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THE POWER OF MINDSETS: PROMOTING POSITIVE SCHOOL CLIMATES AND MOTIVATION IN STUDENTS
JUNE 24-28 OR JULY 8-12
On the campus of Boston University, Boston, MA

Workshop Leader: Robert B. Brooks, PhD, Psychologist; Faculty, (part-time), Department of Psychiatry, Harvard Medical School

THE NEUROSCIENCE OF READING: USING RESEARCH TO UNDERSTAND READING ACQUISITION AND DISORDERS
JULY 8-11
On the campus of Massachusetts Institute of Technology, Cambridge, MA

Workshop Leader: John D. E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences, Massachusetts Institute of Technology; and Joanna A. Christodoulou, EdD, Research Affiliate, Massachusetts Institute of Technology

NEUROSCIENCE AND CLASSROOM ENGAGEMENT: STRATEGIES FOR MAXIMIZING STUDENTS’ ATTENTION, FOCUS, AND POTENTIAL
JULY 8-12
On the campus of UCSB, Santa Barbara, CA

Workshop Leader: Judy A. Willis, MD, MEd, Board-Certified Neurologist and Former Teacher

NEUROSCIENCE AND EXECUTIVE SKILLS: STRATEGIES FOR EXECUTIVE FUNCTIONS, MEMORY, AND CLASSROOM LEARNING
JULY 15-19
On the campus of UCSB, Santa Barbara, CA

Workshop Leader: Judy A. Willis, MD, MEd, Board-Certified Neurologist and Former Teacher

MAKING MINDFULNESS STICK: USING MEDITATION AND MINDFULNESS IN YOUR SCHOOLS AND CLASSROOMS
JULY 15-19
On the campus of Boston University, Boston, MA

Workshop Leader: Christopher T. Willard, PsyD, Teaching Associate, Harvard Medical School

A TEACHER’S GUIDE TO THE LEARNING BRAIN: TRANSLATING PSYCHOLOGY AND NEUROSCIENCE RESEARCH FOR THE CLASSROOM
JULY 22-26
On the campus of Boston University, Boston, MA

Workshop Leaders: Andrew Watson, MEd, Founder and President, Translate the Brain; Former Teacher; and Scott MacClintic, BS, Director of the Henry R. Kravis ’63 Center for Excellence in Teaching Science, Loomis Chaffee School
TEACHING SOCIAL SKILLS IN A DIGITAL AGE

Children today spend more time using digital devices than ever before, but it has come with a loss of face-to-face interaction and social skills. A 2018 Pew Research Center study found that with 95 percent of U.S. teens now having access to a smartphone, 45 percent feel overwhelmed by social media drama, 48 percent feel they don't fit in with peers, and 36 percent feel they have too little face-to-face time with friends. However, brain and psychological research has shown that having face-to-face interactions and developing social skills are essential for learning, making lasting friendships, and for academic and career success. Join us in New York to explore how our brains are wired for face-to-face social interactions, how digital devices are affecting social skills development and addiction, and how social groups, and using classroom collaborations improve learning. Discover ways to help all students, including the socially awkward and those with autism, feel accepted, make friends, and develop the social and emotional skills needed for school and life success.

LEARNING OBJECTIVES
You will gain knowledge about:
✓ The science of the social brain, networks, and interactions
✓ Ways to teach social competence and social-emotional learning
✓ Strategies and interventions for autistic and socially awkward kids
✓ Why social skills are important for academic, college, and career success
✓ The negative effects of digital technology on brains, addiction, and skills
✓ Benefits of using group and collaborative learning, teams, and co-teaching
✓ How face-to-face interaction synchronizes brainwaves and boosts learning
✓ Using social curricula, VR, and theater for autism, ADHD, and anxiety
✓ Understanding and appreciating nerds, geeks, and different minds
✓ Ways to use technology to encourage interaction and collaboration
✓ The science of making friends and teacher-child relationships
✓ The power of group reading, talking, and conversations

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The Dana Alliance for Brain Initiatives, The Dana Foundation
School of Education, Johns Hopkins University
National Association of Secondary School Principals (NASSP)

WHO SHOULD ATTEND
Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
School Psychologists, Counselors
PreK-12 Teachers, Administrators
Learning Specialists, Special Educators
Reading, Math, Science, STEM, Classroom Teachers
Technology, Social-Emotional Learning Leaders
Communication, Collaboration, Co-Teaching Experts
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SCHOOLING SOCIAL BRAINS: PROMOTING SOCIAL SKILLS, INTERACTIONS, AND COLLABORATIONS IN A DIGITAL AGE

Explore the latest research on:
- Social Skills in a Digital Age
- The Science of the Social Brain
- Friendships and Peer Relationships
- Social Competencies and Anxieties
- Importance of Face-to-Face Interaction
- Digital Devices, Addiction, and Skills
- Reading, Talking, and Conversations
- Helping Socially Challenged Teens
- How Interaction Syncs Brainwaves
- Linking Social Skills to Achievement
- Training Skills With Apps and Theater
- Accepting Socially Awkward Children
- Social Groups, STEM, and Collaboration
- Social-Emotional Learning and Teaching
- Teens, Social Media, and Cyberbullying
- Programs for ASD, ADHD, and Anxiety

FEATURED SPEAKER:
Temple Grandin, PhD
Professor, College of Agricultural Sciences, Colorado State University;

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"We are by nature intensely social beings. Our children are innately prepared to construe the world they will encounter as adults, but, in addition, they also learn from other people the critical skills they will need, such as language”.

— Eric Kandel, PhD, Nobel Laureate, Columbia University

SCHOOLING SOCIAL BRAINS:
PROMOTING SOCIAL SKILLS, INTERACTIONS, AND COLLABORATIONS IN A DIGITAL AGE

AT THE SHERATON NEW YORK TIMES SQUARE HOTEL,
NEW YORK, NY

MAY 3-5, 2019

Pre-Conference Workshops: May 3, 2019
Early Registration Discount Deadline: March 1, 2019
1) SOCIAL BRAINS: PROMOTING SOCIAL SKILLS IN A DIGITAL AGE

The Disordered Mind: What Unusual Brains Tell Us About Ourselves
Eric R. Kandel, MD, Director, University Professor and Kavli Professor of Brain Science, Kavli Institute for Brain Science; Founder, Center for Neurobiology and Behavior, Columbia University;Recipient of the Nobel Prize, the Lasker Award, the Gairdner Award, the Harvey Prize, and the National Medal of Science; Author, The Disordered Mind: What Unusual Brains Tell Us About Ourselves (2018) and In Search of Memory (2006)

The Science of Making Friends: Helping Socially Challenged Teens and Young Adults
Elizabeth A. Laugesen, PsyD, Founder and Director, UCLA PEERS Clinic; Program Director, UCLA Autism Center for Excellence; Associate Clinical Professor, Department of Psychiatry and Biobehavioral Sciences, Semel Institute for Neuroscience and Human Behavior, University of California, Los Angeles; Author, The Science of Making Friends: Helping Socially Challenged Teens and Young Adults (2013)

The Psychology of the Good Life, Social Connections, and Well-Being
Laurie R. Santos, PhD, Director, Comparative Cognition Lab; Director, Canine and Primate Laboratory; Professor of Psychology and Cognitive Science, Yale University; Co-Author, “Developmental Shifts in Social Cognition: Socio-Emotional Biases Across the Lifespan in Rhesus Monkeys” (2018, Behavioral Ecology and Sociobiology) and “Young Children Are More Generous When Others Are Aware of Their Actions” (2014, PLoS ONE)

The Significance of Friendship and Peer Relationships for the Quiet, Socially Anxious Child
Kenneth H. Rubin, PhD, Founding Director, Center for Children, Relationships, and Culture, University of Maryland; Author, The Friendship Factor: Helping Our Children Navigate Their Social World — And Why It Matters for Their Success and Happiness (2003); Co-Author, “Future Directions for Research on Early Intervention for Young Children at Risk for Social Anxiety” (2018, Clinical Child and Adolescent Psychology)

Tips for Teaching Social Competencies With Strategies for Anxiety Management
Michelle Garcia Winner, MA, CCC-SLP, Founder and CEO, Social Thinking®; Author, “Anxiety and Social Competencies” (2015, socialthinking.com) and Think Social (2006); Co-Author, Good Intentions Are Not Good Enough (2016) and Socially Curious and Curiously Social (2011)

Friendships in the Digital Age
Eileen Kennedy-Moore, PhD, Psychologist; Advisory Board Member, Parents Magazine; Author, Kid Confidence: Help Your Child Make Friends, Build Resilience, and Develop Real Self-Esteem (Forthcoming, 2019) and Smart Parenting for Smart Kids (2011); Co-Author, Growing Friendships: A Kids’ Guide to Making and Keeping Friends (2017) and The Unwritten Rules of Friendship (2008)

Social Networks in the Brain: From Agents to Actions to Interactions
Julia J. Sliwa, PhD, Postdoctoral Researcher, Laboratory of Neural Systems, The Rockefeller University; Investigator, Brain and Spine Institute, Paris; Co-Author, “From Agents to Actions to Interactions: Uncovering Multiple Social Networks in the Primate Brain” (2017, Society for Social and Affective Neuroscience)

2) SOCIAL MEDIA MINDS: MANAGING SCREEN TIME IN A DIGITAL AGE

IRRESISTIBLE: The Rise of Addictive Technology on Children
Adam Alter, PhD, Associate Professor of Psychology and Marketing, Stern School of Business, New York University; Author, Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked (2018) and Drunk Tank Pink (2014)

Face-to-Face Communication Even with a Digital Device in Hand: How Do We Manage It?
Michelle Garcia Winner, MA, CCC-SLP, Founder and CEO, Social Thinking®; Author, “Social Media, the Social Mind, and Social Thinking” (2013, socialthinking.com) and Think Social (2006); Co-Author, Socially Curious and Curiously Social (2011)

The Overstimulated Child: Reversal of Screen Time Impacts on Mental Health and Social Behavior
Victoria L. Dunckley, MD, Award Winning Integrative Child, Adolescent, and Adult Psychiatric; Bloggers, Psychology Today; Author, Reset Your Child’s Brain: A Four-Week Plan to End Meltdowns, Raise Grades, and Boost Social Skills by Reversing the Effects of Electronic Screen-Time (2015) and “Gray Matters: Too Much Screen Time Damages the Brain” (2014, Psychology Today)

Digital Media on the Brain: Problems and Potential for Social and Emotional Development
Jenny S. Radesky, MD, Assistant Professor of Developmental Behavioral Pediatrics, University of Michigan Medical School; Lead Author of the 2016 American Academy of Pediatrics policy statement on digital media use in early childhood; Co-Author, “Early Childhood Media Exposure and Self-Regulation: Bi-Directional Longitudinal Associations” (2018, Academic Pediatrics)

Screen-Schooled Kids: The Overuse, Misuse, and Best Use of Technology in the Classroom
Joe Clement, MED, Award-Winning Teacher and Coach, Fairfax County Public Schools; and Matt Miles, MED, Teacher, Fairfax County Public Schools; Co-Authors, Screen Schooled: Two Veteran Teachers Expose How Technology Overuse Is Making Our Kids Dumber (2017)

Growing Up Social: Raising Children in a Screen-Driven World
Arlene Pellicane, MA, Former Journalist; Parenting Expert; Featured Guest on the Today Show; Author, Parents Rising (2018) and Calm, Cool, and Connected: 5 Digital Habits for a More Balanced Life (2017); Co-Author, Growing Up Social (2014)

Cyber-Violence: The Impact of Social Media on Adolescent Aggression
Jillian K. Peterson, PhD, Assistant Professor, Department of Criminal Justice and Forensic Science, Hamline University; Co-Author, “Cyber-Violence: What Do We Know and Where Do We Go From Here” (2017, Aggression and Violent Behavior)
3) DIFFERENT MINDS: APPRECIATING SOCIALLY-CHALLENGED CHILDREN

Educating Students Who Have Different Kinds of Thinking Minds
Temple Grandin, PhD, Professor, College of Agricultural Sciences, Colorado State University; Member, American Academy of Arts and Sciences; Author, *Calling All Minds* (2018) and *Thinking in Pictures* (2006, Expanded Edition); Co-Author, Unwritten Rules of Social Relationships (2017) and *The Autistic Brain: Helping Different Kinds of Minds Succeed* (2014)

The Science of Why We Are Socially Awkward and Why It Is Awesome to Be Awkward
Ty Tashiro, PhD, Social Scientist; Consultant; Former Award-Winning Professor, University of Maryland and University of Colorado; Author, *Awkward: The Science of Why We’re Socially Awkward and Why That’s Awesome* (2018) and *The Science of Happily Ever After: What Really Matters in the Quest for Enduring Love* (2014)

Pathologizing Precision: “‘Nerdy’ Kids in Elementary School Settings
David C. Anderegg, PhD, Psychotherapist; Faculty in Psychology, Bennington College; Faculty, Berkshire Medical Center; Author, *Nerds: How Dorks, Dweebs, Techies, and Trekkies Can Save America… and Why They Might Be Our Last Hope* (2011) and Worried All the Time: Rediscovering the Joy in Parenthood in an Age of Anxiety (2010)

Autism: A Uniquely Human Experience
Barry M. Prizant, PhD, CCC-SLP, Adjunct Professor, Artists and Scientists as Partners, Department of Theatre Arts and Performance Studies, Brown University; Director, Childhood Communication Services; Author, *Uniquely Human: A Different Way of Seeing Autism* (2016); Co-Author, *The SCERTS Model: A Comprehensive Educational Approach for Children With Autism Spectrum Disorders* (2005)

Developing Social Competence for Students With Deficits: From Group-Based Interventions to VR
Janine P. Stichter, PhD, Professor, Department of Special Education, University of Missouri; Developer of the “Social Competence Curricula,” a program focusing on improving social competence in K-12 education; Developer of the “iSocial,” a 3-D virtual learning environment project; Co-Author, “A Six-Step Decision-Making Process to Guide Social Skills Instruction” (2018, *Intervention in School and Clinic*)

4) SOCIAL MINDS: USING SOCIAL-EMOTIONAL LEARNING & TEACHING

Teachers as Learners: Developing the Social-Emotional Learning of Teachers
Vanessa Rodriguez, EdD, Assistant Professor, Center for Early Childhood Health and Development, Department of Population Health, NYU School of Medicine, New York University; Winner of the Nan Haar Award from the Mind, Brain, and Education Program at Harvard University and the Young Investigator Award from the International Mind, Brain, and Education Society; Author, *The Teaching Brain: An Evolutionary Trait at the Heart of Education* (2014)

Social-Emotional Learning: Its Importance for Promoting Health and Nurturing Success in School

Promoting Teachers’ Social-Emotional Competence and Teacher-Child Relationships
Joshua L. Brown, PhD, Associate Professor of Psychology; Director, Applied Developmental Psychology Program, Fordham University; Co-Author, “Teacher-Child Relationships, Classroom Climate, and Children’s Social-Emotional and Academic Development” (2017, Educational Psychology) and “Promoting Teachers’ Social and Emotional Competence” (2014, Society for Research on Educational Effectiveness)

Creating a Social, Emotion Revolution in our Nation’s Schools and Workplaces
Marc A. Brackett, PhD, Founding Director, Yale Center for Emotional Intelligence; Professor, Child Study Center, Yale University; Lead Developer, The RULER Approach to Social and Emotional Learning; Co-Author, “Creating Emotionally Intelligent Schools With RULER” (2016, *Emotion Review*) and “Advancing the Science and Practice of Social and Emotional Learning” (2016, *Review of Research in Education*)

The Mindful Classrooms: Progress, Problems, and Promise
Joshua M. Aronson, PhD, Associate Professor of Applied Psychology; Co-Director, Mindful Education Lab; Director, the Metro Center For Achievement, Research, and Evaluation (Metro CARE); Founding Director, Center for Research on Culture, Development, and Education, Steinhardt School of Culture, Education, and Human Development, New York University; Editor, *Improving Academic Achievement* (2002)
**5) COLLABORATIVE MINDS: USING GROUP LEARNING IN STEM & TEACHING**

The Science of Social Learning: Brain-to-Brain Synchrony and Group Interaction  
Ido Davidesco, PhD, Research Assistant Professor, Steinhardt School of Culture, Education, and Human Development, New York University; Founder, Department of Neuroscience and Education Collaborative; and Jay Van Bavel, PhD, Director, Social Perception and Evaluation Lab, New York University; Co-Authors, “Brain-to-Brain Synchrony Triggers Real-World Dynamic Group Interactions in the Classroom” (2017, *Current Biology*)  

Social Group Influences on STEM Motivation in Young Children  

Understanding Social Learning, Social Networks, and Social Regulation of Emotions  
Kevin N. Ochsner, PhD, Professor of Psychology; Director of Graduate Studies, Department of Psychology; Director, Social Cognitive and Affective Neuroscience (SCAN) Lab, Columbia University; Co-Author, “Evidence That Default Network Connectivity During Rest Consolidates Social Information” (2018, *Cerebral Cortex*) and “Social Cognition as Reinforcement Learning” (2016, *Cognitive Neuroscience*)

Fostering Staff Collaboration, Teams, and Co-Teaching  
Rachael A. Poliner, MAEd, Former Teacher and Faculty Member; Founding Partner, Leaders and Learners Consulting; Board Member, Social-Emotional Learning Alliance for Massachusetts; Co-Author, The Advisory Guide: Designing and Implementing Effective Advisory Programs for Secondary Schools (2004); Blog Author; “Building the Brainpower to Collaborate” (2017, *Corwin Connect*); and Jeffrey R. Benson, MA, Former Teacher and Administrator; Author, Hanging In: Strategies for Teaching the Students Who Challenge Us Most (2014); Co-Authors, Teaching the Whole Teen: Everyday Practices That Promote Success and Resilience in School and Life (2016)

Using Improv and Sketch Comedy to Practice “Real Time” Social and Collaborative Skills  
Shawn Amador, LCSW, School Social Worker; Therapist, CORE Connections Counseling; Developer of Social Theatre™, an afterschool group theater program designed to teach children social skills based on Michelle Garcia Winner’s Social Thinking®; Author, Teaching Social Skills Through Sketch Comedy and Improv Games: A Social Theatre™ Approach for Kids and Teens Including Those With ASD, ADHD, and Anxiety (2018)

**6) CONVERSATIONAL MINDS: THE POWER OF TALKING & GROUP READING**

Brain Research, Literacy, and Some Impacts on Curriculum and Instruction  

Understanding Texts and Readers: Improving Reading Comprehension, Groups, and Differentiation  
Jennifer Serravallo, MA, Literacy Consultant; Former Staff Developer, Teachers College Reading and Writing Project, Columbia University; Former NYC Public School Teacher; Author, Understanding Texts and Readers: Responsive Comprehension Instruction With Leveled Texts (2018), The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers (2017), and Teaching Reading in Small Groups (2010)

Improving Teen Talk: Skills for Classrooms and Community  
Rachael A. Poliner, MAEd, Former Teacher and Faculty Member; Founding Partner, Leaders and Learners Consulting; Board Member, Social-Emotional Learning Alliance for Massachusetts; Co-Author, The Advisory Guide: Designing and Implementing Effective Advisory Programs for Secondary Schools (2004); and Jeffrey R. Benson, MA, Former Teacher and Administrator; Author, Hanging In: Strategies for Teaching the Students Who Challenge Us Most (2014); Co-Authors, Teaching the Whole Teen: Everyday Practices That Promote Success and Resilience in School and Life (2016)

What We Say and How We Say It Matters  
Mike Anderson, MS, Former Elementary School Teacher; National Milken Educator Award Recipient; Former Program Developer, Northeast Foundation for Children, Author, What We Say and How We Say It Matters: Teacher Talk That Improves Student Learning and Behavior (Forthcoming, 2019), Learning to Choose, Choosing to Learn (2016), The First Six Weeks of School (2015, 2nd Edition), and The Well-Balanced Teacher (2010)

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1. From the Conference to the Classroom: How to Bring the Science of Learning Back to Your School
The Science of Learning is the most promising research being applied to reduce the gaps in teacher quality, student achievement, and school experience. This workshop provides you with strategies and frameworks that you should consider for your own learning and within the context of your students. Leave with “next day” applicable Mind, Brain, and Education science strategies you can use. Discover resources and frameworks which can be used throughout the LEARNING & the BRAIN® Conference to identify research that can validate, inform, and transform your current teaching practices and work with all students. Glenn Whitman, MALS, Director, Center for Transformative Teaching and Learning, St. Andrew’s Episcopal School; and Ian Kelleher, PhD, Head of Research, Center for Transformative Teaching and Learning, St. Andrew’s Episcopal School; Co-Authors, Neuroteach: Brain Science and the Future of Education (2016)

2. From Cortex to Classroom: Using Brain Science and SEL in Reading and Writing (Grades PreK-8)
Explore ways to apply the science of reading, learning technologies, and social-emotional learning to literacy instruction. Skills of social and sociocultural awareness and relationship building are critical for students to engage in meaningful learning. In this workshop, you will explore the science behind reading and the social and emotional skills that students need to be successful readers and writers. Carolyn H. Strom, PhD, Clinical Assistant Professor of Early Childhood Literacy and Innovation, New York University; and Mike Anderson, MS, Former Elementary School Teacher; Author, “Social-Emotional Learning and Academics: Better Together” (2015, Educational Leadership)

3. Teaching the Child Who Struggles Socially
Nearly every child experiences friendship problems in some way, at some time, whether it’s having an argument with a friend, coping with teasing, or finding a buddy in a new classroom. Sometimes particular children need extra help in learning to get along with others. This workshop will describe essential social skills that all children need to learn as well as practical ways to help kids learn them. It will provide hands-on activities to help you understand typical social development and common social struggles at every age. Using a case study format, you will discuss strategies for helping children develop the social skills they will need throughout their lives. Eileen Kennedy-Moore, PhD, Psychologist; International Author; Advisory Board Member for Parents Magazine; Author, Kid Confidence: Help Your Child Make Friends, Build Resilience, and Develop Real Self-Esteem (Forthcoming, 2019) and Smart Parenting for Smart Kids (2011); Co-Author, Growing Friendships: A Kids’ Guide to Making and Keeping Friends (2017) and The Unwritten Rules of Friendship (2008)

4. Questing: Maximizing Student Engagement by Cultivating Competence, Connections, and Collaboration
How do we cultivate global competence, connections, and collaborations in the curriculum? In this workshop, you will learn a step-by-step process for helping learners dive into personalized investigations and use technology. Dr. Alcock will draw from her books, Bold Moves for Schools and Quest for Learning, to guide you in using a Quest-Based Template and Planner to collaborate with your students. The workshop is designed to assist learners at all levels from kindergarten through college to foster skills such as critical thinking, inquiry, collaboration, and self-direction. Bring your laptop or device and your imagination. Marie H. Alcock, PhD, President, Learning Systems Associates; Founder, Tomorrow’s Education Network; Co-Author, Quest for Learning: How to Maximize Student Engagement (2017)

5. Clarity in Learning: Five Effective Practices That Promote Learning and Collaborations
What is one thing we can do in our schools and classrooms that would have a major impact on learning? The answer: clarity. For effective acquisition and consolidation of learning, the brain needs clarity. Answering the what, why, and how for our learners is the foundation in providing an enriching and engaging learning environment for all students. The very existence of clarity supports effective collaboration in a dis connected age. This workshop will take an in-depth look at how to establish clarity in learning and capitalize on the principles of how the brain learns. You will explore what is meant by clarity and how to ensure this major factor in learning exists in your schools and classrooms.

Mindfulness has made its way into schools as a way to address the social-emotional health of our students, particularly in a world where they are constantly “plugged-in.” However, it is helpful to have an understanding of why and how mindfulness works in the brain, and how it translates into making mindful choices about the way that we live. The workshop presenters will explain the brain science and show you how you can integrate mindful practice and mindful choices to create an emotionally healthy learning community. Donna A. Volpitta, EdD, Founder, The Center for Resilient Leadership; Author, The Resilience Formula (2000); and Michelle Palladini, BA, Founder, L.E.A.P. Program; School Resource Officer, King Philip Middle School; Detective, Norfolk Police Department
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<th>Description</th>
<th>Fee</th>
<th>Groups of 5+ Fee</th>
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<tbody>
<tr>
<td>Early Registration (THROUGH MARCH 1, 2019)</td>
<td>$569 per person</td>
<td>$499 per person</td>
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<tr>
<td>General Registration (THROUGH APRIL 18, 2019)</td>
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<td>Late Registration (AFTER APRIL 18, 2019)</td>
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<td>Dual Conf. Registration (Circle conferences: May and Nov. 2019, and/or Feb. 2020)</td>
<td>$499 per person per conference when you register for both</td>
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- How to Bring the Science of Learning Back to Your School
  8:15 am – 12:15 pm  
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- Using Brain Science and SEL in Reading and Writing
  8:15 am – 12:15 pm  
  $199 per person

- Teaching the Child Who Struggles Socially
  8:15 am – 12:15 pm  
  $199 per person

- Questing: MaximizingStudent Engagement
  8:15 am – 12:15 pm  
  $199 per person

- Clarity in Learning
  8:15 am – 12:15 pm  
  $199 per person

- Mindful Practice: The Brain Science Behind Social-Emotional Health
  8:15 am – 12:15 pm  
  $199 per person

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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 $569 ($499 per person for groups of 5 or more) through March 1, 2019. General conference registration is $619 per person ($549 per person for groups of 5 or more when registering together) through April 18, 2019. After April 18, 2019, late registration is $639 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 PIRI in writing by fax or mail. Cancellations must be requested no later than April 18, 2019. No cancellations can be accepted after April 18, 2019. 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 March 1, 2019, or $150 per person if you cancel after March 1, 2019, but by April 18, 2019. 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.

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