principal Investigator Dr. Robert Anda on the Adverse Childhood Experiences (ACE) Study; Author, *The Upside Down Organization: Reinventing Group Care* (2008)

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

THURS., NOV. 18 – 2:00 PM, 3:00 PM, or 4:00 PM; FRI., NOV. 19 – 9:00 AM, 10:00 AM, or 11:00 AM
(Cost per Person: \$149. Tours are one hour.)

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

Take this special opportunity, for Learning & the Brain participants only, to tour the Athinoula A. Martinos Imaging Center at the McGovern Institute for Brain Research at the [Massachusetts Institute of Technology](#), where you will see an fMRI brain scan in action. One volunteer from each tour group will be selected for the live scan of his/her own working brain, to be viewed by the group. Brain scans will take place offsite at the MIT campus in Cambridge, MA. The MIT imaging center building is easily accessible from the Boston Marriott Copley Place Hotel via public transit. Directions will be provided. Call (857) 444-1500 ext. 1 for availability. **(Space is limited. For conference registrants only.)**



CONFERENCE BEGINS AT 1:30 PM, NOVEMBER 19

All times are Eastern Standard Time.

SCHEDULE:

Friday, November 19	9:00 AM – 1:00 PM	Pre-Conference Workshops
Friday, November 19	1:30 PM – 6:30 PM	Conference Day 1
Saturday, November 20	9:00 AM – 6:15 PM	Conference Day 2
Sunday, November 21	9:00 AM – 4:00 PM	Conference Day 3



3) DISRUPTIVE BRAINS: MANAGING DIFFICULT CLASSROOM BEHAVIORS



Keynote: Helping Students With Concerning Behavior Before and After the Pandemic

Ross W. Greene, PhD, Clinical Psychologist; Adjunct Associate Professor, Department of Psychology, [Virginia Tech](#); Adjunct Professor, Faculty of Science, [University of Technology](#), Australia; Former Faculty, [Harvard Medical School](#); Founder/Director, Lives in the Balance; Executive Producer of the Award Winning Documentary, *The Kids We Lose* (2018); Author, *The Explosive Child* (2021, 6th Edition), *Raising Human Beings* (2016), *Lost and Found* (2016), and *Lost at School* (2008)



Keynote: Handle With Care: Managing Difficult Situations With Dignity and Respect When School Returns

Jimmy Casas, EdS, CEO/President, J. Casas & Associates; Former Principal; Adjunct Professor, [Drake University](#); Former Senior Fellow, International Center for Leadership in Education; Author, *Live Your Excellence* (2020) and *Cultivate: Every Student. Every Day. Whatever It Takes* (2017); Co-Author, *Handle With Care: Managing Difficult Situations in Schools With Dignity and Respect* (2021)

Brain Aligned Relational Discipline: Addressing Student Behavior

Lori L. Desautels, PhD, Founder, Revelations in Education; Assistant Professor, College of Education, [Butler University](#); Creator and Instructor of Butler's Applied Educational Neuroscience Certificate Program; Author, *Connections Over Compliance: Rewiring Our Perceptions of Discipline* (2021) and *Eyes Are Never Quiet: Listening Beneath the Behaviors of Our Most Troubled Students* (2019)

Achieve Success With Defiant, Emotional, and Disengaged Students

MaryAnn Brittingham, MS, Graduate Course Instructor, [State University of New York at New Paltz](#); Co-Author, *Transformative Teaching* (2015); Author, *Motivating the Unmotivated* (2008), *Dealing With Difficult Parents* (2005), and *Respectful Discipline* (2003)

We Needed Executive Function During COVID-19 and Still Do: Assessment and Intervention

Jack A. Naglieri, PhD, Research Professor, Curry School of Education, [University of Virginia](#); Senior Research Scientist, Devereux Center for Resilient Children; Author, *Helping Children Learn* (2011, 2nd Edition); Co-Author, *The Handbook of Executive Functioning* (2014) and "The School Neuropsychology of ADHD" (2008, *Psychology in the School*)

Dealing With the New Normal: Strategies for Autism, Anxiety, and Meltdowns

Jed E. Baker, PhD, Director, Social Skills Training Project; Author, *Social Skills Picture Book: For High School and Beyond* (2017), *Overcoming Anxiety in Children and Teens* (2015), and *No More Meltdowns: Positive Strategies for Managing and Preventing Out of Control Behavior* (2012); Contributing Author, *Autism in Lockdown: Expert Tips and Insights on Coping With the COVID-19 Pandemic* (2020)

4) DISENGAGED BRAINS: REDUCING LEARNING LOSS & RE-ENGAGING KIDS

Using Science to Support Reading and Reduce Reading Loss

Kenneth R. Pugh, PhD, Senior Scientist, Haskins Laboratories; Professor of Psychology, [University of Connecticut](#); Director, Yale Reading Center; Associate Professor of Linguistics, [Yale University](#); Researcher who is attempting to measure the damage inflicted by "Coronavirus Slide" and whether remote learning tools can help reduce learning loss; Co-Author, *How Children Learn to Read* (2011)

Re-Engaging Student Minds During and After COVID

Kathleen M. Kryza, MA, Master Teacher; CIO, Infinite Horizons; Co-Author, *Transformative Teaching* (2015), *Developing Growth Mindsets in the Inspiring Classroom* (2011), *Inspiring Elementary Learners* (2008), *Inspiring Middle and Secondary Learners* (2007), and *Differentiation for Real Classrooms: Making It Simple, Making It Work* (2009)

Providing Academic Support for All Students to Address Learning Loss

Kathleen Lynch, EdD, Assistant Professor of Learning Sciences, Department of Educational Psychology, Neag School of Education, [University of Connecticut](#); Former Fellow, Kennedy School of Government, [Harvard University](#); Co-Author, "Broad-Based Academic Support for All Students" (2020, *Annenberg Institute/Harvard EdResearch for COVID-19 Recovery Briefs*) and "Effects of Summer Mathematics Intervention for Low-Income Children" (2017, *Educational Evaluation and Policy Analysis*)

For a complete list of speakers, go to [LearningAndTheBrain.com](#). Follow us on [Twitter](#), [Facebook](#), and [Instagram](#).

5) DEPRESSED BRAINS: PROMOTING MENTAL HEALTH IN TEENS & ADULTS



Keynote: Under Pressure: Confronting the Pandemic of Stress, Anxiety, and Mental Health Concerns in Adolescents

Lisa K. Damour, PhD, Senior Advisor to the Schubert Center for Child Studies, [Case Western Reserve University](#); Writer for the Monthly "Adolescence" Column at the *New York Times*; Author of the *New York Times* Best Sellers, *Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls* (2019) and *Untangled: Guiding Teenage Girls Through the Seven Transitions Into Adulthood* (2016)

Reaching Teens in Times of Trauma, COVID, and Uncertainty

Kenneth R. Ginsburg, MD, MEd, FAAP, Professor of Pediatrics, [University of Pennsylvania School of Medicine](#); Co-Founder and Director of Programs, Center for Parent and Teen Communication; Author, "How to Help Children Build Resilience in Uncertain Times" (2020, *American Academy of Pediatrics*), *Reaching Teens: Strength-Based, Trauma-Sensitive, Resilience-Building Communications Strategies Rooted in Positive Youth Development* (2020, 2nd Edition), *Building Resilience in Children and Teens* (2020, 4th Edition), and *Raising Kids to Thrive* (2015)

Youth Stress Vulnerability During COVID: Promoting Mental Health and Protective Factors

Maya L. Rosen, PhD, Research Associate, Stress and Development Lab, [Harvard University](#); Incoming Assistant Professor of Neuroscience, [Smith College](#); Co-Author, "Social Behavior and Youth Psychopathology During the COVID-19 Pandemic: A Longitudinal Study" (2021, *PsyArXiv*) and "Promoting Youth Mental Health During COVID-19: A Longitudinal Study Spanning Pre- and Post-Pandemic" (2021, *PsyArXiv*)

When the Kids Come Back: A Return-To-School Guide for Mental Health During COVID-19

Elizabeth K. Englander, PhD, Professor of Psychology; Founder/Director, Massachusetts Aggression Reduction Center, [Bridgewater State University](#); Author, *The Insanely Awesome POST Pandemic Playbook: A Humorous Mental Health Guide for Kids* (2021), *When the Kids Come Back: A Return-To-School Guide Following the COVID-19 Pandemic* (2020), and *Bullying and Cyberbullying: What Every Educator Needs to Know* (2013)

Understanding and Addressing Mental Health in College Students: Findings and Lessons

Sarah K. Lipson, PhD, EdM, Assistant Professor, Department of Health Law, Policy, and Management; Co-Principal Investigator of the Healthy Minds Study; Associate Director of the Healthy Minds Network, [Boston University](#); Co-Author, "More Than Inconvenienced: The Unique Needs of U.S. College Students During the COVID-19 Pandemic" (2020, *Health Education & Behavior*)

Cultivating Courage and Resilience in Today's Mental Health Crisis

Kristen Lee, EdD, LICSW, Behavioral Health Clinician and Educator; Lead Faculty for Behavioral Science; Associate Teaching Professor of Psychology, [Northeastern University](#); Author, "Is Sanity Possible During Insane Times" (2020, *Psychology Today*), "Anxiety: 2020's Frenemy" (2020, *Psychology Today*), *Mentalelligence* (2018), and *RESET: Make the Most of Your Stress: Your 24-7 Plan for Well-Being* (2014)

The End of Adolescence: Supporting Youth and the Lost Art of Delaying Adulthood

Nancy E. Hill, PhD, Developmental Psychologist; Charles Bigelow Professor of Education, Harvard Graduate School of Education; President-Elect of the Society for Research in Child Development; Co-Author, *The End of Adolescence: The Lost Art of Delaying Adulthood* (2021)

REGISTER NOW FOR 2022 LEARNING & the BRAIN® CONFERENCES



THE SCIENCE OF SCHOOLING: APPLYING BRAIN SCIENCE WITH COVID LESSONS LEARNED TO RETHINK AND IMPROVE TEACHING AND LEARNING

FEBRUARY 18-20, 2022, IN SAN FRANCISCO, CA

Held at the historic Fairmont San Francisco Hotel on Nob Hill

FEATURED SPEAKER: BARBARA A. OAKLEY, PHD, PE

Professor, Industrial and Systems Engineering Department, [Oakland University](#); Co-Author, *Learn Like a Pro* (2021) and *Uncommon Sense Teaching: Practical Insights in Brain Science to Help Students Learn* (2021)

FEATURED SPEAKER: TERRY L. JERNIGAN, PHD

Professor of Cognitive Science, Psychiatry, and Radiology; Director, Center for Human Development, [University of California, San Diego](#); Co-Director, Coordinating Center's Adolescent Brain Cognitive Development (ABCD) Study



TEACHING THINKING BRAINS: PROMOTING REASONING, CRITICAL THINKING, AND KNOWLEDGE FOR AN AGE OF AUTOMATION AND MISINFORMATION

APRIL 1-3, 2022, IN NEW YORK, NY

Held at the Sheraton New York Times Square Hotel

FEATURED SPEAKER: STEVEN A. PINKER, PHD

Cognitive Psychologist; Johnstone Family Professor of Psychology, [Harvard University](#); Author, *Rationality: What It Is, Why It Seems Scarce, Why It Matters* (Forthcoming, 2021), *Enlightenment Now* (2018), and *The Sense of Style* (2014)

FEATURED SPEAKER: RON E. RITCHHART, PHD

Senior Research Associate, Harvard Project Zero, Harvard Graduate School of Education, [Harvard University](#); Co-Author, *The Power of Making Thinking Visible: Using Routines to Engage and Empower Learners* (2020)



See LearningAndTheBrain.com for more information.

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

FRIDAY, NOVEMBER 19, 2021 9:00 AM – 1:00 PM

Cost per person: \$179. By advance registration only. Select one of five. Cost is \$209 if not also attending the conference.

1. Practical Strategies to Reduce Anxiety in the Classroom

Up to one in three children and teenagers are struggling with anxiety in this country. By understanding the role anxiety plays in a student's behavior, proper preventive strategies can be identified that avoid the reward/punishment-based consequences of traditional behavior plans. Through case studies, humorous stories, and common challenging situations, this workshop will translate clinical information into easy-to-implement strategies for reducing student anxiety and negative thinking, while increasing self-regulation, accurate thinking, engagement, and self-monitoring. **Jessica Minahan, MEd, BCBA**, Licensed and Board-Certified Behavior Analyst; International Consultant to Schools; Author, "Maintaining Relationships, Reducing Anxiety During Remote Learning" (2020, *Educational Leadership*); Co-Author, *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* (2012)

2. The Neuropsychology of Stress and Trauma: How to Develop a "Trauma Informed" School

This workshop will explore the neural underpinnings of stress, trauma, and emotional dysfunction in children and its impact upon learning. There will be a discussion on five steps that schools can take to become more "trauma-informed." Targeted assessment strategies, specific classroom accommodations, and school-based interventions will be presented to assist students in their return to school from the recent pandemic. Schools can enhance emotional wellness through early prevention efforts, appropriate assessment and screening techniques, and an improved school climate to foster emotional growth for all children. **Steven G. Feifer, DEd, NCSP, ABSNP**, Faculty Instructor, American Board of School Neuropsychology; Licensed Psychologist, Monocacy Neurodevelopmental Center; Author, *The Neuropsychology of Stress and Trauma* (2019); Co-Author, *The Neuropsychology of Reading Disorders* (2000); Co-Editor, *Emotional Disorders* (2010)

3. Becoming a Mental Health Sleuth:

Detecting and Responding to Mental Health Needs in the Classroom

The COVID-19 pandemic continues to have many enduring impacts. One of the most prominent is on the mental health of students. This pre-conference workshop is specifically designed to provide educators with both the knowledge and skill in identifying student mental health needs and meeting those needs effectively and compassionately. It will empower educators with the "detective skills" of awareness, observation, identification, and communication of the most common mental health issues in school-aged children, which can help in early identification of concerns, timelier interventions, effective risk management, stronger parent collaboration, and increased student happiness. **Frank J. Kros, MSW, JD**, Founder and CEO, Kros Learning Group; Trained by Principal Investigator Dr. Robert Anda on the Adverse Childhood Experiences Study; Author, *The Upside Down Organization: Reinventing Group Care* (2008) and *Creating the Upside Down Organization: Transforming Staff to Save Troubled Children* (2005)

4. Cultivating Resilience and Post-Traumatic Growth in School Communities

Even as the COVID pandemic enters a new phase and schools begin a "new normal," how can we ensure that we and our communities emerge from this time more resilient than ever? Join Dr. Chris Willard in this workshop to explore the foundations of resilience and post-traumatic growth, looking to positive psychology, neuroscience, and mindfulness as you explore tools that have boosted human resilience, mental health, and learning for generations. This workshop will include many experiential exercises along with simple takeaway tips for yourself and your school communities to help us all "regulate to educate," as we enter this new normal. **Christopher Willard, PsyD**, Psychotherapist; Educational Consultant; Lecturer in Psychiatry, **Harvard Medical School**; Board Member, The Institute for Meditation and Psychotherapy; Author, *Mindfulness for Teen Anxiety* (2021, 2nd Edition); Co-Author, *The Mindfulness Matters Program for Children and Adolescents* (2019) and *Mindfulness for Teen Depression* (2016)

5. Brain Science, Reading, and Dyslexia: From Research, to Practice, to the Summer Slide

This workshop will review what is currently known about the brain basis of reading ability and disability. You will examine how neuroscience knowledge may be translated into educational policies and practices in relation to topics such as diagnosis, prognosis, early identification of children at risk for dyslexia, and identification of children who will or will not benefit from a specific kind of intervention. Also, you will review evidence about the summer slide in reading skills, a topic especially pertinent to changes in learning and teaching during the pandemic period when so many students have been away from normal schooling. **John D.E. Gabrieli, PhD**, Director, MIT's Integrated Learning Initiative; Professor of Brain and Cognitive Sciences, **Massachusetts Institute of Technology**; Co-Author, "Cognitive Neuroscience of Dyslexia" (2018, *Language, Speech, and Hearing Services in Schools*); and **Joanna A. Christodoulou, EdD**, Assistant Professor at the MGH Institute of Health Professions; Lecturer, **Harvard Graduate School of Education**; Research Affiliate, **Massachusetts Institute of Technology**

EVENTS

MEETING OF THE MINDS – WINE & CHEESE RECEPTION

FRIDAY, NOVEMBER 19 from 6:30 PM - 7:30 PM — Free & Open to All Attendees

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

Advance registration required on the registration form.

PRESENT A POSTER SESSION AT THE NOVEMBER CONFERENCE

Share and present your scientific research, the impact of the pandemic on your students or school, or successful programs you implement to help students with anxiety, mental health, depression, or learning loss. Submit a summary of your poster session for review to info@LearningAndTheBrain.com.

Proposal deadline is October 22, 2021. For more information, visit LearningAndTheBrain.com or call 857-444-1500 Ext. 1.